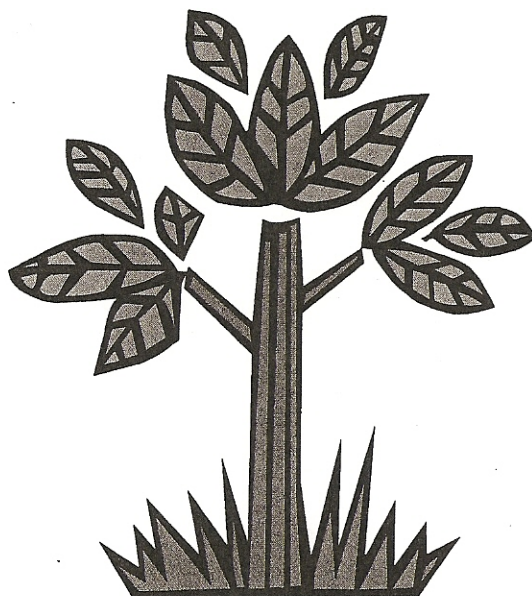


# Planting Seeds for the Future

Nation Building for Native Youth



May 20, 2002

Pilot Curriculum and Evaluation Materials

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# Introduction

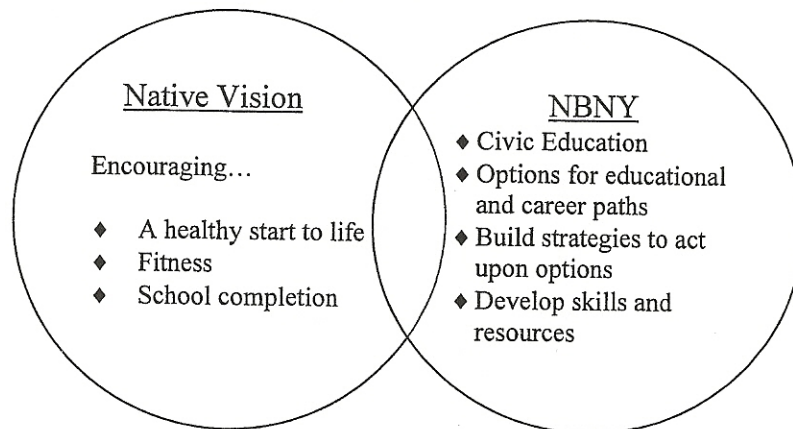
## History of Native Vision, *Nation Building for Native Youth*

Native Vision began in June, 1995 as a two-day football camp on the Navajo Reservation that was organized by Johns Hopkins, the National Football League Players' Association (NFLPA) and former NFL kicker Nick Lowery. More than 100 children from 10 tribes took part this first summer. In addition to teaching the fundamentals of football, the NFL players shared life stories with the teens, demonstrating the adversity they had overcome to realize their dreams. The main message that came out of the camp was that *despite environmental pressures, historical prejudice and isolation, a person can aspire to and achieve greatness*. This summer marks the seventh annual Native Vision sports camp with more than 800 youth attending from more than 30 tribes across the country.<sup>1</sup>

Native Vision is enhancing the health and well-being of American Indian youth by developing and supporting reservation-based programs in three distinct but related areas:

- ◆ a healthy start to life,
- ◆ fitness,
- ◆ school completion.<sup>2</sup>

The idea for a civics-based program grew out of the observations of Native Vision leaders as well as members of the Harvard Project on American Indian Economic Development: "There is currently no equivalent in Indian Country to the Model UN or Boys and Girls State programs, and high school civics courses in Indian Country seldom deal explicitly with the challenges of tribal governance..." Based on the identification of this need for tribally based civic education, and building on the success of the Native Vision program, *Nation Building for Native Youth (NBNY)* was born. The goal of the program is to provide Indian youth with an opportunity to explore and discuss issues of self-governance and leadership among their peers and tribal leaders. It begins as a pilot program this summer, serving roughly 18 high school students and several educators from tribes and schools nationwide.



The overlap between Native Vision and NBNY will be the camp where the youth leaders who attend NBNY will be encouraged to apply what they learn during the NBNY program to acting as leaders for Native Vision campers.

<sup>1</sup> Adapted from [http://www.nativevision.org/ov\\_history.html](http://www.nativevision.org/ov_history.html)

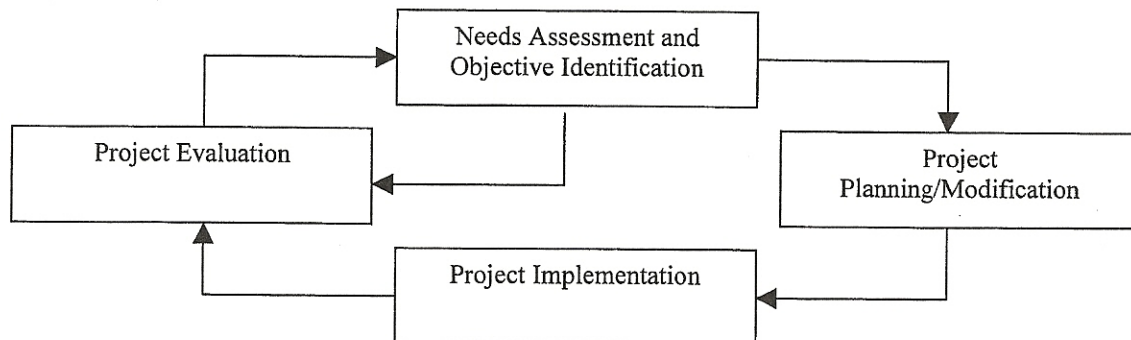
<sup>2</sup> Adapted from <http://www.nativevision.org/overview.html>

### Statement of purpose: How can we help?

The remainder of this report will address two key issues in the development of a civics-based youth program: curriculum development and program assessment. It will also offer resources and recommendations to stimulate and inform discussion around these issues.

Program coordinators have expressed a need for input regarding the immediate planning and implementation of the pilot phase; the major focus of the report is on this time frame. Accordingly, recommendations are made within a very limited context, accounting for budgetary and personnel restraints as well as the very short time between the submission of the report and the implementation of the NBNY pilot.

With time in mind, however, one realizes that in just over a month the pilot will be completed and program coordinators will begin the cycle of planning anew for NBNY 2003. Accordingly, we have included resources in each section for program coordinators to consult as circumstances change and time allows for more thorough processes of planning and evaluation.



The process of program development is cyclical, following the path of the diagram above. This project focuses on the “sub-cycle” of goal setting and evaluation (with some emphasis on planning in the curriculum section).

# **Pre-Pilot Questions: Articulating Goals and Preparing for Assessment**

### Creating a mission statement

NBNY is drawing on the experience and knowledge of a number of leaders in tribal government, education, and business, some of whom have yet to be identified/confirmed. These individuals will be coming from a variety of different backgrounds, with varying levels of involvement in the planning phases of NBNY; they will be arriving at different points and will not have an opportunity to come together for any orientation or introduction. Yet their understanding of NBNY, its purpose and structure, will speak directly to the message that is delivered to the youth. It is crucial that every adult who will interact with youth leaders share the same perception of what NBNY is doing and why. This is the purpose of a mission statement.

A clear and concise statement about NBNY's mission, methods, and values will serve several purposes in addition to uniting instructors around a common set of ideas. It will also facilitate evaluation after the pilot is completed. Eventually program coordinators and staff will ask themselves, how did we do? Did we achieve our goals? What did we do well? What do we need to improve? A necessary precursor to answering these questions is the answer to another question: What are we *trying* to do?

A mission statement is generally regarded as the collective product of all internal stakeholders within an organization. At NBNY, time simply has not allowed for a fully inclusive process, with input from sources such as the advisory board and Native Vision leaders from Johns Hopkins. Indeed current circumstances require that a mission statement be *articulated* rather than *developed*, since a set of goals and values has been implicit in the entire planning process. The task now is to identify and communicate these goals and values to the appropriate audience, namely the instructors who will interact with youth during the pilot.

A mission statement should answer the following questions:<sup>3</sup>

- ◆ What are the opportunities or needs that we exist to address? (the *purpose* of NBNY)
- ◆ What are we doing to address these needs? (the *business* of NBNY)
- ◆ What principles or beliefs guide our work? (the *values* of NBNY)

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<sup>3</sup> Radtke, Janel M. *How to Write a Mission Statement*.  
<http://www.tgci.com/publications/98fall/MissionStatement.html>

In addition, a mission statement should:

- ◆ express your organization's purpose in a way that inspires support and ongoing commitment.
- ◆ motivate those who are connected to the organization.
- ◆ be articulated in a way that is convincing and easy to grasp.
- ◆ use proactive verbs to describe what you do.
- ◆ be free of jargon.
- ◆ be short enough so that anyone connected to NBNY can readily repeat it.

Thinking Long-Term: Resources for Creating a Mission Statement and Setting Objectives/Outcomes

*Strategic Communications for Non-Profit Organizations: Seven Steps to Creating a Successful Plan*, by Janel M. Radtke (1998)

*Community Counts: How Youth Organizations Matter for Youth Development*, by Milbrey W. McLaughlin (See Appendix G for the full text of this report.)

### Setting program objectives

Once a mission statement is articulated, it is important to link that vision to what is going on right now. That is, what short-term goals and objectives are in place to see that the NBNY pilot is a step toward the long-term vision? And how is the pilot designed around these objectives?

The worksheet on the following page is offered as an exercise for articulating/clarifying program objectives. When identifying objectives it is important to think broadly about all the different goals of NBNY, which may pertain to results pertaining to learning, reaction, behavior, or results (as shown in the table below).

Objective Type	Description
<b>Learning</b>	What skills, knowledge, beliefs, or attitudes are important for youth to gain?
<b>Reaction</b>	How positive/negative do participants feel about their experience? May include subject content, instructors, facilities, meals, daily schedule, audio-visual materials, etc...)
<b>Behavioral</b>	Do participants alter their behavior at home based on their experience? How so? If not, why not?
<b>Results</b>	How effective are changes in behavior at precipitating change, whether in the community or in the students' own lives?

## Goal and objective worksheet

1. Briefly describe the purpose of NBNY.

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2. State the above in terms of a general goal.

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3. State an objective to be evaluated as clearly as you can.

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4. Can this objective be broken down further? Break it down to the smallest unit. It must be clear what specifically you hope to see documented or changed.

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5. Is this objective measurable (can indicators and standards be developed for it)? If not, restate it so that it is.

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6. Once you have completed the above steps, go back to # 3 and write the next objective. Continue with steps 4, 5, and 6.

### Making the connection: Preparing for evaluation

Why is it important for objectives to be “measurable”? The next step is to plan for the evaluation, or assessment, of each objective. With any program, evaluation is a necessary ingredient to continued progress. It is the logical counterpart to the development of objectives and goals, a system for learning how successfully each of the goals was achieved. As defined by the Joint Committee on Standards for Educational Evaluation (1994), evaluation is the “systematic investigation of the worth or merit of an object.”

Why is evaluation important? First and foremost, evaluation will provide NBNY coordinators with valuable information to help improve the program. Information on whether goals are being met and how different aspects of a project are working are essential to a continuous improvement process. Through effective evaluation coordinators will answer questions like “Did we achieve our objectives?” “What worked well?” and “How can we improve in the future?” As a pilot program NBNY might consider this the most crucial reason to conduct evaluations, since the answers to these questions will inform ongoing conversations about program development.

Secondly, evaluation provides for a very effective means of communication between program coordinators and other stakeholders. The goal is to become an accepted, trusted, respected program among Indian youth, educators, parents, and communities, which will only serve to strengthen the case when the time comes to apply for funding or seek partnerships. Evaluation results are easily communicable indicators about the current state of a program.

And lastly, a thorough and well-documented evaluation process will help NBNY serve as a replicable model in the long term. The need for civic education of the kind that NBNY is developing is gaping in Indian country; in addition to being a vehicle for addressing this need, NBNY can also be a model program for others seeking to do the same.

Once a mission statement has been created and a set of clearly defined, measurable objectives has been identified, it is time to begin preparing for the evaluation phase that will happen after the NBNY pilot. Program evaluation can be as exhaustive as resources allow for. **At this phase of planning for the NBNY pilot, it is not recommended that program coordinators spend any additional time/money investigating evaluation tools beyond those that have already been developed.** The following assessment tools, most of which were created with or by program coordinators, are included in this report:

- ◆ K-W-L Worksheets
- ◆ Smiley Faces, Stars
- ◆ 3-2-1 Worksheets
- ◆ Feedback from Reflection/Discussions with Students, Staff, Observers, Educators
- ◆ Reaction Surveys

Each of these tools, in order to be as useful as possible, should be linked to one or more of the identified program objectives. In addition, each should be accompanied by a set of

standards or indicators of success. For example, the K-W-L Worksheet is a program evaluation tool designed, in part, to measure the success of NBNY in advancing student knowledge surrounding issues of tribal governance. An indicator of success might be the appearance of specific words/phrases/definitions in the "L" section, or the extent to which the "L" section reflects that youths' questions (from "W") were answered.

For a quantitative evaluation tool such as reaction surveys, success is set at a number. Program coordinators will decide what "score" will satisfy them in each category, from the meals to the quality of instruction.

All of these questions can be answered in any number of ways, but it is important that they be answered prior to the implementation of the NBNY pilot. Identifying these standards and indicators allows program coordinators to recognize success when it happens or, alternatively, to recognize specific areas where the program could be improved.

Objective(s)	Assessment Tool	Standard/Indicator of Success
	K-W-L Worksheets	
	Smiley Faces, Stars	
	3-2-1 Worksheets	
	Feedback from Reflection/Discussions with Students, Staff, Observers, Educators	
	Reaction Surveys	

## Summary

In the weeks preceding the implementation of the NBNY pilot, it is recommended that program coordinators focus on three tasks:

- ◆ Develop a mission statement and clear objectives that reflect and articulate the values and goals implicit in the planning process thus far.
- ◆ Connect program goals to evaluation tools to be used this summer.
- ◆ Define success by setting standards and indicators corresponding to responses with each of the five tools of assessment.

### Thinking Long-Term: Resources for Evaluation

The Evaluation Center. <http://www.wmich.edu/evalctr/index.html>

The Grantsmanship Center. <http://www.tgci.com>

Evaluating Training Programs: The Four Levels, by Donald Kirkpatrick (1998)

*The 2002 User-Friendly Handbook for Project Evaluation*, by Joy Frechtling Westat, NSF (2002) (See Appendix H for the full text of this report.)

*A Note about behavioral and results objectives: assessment tools have not yet been developed for any long-term objectives of NBNY, although technology-based options are being explored. Since these evaluations will not take place until some time has elapsed after the completion of NBNY, there may be time and/or resources to explore some of the options presented by these materials.*

# Curriculum

The following section is a recommended pilot nation building curriculum. The section is divided into three parts:

1) Introduction to Curriculum

- ◆ Definitions of curriculum
- ◆ Steps in curriculum development
- ◆ A look at tier teaching
- ◆ Nation building glossary
- ◆ Current issues in nation building

2) Recommended Youth Leader Curriculum

- ◆ Goals
- ◆ Objectives
- ◆ Possible activities
- ◆ Sample schedule
- ◆ Constitutional reform simulation
- ◆ Sample youth leader welcome letter

3) Recommended Educator Curriculum

- ◆ Goals
- ◆ Objectives
- ◆ Possible activities
- ◆ Sample schedule
- ◆ Sample educator welcome letter

# Curriculum Introduction

## Curriculum

“A course of study”

(Webster’s New World Dictionary, 1990)

“Although this term has many possible meanings, it usually refers to a written plan outlining what students will be taught (a course of study). Curriculum documents often also include detailed directions or suggestions for teaching the content. Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study.”

(Association for Supervision and Curriculum Development, [www.ascd.org](http://www.ascd.org))

## Steps in Curriculum Development

Adapted from Dr. Barbara Beatty, Wellesley College

Curriculum development is a process that requires planning, brainstorming, reflecting, and revising; and, there are many methods that are useful in designing curriculum. We recommend looking at Dr. Barbara Beatty's 24-step plan. The steps are outlined as follows:

1. **Determine audience** – Who are you serving? What age, population, and/or needs do your students have?
2. **Define goals** – To begin, determine what the students should get out of the program or unit. Tier Teaching is a model used to set priorities in the teaching of a topic. It is crucial to ask an essential question. The essential question is the most fundamental goal of the unit. It is this question that determines Level 1 in the Tier Teaching Model. Critical questions, although important, are not as crucial as the essential question. Critical questions define Levels 2 and 3. These questions define what is important and/or “bonus” material to learn/experience. (See page 18.)
 

**A note about goals and objectives:** Goals are what you would like students to learn as a result of the unit. Objectives are how the students will demonstrate this learning.
3. **Choose topic** – Once the essential and critical questions have been asked, you should think about the best way to answer them. The essential question is the most important, underlying piece of the curriculum. Everything you do should, in some way, address this question. Look for opportunities to add into the curriculum information and/or activities that also address the critical questions.
4. **Map topic** – Brainstorm a list of components you would like to include in the curriculum. At this point, it is often best to write down any/all ideas you have. The adjustment of these ideas into workable activities and goals will come later.
5. **Research** – What do you need to know in order to successfully teach this unit? Find materials for teacher background information. Also, it is helpful to see what people have already done in terms of curriculum for this topic. You may be able to adapt a previously designed lesson to fit your specific goals and objectives.
6. **Adapt to students/situation** – Once you have mapped the curriculum and gathered the necessary information, you need to think about how these components will apply to a specific group of students.
7. **Integrate content and skills** – Using your objectives from step 2, make connections between the brainstormed list of topic ideas (mapping) and the goals and objectives you have set for the curriculum. Each piece you want to teach

(implicitly or explicitly) must have a purpose that serves at least one of the curriculum objectives.

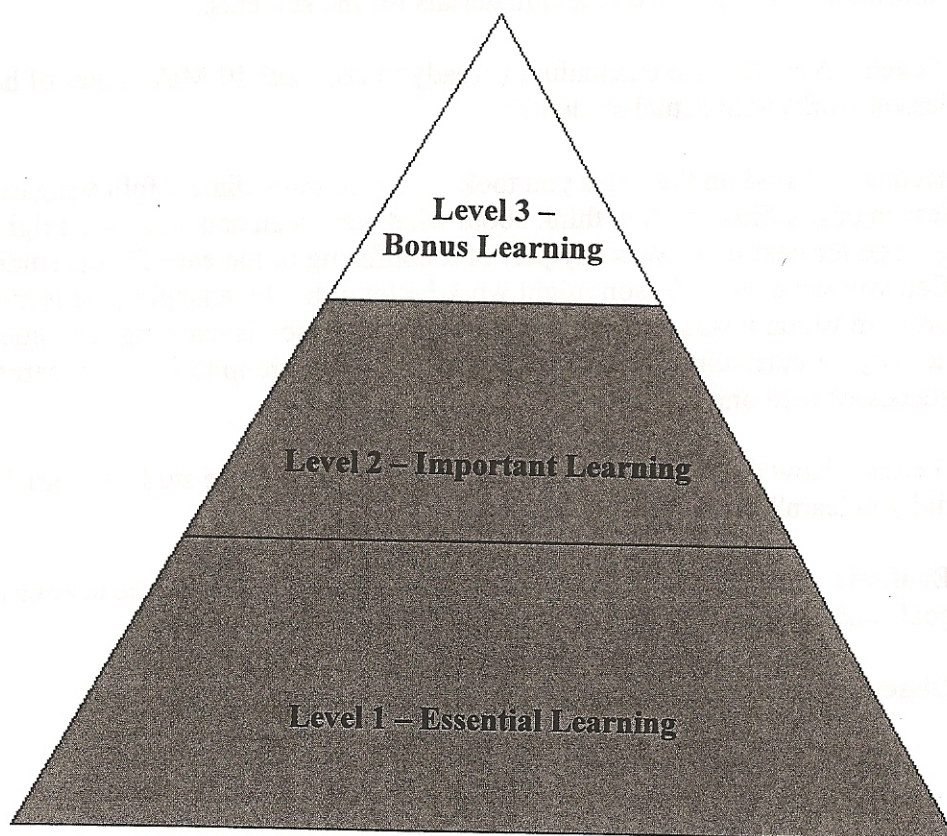
8. **Make connections** – How will these pieces relate to the students' lives? How can you facilitate the opportunity for students to make connections between what you are teaching and their own experiences?
9. **Define/limit scope** – Realize that in a limited time frame not everything can be taught on any given subject. What is your time limit? What are your priorities in this curriculum?
10. **Sequence curriculum** – What order does it make the most sense to introduce the specific topics surrounding this curriculum? What pieces of information lay a solid foundation upon which to build their knowledge and understanding of more complex topics?
11. **Adjust** – Now that you have completed the first 10 steps, it is a good time to take a step back, look at what you have done thus far, and adjust it to the needs of you, the students, the time, the situation, etc.
12. **Choose teaching techniques** – How are your objectives best addressed? Should you use lecture, case teaching, discussions, reading, group work, individual work, etc. to convey your point?
13. **Plan student learning activities** – What specific activities are you going to choose/design that will address your goals and objectives? A variety of methods will be more likely to capture and maintain the students' attention (i.e., group work, individual work, discussions, reading, projects).
14. **Obtain materials** – Once you determine what and how you are going to teach, you need to find the materials necessary to use for each lesson and the overall curriculum. For example, is there a specific article that is particularly helpful to read for background information or is there a certain worksheet that the students will need during an activity?
15. **Plan student products** – How will the students demonstrate their learning? These "products" can range from participation in group discussions to completing a specific assignment to making a presentation to constructing a project. What makes sense for your goals?
16. **Provide extensions** – Think about how your lessons and activities might be modified based on time constraints or student needs. If you have more time than what is planned for, how are you going to fill it? If you have less time, what are the most important pieces of the activity/curriculum that must be conveyed? Also, think about specific needs your students may have. What about students with a great understanding of this topic? What if you have students who know nothing about the topic? What specific teaching strategies may work for students who are visual or auditory learners?

17. **Assessment strategies** – Similar to student products, how will you know whether the students learned the material? These assessment strategies can come in a variety of forms – a portfolio of student work, a presentation, a written essay, a test, etc. Sometimes, assessment may take shape in the form of setting personal goals and/or the students making connections with the material.
18. **Set deadlines** – Set deadlines for: designing the curriculum (i.e. completing these steps) as well as teaching it and looking at student products/assessments.
19. **Prepare curriculum study guides** – What will you need for each lesson? A study guide can/should include a lesson plan (for the teacher), background information for the teacher, and materials for the students.
20. **Teach** – Now that the curriculum is ready to go, teach it! Make notes of how each lesson works with actual students?
21. **Reflect** – Based on the notes you took during or immediately following each lesson or teaching session, think about what went well and what you might change for next time. Was any part of it confusing or too easy for the students? Can you see a way a lesson might work better either by changing the format or the order in which it was taught? If more than one person is teaching the same lesson, activity, or curriculum, it may be helpful to form a group to share concerns and successes with one another.
22. **Assess** – How did the overall curriculum go? What did the students learn? What did you learn? What needs to be changed?
23. **Evaluate** – Make any necessary changes or alterations to specific lessons or the goals and objectives of the curriculum.
24. **Disseminate** – Share your work!

## Tier teaching

In teaching a specific curriculum, it is absolutely necessary to lay a foundation of knowledge upon which to build. Tier teaching is a visual model for how that foundation can be laid.

Due to such reasons as time constraints, resource allotment, and student needs, there has been a move in education toward setting priorities in teaching. Tier teaching is one model of this priority setting. Curriculum design happens at three levels: Essential Learning, Important Learning, and Bonus Learning.



Adapted from Just ASK Publications, ASK, Inc. 2000

Level 1 – Essential Learning → what the students *must* learn for the unit’s success

Level 2 – Important Learning → what is important, but not essential, to learn

Level 3 – Bonus Learning → what it would be nice if the students knew

### Nation building glossary

**Constitution** – A written charter that defines a government

**Nation** – Shared history  
Shared future and future well-being  
Group of people bound by blood, land, and/or language (Communal identity)  
Shared system of beliefs, values, and language  
Imagined political community  
(From Cathy Corman, 2001)

**Nation Building** – An essential exercise of self-determination and sovereignty. Encompasses such issues as: legislature, education, forming institutions, judicial systems, tribal-state relations, language and cultural preservation, sovereignty, self-government, economic development, populations of Native Americans both on and off the reservations, jurisdiction and control, poverty, and youth development.  
(From “Cutting Edge Issues in Nation Building,” 2001)

**Reform** – To induce or cause to abandon evil ways  
(From Kay Merseith’s “Dictionary Definitions of Reform, 2002)

**Self-determination** – Willingness to believe you can do it combined with the ability “do it yourself” (From Joe Kalt, 2001)

**Sovereignty** – “Desire to be self-governing” (Ken Pepion, 2001)  
“A necessary pre-ingredient for development and success on [the tribe’s] own terms” (Joe Kalt, 2001)  
“Powers of self-government – legislature, schooling, and putting into place institutions which will help govern the tribe” (Joe Kalt, 2001)

## Current issues in nation building

This is not an exhaustive list, but rather a list to begin thinking about the critical issues in nation building.

- ◆ Constitutional reform
- ◆ Economic development
- ◆ Education
- ◆ Poverty
- ◆ Health care
  - ◆ Drug abuse
  - ◆ Alcoholism
- ◆ Growing youth population
- ◆ Mobility
  - ◆ “Brain drain” (crises in human capital caused by lack of economic incentives on reservations to draw back into communities college-educated tribal members)
- ◆ Violence
- ◆ Language preservation
- ◆ Cultural preservation
- ◆ When to take risks (as a tribe)

# **Recommended Youth Leader Curriculum**

## Goals – and how they are addressed

### Nation Building for Native Youth tiers: Youth leaders

Goals are important to set when planning curriculum because it gives purpose to the teaching of the topic. It also helps to organize the planning and implementation of curriculum.

Tier Teaching Level	Defining Goals	
<p>Level 1 – Essential Learning</p>	<p>Essential Questions:</p> <p>What does nation building mean to a tribal community?</p> <p>How can high school youth be excited by nation building?</p>	<ul style="list-style-type: none"> <li>• Importance of nation building to self-determination</li> <li>• Youth leaders can make a difference in their community (I can)</li> <li>• How nation building applies to youths' communities</li> </ul>
<p>Level 2 – Important Learning</p>	<p>Critical Questions:</p> <p>What are the most basic components of nation building?</p> <p>How can students make a difference in their communities?</p>	<ul style="list-style-type: none"> <li>• Basic understanding of nation building terminology and concepts</li> <li>• Inspiration to make a difference (I will)</li> </ul>
<p>Level 3 – Bonus Learning</p>	<p>Critical Question:</p> <p>How can students develop relationships within the context of this program?</p>	<ul style="list-style-type: none"> <li>• Networking skills</li> <li>• Relationships               <ul style="list-style-type: none"> <li>- Youth leaders</li> <li>- Tribal leaders</li> <li>- Professional leaders</li> </ul> </li> <li>• Development of leadership skills</li> </ul>

## Objectives

### Demonstration of youth leaders' learning

#### Youth Leaders will:

- ◆ Participate in group discussions – Group discussions should center around important issues in nation building. (See page 20 for a list of possible topics.)
- ◆ Participate in simulation – Students will work together as a “mock tribe” to form a constitution.
- ◆ Make a presentation of a new tribe’s constitution to a mock tribal council – The culmination of the constitutional reform simulation is a presentation to a mock tribal council consisting of tribal leaders.
- ◆ Work with professional leaders in nation building – Tribal leaders and field professionals should be available to facilitate discussions as well as other activities.
- ◆ Interact with tribal leaders – Tribal leaders will work with the youth leaders during the constitutional reform. They will also act as panelists during a panel discussion about how they got their start in nation building.
- ◆ Brainstorm ways that they can make a difference in their community – This will happen through discussions with other youth leaders, tribal leaders, and field professionals.

## Planting Seeds for the Future: Nation Building for Native Youth

Youth Leader schedule may include the following:

- ◆ Orientation
- ◆ Introduction to nation building
- ◆ Team Building
- ◆ Pre-assessment of what youth leaders already know about nation building
- ◆ Important issues in nation building
- ◆ Simulation of constitutional reform
- ◆ Presentation to tribal leaders
- ◆ Tribal leader panel discussion
- ◆ Socializing
- ◆ Field trip to reservation
- ◆ Vision making
- ◆ Debriefing/assessing program and student growth

## Sample schedule

### Planting Seeds for the Future: Nation Building for Native Youth

#### Day 1

4:00-4:30 Check in – Pick up workshop packets.

4:30-5:15 Orientation – What can you expect during the next 2 days? Also can include ice breakers.

Ice breakers – The participants will need to be able to work together for the duration of the workshop. Ice breakers are an opportunity to begin building relationships. Some ice breakers include:

- Name games (learning who each other is)
- Human Knot (working together to accomplish a task)
- Group web (making connections to each other)

5:15-6:30 Dinner

6:30-7:45 Introduction to nation building

- Discussion of the key concept of nation building
- Can be done in a lecture style or a discussion format
- If time permits, try a jigsaw activity (See Appendix A.)

8:00-10:00 Team Building

- Helps to develop teamwork skills
- Furthers relationships that began during ice breaking
- Gives people a chance to work together to accomplish the same task

10:00-10:15 Hear what your challenge is for the next two days!

## Day 2

8:00-8:45 Breakfast

9:00-10:00 Getting our feet wet – what do you already know about nation building?

- Perhaps using the K-W-L chart (What I Know, What I Want to Know, and What I Learned) (See Appendix B.)
- Could happen in discussion format
- Could be an independent or group activity
- If time permits, try expressing it in different ways (i.e. self-portraits or other art form, writing)

10:00-11:00 What are the important issues in nation building? What is a constitution? Why is nation building important? Why are we looking at issues of constitutional reform (i.e. membership, tribal council, court system, and service delivery)?

- What are the cutting edge issues? (See page 20.)

11:00-12:00 Work session 1 – Getting organized

- Constitutional Reform Simulation (See appendix D.)

12:00-12:45 Lunch

1:00-3:00 Work session 2 – Getting questions answered

- This is an opportunity for your group to ask tribal leaders questions about the process of constitutional reform. (See appendix E.)

3:00-3:15 Break

3:15-4:15 Getting ready to present

4:30-6:00 Presentations to tribal council – Question and answer session to follow

6:00-7:00 Dinner

7:15-8:45 Panel discussion with tribal leaders

- Who are the tribal leaders?
- Where did they get their start?
- What inspires them?
- How can they see student involvement in the future?
- In the future, try pairing one youth leader with one tribal leader. This will allow for a greater level of interaction and contact in the hopes that it will inspire the youth to make a difference.

8:45-10:00 Socialize

## Day 3

8:00-8:30 Breakfast

9:00-3:00 Field trip to Gila River – Take a tour, eat lunch, see all of this nation building stuff in action

- See what all this nation building “stuff” looks like in action.
- More opportunity for tribal leader interaction.
- Another chance to inspire youth leaders

3:00-3:45 Vision-making workshop (led by Del Yazzie and Ananda Drake)

- Who are the youth leaders?
- What do they envision being over time? (professionally and personally)
- How can they make a difference in their tribes?

3:45-4:00 Break

4:00-5:30 Debriefing

- Try the 3-2-1 chart (See appendix C.)
- Can be independent or group
- Can be written or discussed

## Sample student letter

June 18, 2002

Welcome to the first presentation of Planting Seeds for the Future: Nation Building for Native Youth! We are very excited that you are here with us this week. You can expect the next two days to be challenging, exciting, and exhausting.

For this year, we chose the theme "Planting Seeds for the Future" because *you* are the future of your tribe. You are here because your leadership skills are outstanding and we believe that *you* can make a difference. Through the course of the next two days and through the Native Vision camp, you will meet people who began in much the same way you have. It is our hope that what you learn from these tribal leaders and from each other is that you can affect the future. The seed is planted when you are inspired to continue learning about nation building and how you can fit into the process.

If you need anything while you are here, please speak with Nick Lowery.

Again, welcome. Let the growing begin!

# **Recommended Educator Curriculum**

## Goals – and how they are addressed

### Nation Building for Native Youth tiers: Educators

Goals are important to set when planning curriculum because it gives purpose to the teaching of the topic. It also helps to organize the planning and implementation of curriculum.

Tier Teaching Level	Defining Goals	
<p>Level 1 – Essential Learning</p>	<p>Essential Questions:</p> <p>What does nation building mean to a tribal community?</p> <p>How can educators excite students about nation building in their own communities?</p>	<ul style="list-style-type: none"> <li>• Importance of nation building to self-determination</li> <li>• Youth leaders can make a difference in their community (I can)</li> <li>• How nation building applies to youths' communities</li> </ul>
<p>Level 2 – Important Learning</p>	<p>Critical Questions:</p> <p>What are the most basic components of nation building?</p> <p>How is a nation building curriculum constructed?</p>	<ul style="list-style-type: none"> <li>• Basic understanding of nation building terminology and concepts</li> <li>• Basic concepts of curriculum design</li> </ul>
<p>Level 3 – Bonus Learning</p>	<p>Critical Question:</p> <p>How can educators develop relationships within the context of this program?</p>	<ul style="list-style-type: none"> <li>• Networking</li> <li>• Relationships               <ul style="list-style-type: none"> <li>- Educators</li> <li>- Tribal leaders</li> <li>- Professional leaders</li> </ul> </li> </ul>

## Objectives

### Demonstration of educators' learning

Educators will:

- ◆ Participate in group discussions surrounding issues of nation building (See page 20 for a list of possible topics.)
- ◆ Participate in group discussions surrounding issues of curriculum design (See pages 15-18 for a guide to curriculum design.)
- ◆ Observe student presentations of a new tribe's constitution to a mock tribal council – If educators are going to be asked how to improve the program and/or think about taking it back to their own classrooms, they must have some experience with the curriculum on which to base their opinions.
- ◆ Work with professional (field) leaders and tribal leaders in areas nation building
- ◆ Make connections between themselves as educators and how to bring nation building to their students
- ◆ Make connections between themselves as educators and how to bring nation building to their communities

## Planting Seeds for the Future: Nation Building for Native Youth

Educator Schedule may include the following:

- ◆ Orientation
- ◆ Introduction to nation building
- ◆ Team building
- ◆ Pre-assessment of what educators already know about nation building
- ◆ Key concepts of nation building and self-governance
- ◆ Creating a nation building curriculum
- ◆ Observation of Youth Leaders' simulation
- ◆ Developing a long-term vision for Nation Building for Native Youth – and how to take it to communities
- ◆ Watching Youth Leader presentations to mock tribal council
- ◆ Tribal leader panel discussion
- ◆ Socializing
- ◆ Field trip to reservation
- ◆ Vision making
- ◆ Debriefing/assessing program and educators' growth

## Sample schedule

### Planting Seeds for the Future: Nation Building for Native Youth

#### Educator Schedule

##### Day 1

4:00-4:30 Check in – Pick up workshop packets.

4:30-5:15 Orientation – What can you expect during the next 2 days?

Ice breakers – The participants will need to be able to work together for the duration of the workshop. Ice breakers are an opportunity to begin building relationships. Some ice breakers include:

- Name games (learning who each other is)
- Human Knot (working together to accomplish a task)
- Group web (making connections to each other)

5:15-6:30 Dinner

6:30-7:45 Introduction to nation building

- Discussion of the key concept of nation building
- Can be done in a lecture style or a discussion format
- If time permits, try a jigsaw activity (See Appendix A.)

8:00-10:00 Team Building

- Helps to develop teamwork skills
- Furthers relationships that began during ice breaking
- Gives people a chance to work together to accomplish the same task

10:00-10:15 Hear what your challenge is for the next two days!

## Day 2

8:00-8:45 Breakfast

9:00-10:00 What are some of the key concepts about self-governance and nation building that we want to convey to our youth?

- Perhaps using the K-W-L chart (What I Know, What I Want to Know, and What I Learned) (See Appendix B.)
- Could happen in discussion format
- Could be an independent or group activity
- If time permits, try expressing it in different ways (i.e. self-portraits or other art form, writing)

10:00-12:00 How do we create nation building curriculums?

- Steps in curriculum design (See pages 15-18.)
- What implications does nation building curriculum have for teachers?

12:15-1:30 Lunch

1:30-3:30 Option 1: Answering Questions – an opportunity for youth participants to ask tribal leaders questions pertaining to the simulation

- Gives educators a chance to see what youth are doing as a part of this program.
- Aim is to inspire the teachers to use this or similar curriculum in their classrooms.

Option 2: Long-term vision: How would NBNY look in communities?

- How do you get it to the communities?
- What does it look like?
- Who facilitates the program?

3:30-4:30 Break

4:30-6:00 Presentations to tribal council – Question and answer session to follow

6:00-7:00 Dinner

7:15-8:45 Panel Discussion with tribal leaders

- Who are the tribal leaders?
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- How can they make a difference in their tribes?

3:45-4:00 Break

4:00-5:30      Debriefing

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For this year, we chose the theme "Planting Seeds for the Future" because *you* are the future of your tribe. You are here because you are accompanying a student who has demonstrated leadership skills. We believe that you play a part in the development of these skills. Through the course of the next two days and through the Native Vision camp, you will meet other teachers and tribal leaders who also influence the lives of the Native youth. It is our hope that what you learn from these tribal leaders and from each other is that you can affect the future by learning more about and teaching nation building to youth. The seed is planted when you are inspired to continue learning about nation building and how you can fit into the process of tribal growth.

If you need anything while you are here, please speak with Nick Lowery.

Again, welcome. Let the growing begin!

## **Next Steps: Recommendations for Post-NBNY Actions**

## Evaluations

After the implementation of the NBNY pilot, the first task of program coordinators will be to collect and assemble the materials that are part of the program evaluation:

- ◆ K-W-L Worksheets
- ◆ Smiley Faces, Stars
- ◆ 3-2-1 Worksheets
- ◆ Feedback from Reflection/Discussions with Students, Staff, Observers, Educators
- ◆ Reaction Surveys

### Making sense of the K-W-L

- ◆ What information did the participants come into the session knowing already? (Look at the “K”)
- ◆ How does this compare to what they learned? (Compare to “L”)
- ◆ Did they learn the information that they wanted to know? (Compare to “W”)
- ◆ Given this information, was the teaching effective?
- ◆ Given this information, was the curriculum effective?
- ◆ What adaptations or other changes may be necessary for the next time this material is taught?
- ◆ What was successful?
- ◆ What was not successful?

### Making sense of the smiley faces and stars

- ◆ How many participants put a smiley face at the top of the K-W-L page?
- ◆ How many participants put a star at the top of the 3-2-1 page?
- ◆ Were there more stars than smiley faces?
- ◆ What were possible causes of the change?
- ◆ If there wasn't much of a change, why not? (Because everyone had a smiley face to begin with? Or, was it because people weren't inspired to draw a star?)
- ◆ What were some of the influences on whether the participant was inspired?
- ◆ What was successful?
- ◆ What was not successful?

### **Making sense of the 3-2-1**

- ◆ How did their responses to the three things they learned compare to the learning goals and objectives?
- ◆ What kinds of questions were asked?
- ◆ Were the questions relating to the content and confusion around that? (If so, re-evaluate the curriculum and/or instruction.)
- ◆ Were the questions probing deeper into nation building?
- ◆ Were the questions looking for connections beyond what was discussed within this group?
- ◆ How are the participants saying they can make a difference in the community?

### **What to do with the discussion comments (This applies to all discussions with all groups.)**

- ◆ How did participants respond to questions?
- ◆ Were they generally positive/negative about the experience?
- ◆ What do they see as successful – or not?

### **Making Sense of the Reaction Surveys**

- ◆ What standards were put in place for each question?
- ◆ What was the average response for each question?
- ◆ Based on these standards, how successful was the program in the areas addressed by the survey?
- ◆ Were there any written comments that lend context to the numbers?

### **What does all of this mean in terms of program development?**

- ◆ What was successful?
- ◆ What needs to be changed?
- ◆ Were most people satisfied? Why/why not?
- ◆ How does this fit into the context of the long term vision?

The cycle of planning, implementation, and evaluation will begin anew soon after the completion of the pilot, presumably in preparation for another NBNY session next summer. In order for that process to be as meaningful and substantive as possible, program coordinators must take the time to digest the feedback from the pilot.

### **Communicating program outcomes to appropriate audiences**

Who is the audience for program evaluation? There are any number of individuals, groups, and organizations that might be considered appropriate or necessary recipients of this information for any number of reasons, including publicity and program development. The following list is not exhaustive, but includes some of the major stakeholders and participants that might receive news about the outcome of the NBNY pilot:

- ◆ Advisory Board Members
- ◆ NBNY participants and their families/communities
- ◆ NBNY Staff
- ◆ Native Vision Staff and Coordinators
- ◆ Indigenous News Media
- ◆ Organizations like UNITY, with youth-centered goals and access to large numbers of Indian youth (See Appendix I for a listing of more programs)
- ◆ Presenters, Educators, Observers who took part in the pilot

# **Thinking Ahead: Program Development and Expansion**

### Planning for future sessions

Once the pilot program has been completed the cycle of planning begins again, presumably with input from an appropriate body of decision makers. This may include the advisory board, program coordinators, pilot participants, and any other individuals whose input is identified as valuable.

- ◆ What are the needs in the area of Indian civic education? Where are they, i.e., with what population? Urban/reservation youth? What age? What, if anything, has changed?
- ◆ What are the program's objectives? Agree upon a mission statement for the program.
- ◆ Determine/adjust curriculum content. Based on evaluations, identified needs, etc...
- ◆ How are participants going to be selected? What will the application look like? The promotional/recruiting materials? The recruiting process? Think about the objectives/mission of the program and make sure they fit.
- ◆ Determine the best schedule, specific as well as skeletal. As the program gains momentum, do you want to run the NBNY session for longer? Given the duration of the program, what does scheduling look like?
- ◆ Select appropriate facilities. How did the college campus work this year?
- ◆ Select appropriate instructors. Offer several thoughts on that: tribal leaders, tribal elders, graduates of the program, teachers....

### Thinking about the advisory board

The long-term vision for NBNY is necessarily vague at this point. Program coordinators have had to work within many limitations in the planning thus far, and have therefore been unable to fully include the voice of the newly formed advisory board. The advisory board currently has no effective forum in which to voice their ideas. We recommend that program coordinators focus on addressing this issue and answer the following questions as a way to incorporate the board as productively as possible into the operation of NBNY:

- ◆ What is the role of the advisory board? Responsibilities?
- ◆ How will members of the advisory board be selected? Terms?
- ◆ Who should be on the advisory board? That is, what voices should be represented on the board? What expertise or knowledge should be present?
- ◆ What authority does the advisory board have?
- ◆ How, and how often, will the advisory board convene?
- ◆ How, and how often, will NBNY program coordinators communicate with members of the advisory board?

# Resources

Association for Supervision and Curriculum Development. [www.ascd.org](http://www.ascd.org)

Beatty, B. (2000). Steps in curriculum development. Wellesley College.

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The Evaluation Center. <http://www.wmich.edu/evalctr/index.html>

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