

**Culture is Prevention:**  
Exploring ways to incorporate culture  
and promote positive health  
outcomes for youth in any setting

*Reunite, Reignite, Reenergize: Innovating for the Future  
May 23-25, 2023*

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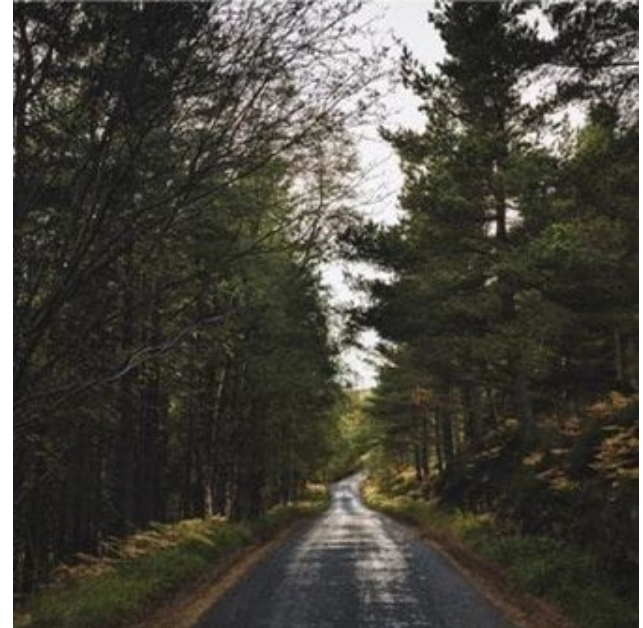
*U.S. Department of Health and Human Services, Administration on Children, Youth and Families (ACYF),  
Family and Youth Services Bureau (FYSB) Adolescent Pregnancy Prevention Program Grantee Conference*

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FYSB Grant #90AT0032

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# Workshop Objectives

1. Demonstrate an understanding of the importance of the culture as prevention
2. Learn two practical ways to incorporate cultural tools into youth sexual and reproductive health programming
3. Grow and articulate an appreciation for indigenous ways of knowing and being

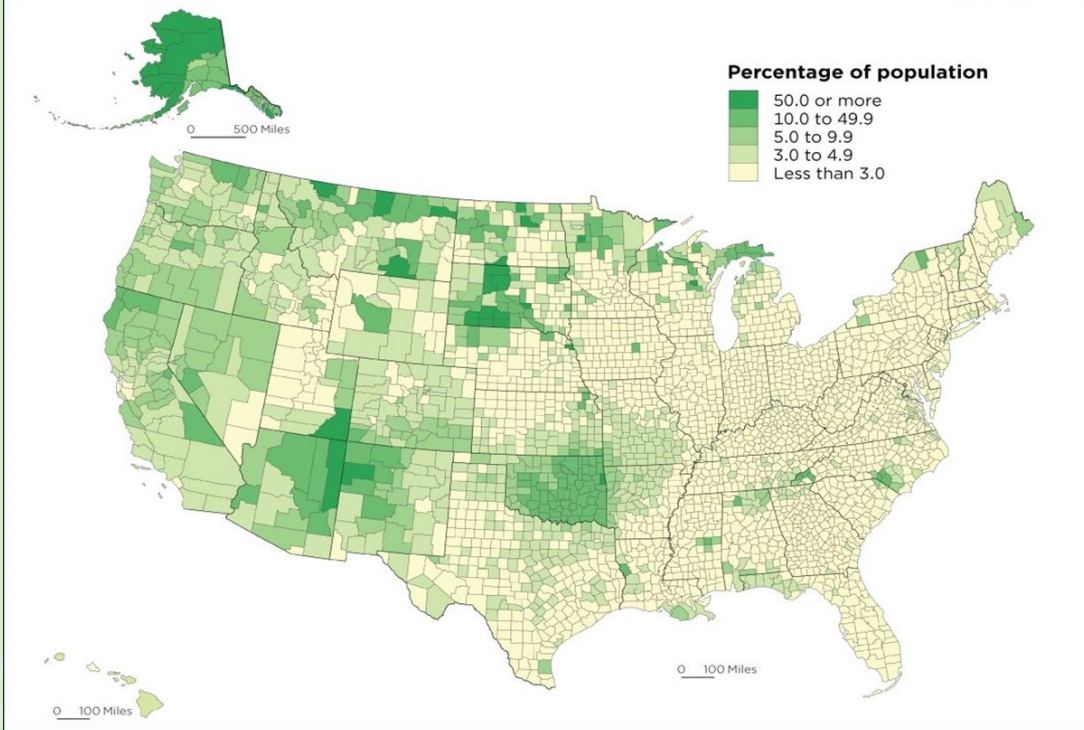




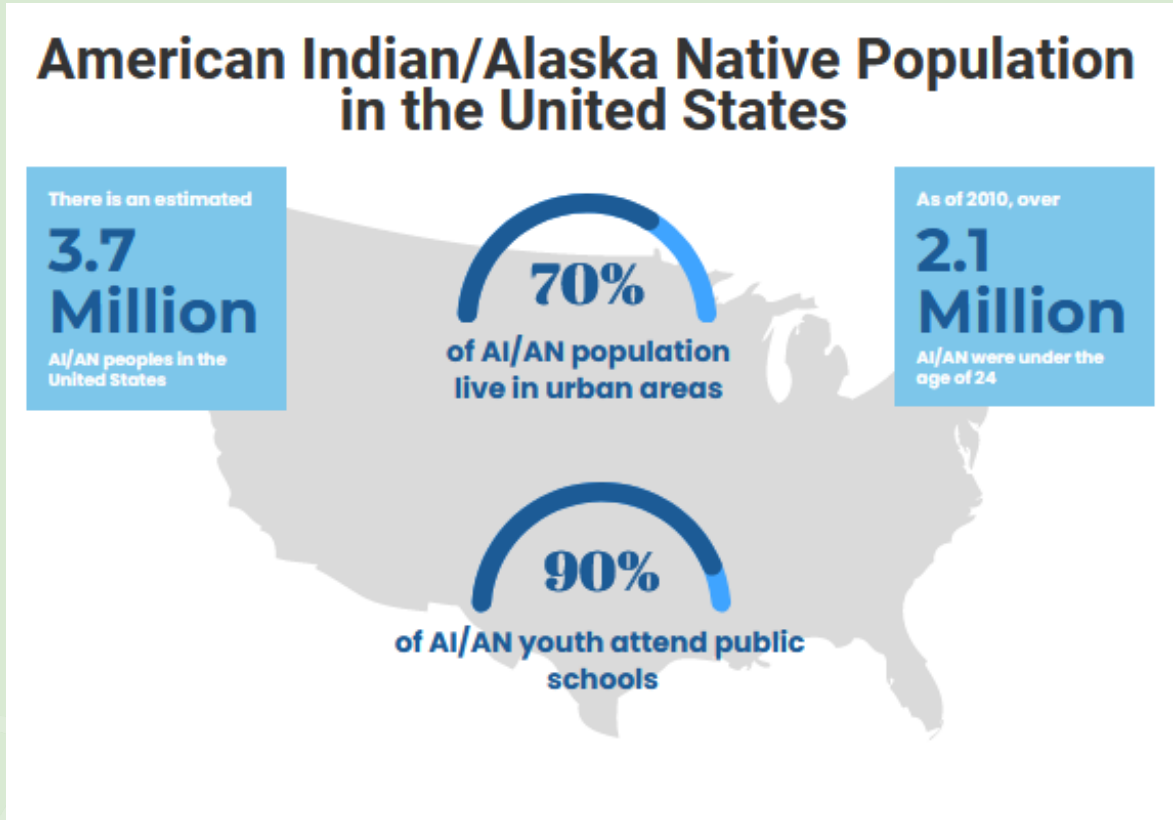
# American Indian and Alaska Native (AIAN) Heritage Month

AIAN Alone or in Combination by State: 2020

## National Context



# National Context



Statistics acquired from [Indian Health Services](#) and the [Center for Native American Youth](#)

# Why Culture?

**“We need to reclaim what has been taken from us so we can be who we are meant to be. I really do believe this cultural knowledge stays in our blood, and if we listen, we can hear our ancestors speaking to us.”**

- Monica Tsethlikai, PhD Associate Professor at Arizona State University and enrolled member of Zuni Nation

# Why Culture Cont'd?

- Teaching culturally promotes a sense of belonging and restores pride in one's background
- The cultivation of protective factors (like **culture**) reduce the likelihood of engaging in risky behaviors

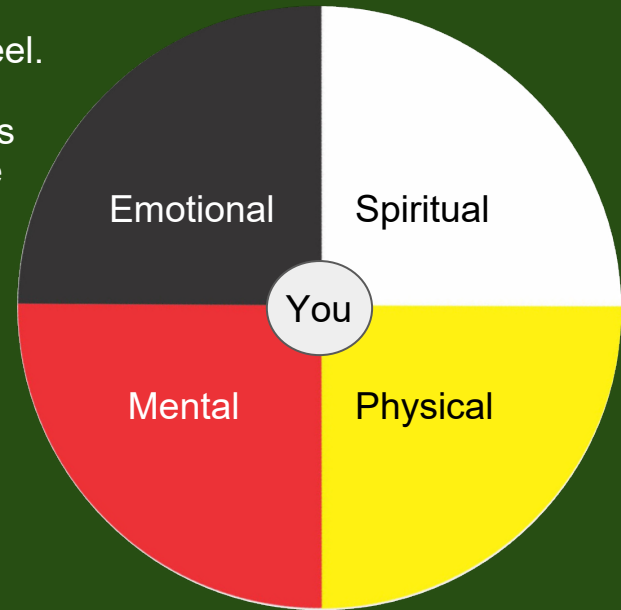


# Moving from Theory to Practice

The Circle of Life is introduced as a Native symbol, the Medicine Wheel. Circles are found in many parts of life: the earth rotating around the sun, seasons, nests, how buffalo protect their young, etc. The Circle is also symbolic of the wholeness of a person. Within each person there are 4 parts: mental, physical, emotional and spiritual. When each of these parts is strong a person's circle is balanced.

## Icebreaker Activity:

1. Form a circle
2. The person with the ball will toss to someone.
3. When that person gets it they must say the first thing they can think of that is in the shape of a circle.
4. Keep going until everyone has had a turn.



# Black Elk's Teaching



“Everything an Indian does is in a circle, and that is because the Power of the World always works in circles. Everything tries to be round . . . The sky is round . . . the earth is round like a ball, and so are the stars. The wind, in its greatest power, whirls. Birds make their nests in circles . . . Even the seasons form a great circle in their changing, and always come back to where they were. The life of a man is in a circle from childhood to adulthood, and so it is in everything where power moves.”

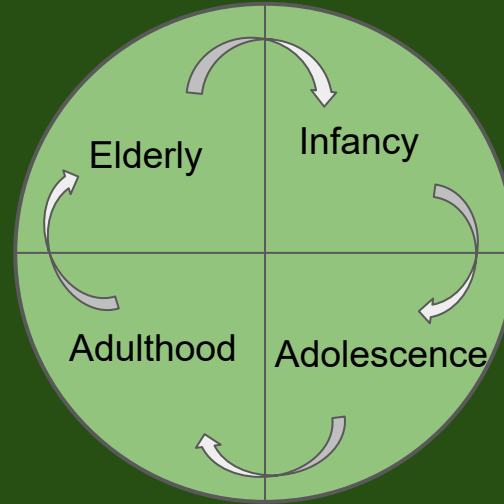
# Linear Thinking vs. Circular Thinking

Order the sequence of the cycle of human beings' life.

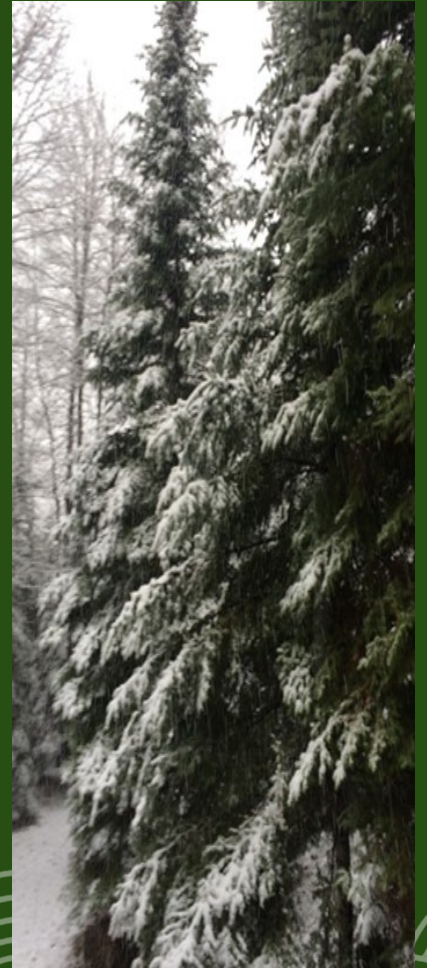
1 2 3 4

LIVWORKSHEETS

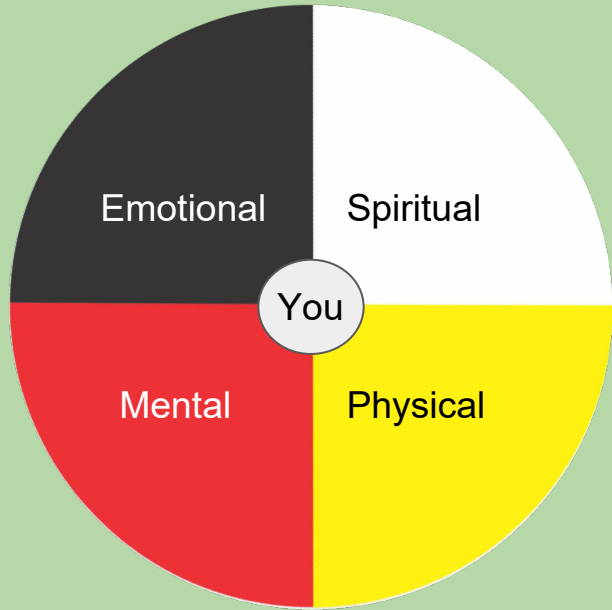
1. Infancy
2. Adolescence
3. Adulthood
4. Elderly



Infancy → Adolescence → Adulthood → Elderly



# The Medicine Wheel- The Circle of Life



# Large Group Discussion: Creating a Personal Medicine Wheel

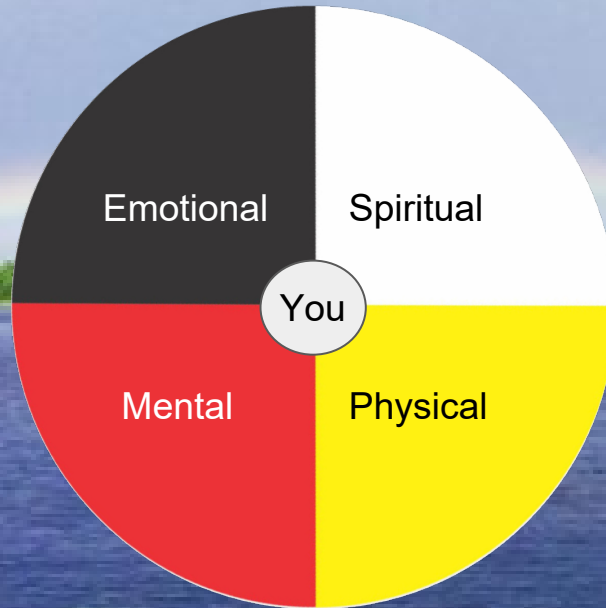
What would a personal medicine wheel look like?



Let's create an example before we work on an individual medicine wheel!

# Individual Activity: Creating Your Personal Medicine Wheel

Now it's your turn!  
Create your own medicine wheel with your personal activities



# Individual Activity Reflection

What was it like to create your personal medicine wheel?

Was there anything that surprised you?

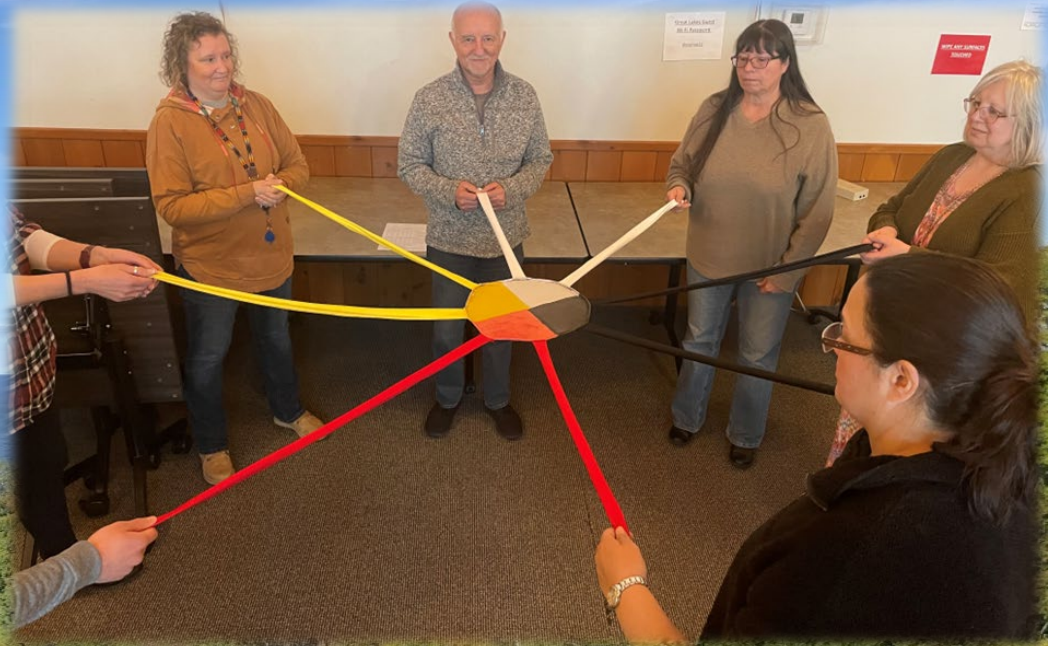
Did you observe any trends from what you put in the quadrants?



# Movement Activity: What it means to be in balance

## Activity Instructions:

1. Get into 3 groups of 8, each group will receive 1 octaband
2. The octaband represent the Medicine Wheel its quadrants
3. Listen to instructions from the facilitators





# Large Group Reflection

How could this impact your view of a healthy and positive lifestyle?

How could this impact youth's view of a healthy and positive lifestyle?



*Picture: Courtesy of M&M Media*

# Incorporating Culture into Everyday Programming

Keeping in mind the goals and objectives of APP programming and the Adulthood Preparation Subjects of the programs, What would a successful APP program incorporate into its medicine wheel?

## PREP Goals & Objectives

PREP programs are designed to educate adolescents on both abstinence and contraception to prevent pregnancy and STIs, including HIV/AIDS. Preventing unintended pregnancy and STIs, including HIV/AIDS, is a U.S. public health priority, particularly among adolescents.

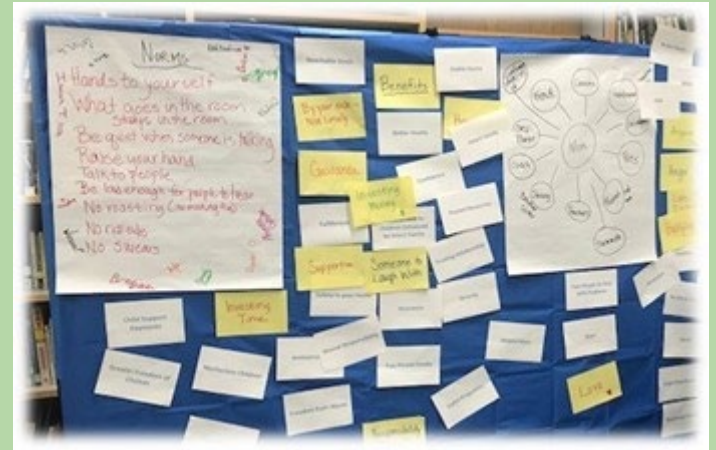
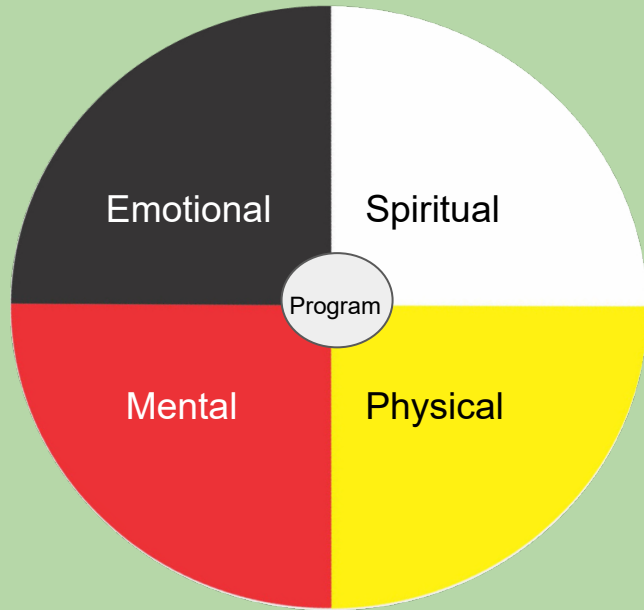
*SRAE programs are designed differently, but the qualities of a healthy program are similar for this exercise.*

## Promote successful healthy transition to adulthood through Adulthood Preparation Subjects

Healthy Life Skills  
Healthy Relationships  
Adolescent Development  
Financial Literacy  
Parent/ Caregiver - Child Communication  
Educational & Career Success

# Large Group Discussion: Creating a Programmatic Medicine Wheel

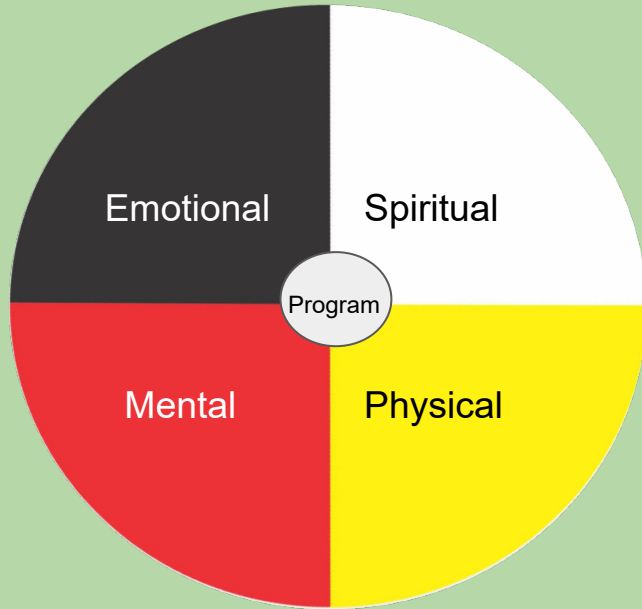
What would an APP program medicine wheel look like?



Let's create an example before you work on program's medicine wheel!

# Individual Activity: Creating a Programmatic Medicine Wheel

Create your own APP program's medicine wheel with your program's activities!



# Large Group Reflection

How did this impact your view of a healthy and positive APP program?

How could this impact youth's view of a healthy and APP program?



# Key Takeaways

1. Cultural symbols can be used as a tool to frame messages of a balanced and healthy lifestyle for anybody
2. There exist practical (& fun) ways to weave culture in our everyday programming for youth

# Contact Us



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# Resources

## Online Resources

1. <https://wisconsinfirstnations.org/>
2. <https://www.census.gov/newsroom/facts-for-features/2022/aian-month.html>
3. <https://www.ihs.gov/newsroom/factsheets/uihp/>
4. <https://www.cnay.org/resource-hub/fast-facts/>
5. <https://minorityhealth.hhs.gov/omh/content.aspx?ID=9608> (Multimedia Circle of Life Curriculum)



# References

## Peer- Reviewed Publications

1. Cox, G. R., Anastario, M., FireMoon, P., Ricker, A., & Rink, E. (2021). Narrative frames as choice over structure of American Indian sexual and reproductive health consequences of historical trauma. *Sociology of health & illness*, 43(8), 1774–1788. <https://doi.org/10.1111/1467-9566.13355>
2. Henson, M., Sabo, S., Trujillo, A., & Teufel-Shone, N. (2017). Identifying Protective Factors to Promote Health in American Indian and Alaska Native Adolescents: A Literature Review. *The journal of primary prevention*, 38(1-2), 5–26. <https://doi.org/10.1007/s10935-016-0455-2>
3. Smith, L.H., Hernandez, B.E., Joshua, K. *et al.* (2022). A Scoping Review of School-Based Prevention Programs for Indigenous Students. *Educ Psychol Rev*, 34, 2783–2824. <https://doi.org/10.1007/s10648-022-09698-x>

## Session Evaluation

Please complete a brief evaluation form for all workshops and panels on Tuesday, May 23 and Wednesday, May 24 by scanning the QR code below or visiting the following link:

<https://tinyurl.com/SessEval232323>

