



Inspiring Hope. Changing Lives.

2020 UNITY MIDYEAR CONFERENCE PROGRAM & YOUTH CAN! CURRICULUM

FEBRUARY 14 - 17, 2020
TEMPE, ARIZONA

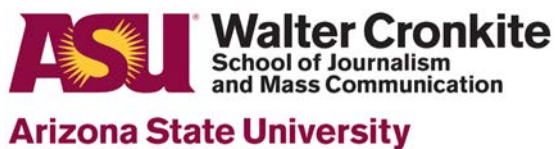
THANK YOU CONFERENCE SPONSORS!



The Office of American Indian Initiatives



Communications Boot Camp Partners



Healing Indigenous Lives Initiative Partnership



CONFERENCE AGENDA

"Healing is Here!"

The UNITY Mission is to foster the spiritual, mental, physical and social development of American Indian and Alaska Native youth and to help build a strong, unified and self-reliant Native America through greater youth involvement.

Please wear your badge at all times!

THURSDAY, FEB. 13 | PRE-CONFERENCE TRAINING

Time	Activity	Location
1:00 - 9:00 pm	Communications Boot Camp (Pre-registration required)	Tempe

FRIDAY, FEB. 14 | DAY 1 | HAPPY VALENTINE'S DAY

Time	Activity	Location
8:00 am	Communications Boot Camp - continues	Tempe
8:00 am	National UNITY Council Facilitator Training -Executive Committee -National UNITY Council Representatives	Fiesta Ballroom III
9:00 am - 5:00 pm	Conference Registration	Conference Center
10:30 am - 12:00 pm	National Indian Health Board: HIV & AIDS Youth Listening Session (Pre-registration required)	Redrock
1:30 pm	DJ Emcee One	Fiesta Ballroom I/II
1:45 pm	Opening Session -UNITY Co-Presidents Welcome Brittany McKane, Muscogee Creek/ Seminole and Robert "Scottie" Miller, Swinomish -Presentation by Gila Crossing Community School Color Guard -Pledge of Allegiance, UNITY Co-Presidents -Cultural Presentation/Blessing – (Spiritual Wellness) by F.I.N.A.L. Youth Council, Phoenix Indian Center -Moment of Silence for Selena Not Afraid and all MMIWG -UNITY Buddy System - Pearl Yellowman, Navajo Nation -Welcome, Loretta Tuell, Nez Perce, Council of Trustees and recognition of Trustees	Fiesta Ballroom I/II
2:30 pm	Meet your National UNITY Council Exec. Committee!	Fiesta Ballroom I/II
2:40 pm	Roll Call by Region by EC Secretary Kiera Toya, Pueblo of Jemez	Fiesta Ballroom I/II
2:50 pm	Ice Breaker / Announcements / UNITY News!	Fiesta Ballroom I/II

FRIDAY, FEB. 14 | DAY 1 | CONTINUED

Time	Activity	Location
3:00 pm	Arizona Governor Doug Ducey or Representative -Special Presentation	Fiesta Ballroom I/II
3:10 pm	Governor Stephen Roe Lewis, Gila River Indian Community - Welcome Message	Fiesta Ballroom I/II
3:20 pm	Meet your Trainers! Overview of Agenda -Robert Johnston, Muscogee Creek/Choctaw -Marcus Guinn, Potawatomi/Osage/Delaware/Puerto Rican -Chance Rush, Hidatsa/Dakota/Arapaho/Otoe/Oneida -Pearl Yellowman, Navajo Nation	Fiesta Ballroom I/II
3:30 pm	Break into clans / Get acquainted!	Fiesta Ballroom I/II
3:30 pm	Advisor to Advisor Sharing	Galleria Ballroom
4:45 pm	Dinner Break	On Your Own
6:30 pm	Session 1: YOUth! Can Curriculum Training	
	Yellow Group - Trainer: Pearl Yellowman	Fiesta Ballroom III
	Red Group - Trainer: Robert Johnston	Redrock
	Green Group - Trainer: Chance Rush	Tempe
	Blue Group - Trainer: Marcus Guinn	Coronado
8:20 pm	Break	
8:30 pm	Evening General Session (Social Wellness) -Ice Breakers	Fiesta Ballroom I/II
8:40 pm	Healing Indigenous Lives Initiative -Special Presentation by UNITY Peer Guides	Fiesta Ballroom I/II
9:00 pm	Clan Activities/Fun and Games! -Regional Announcements/Meet and Greet	Fiesta Ballroom I/II
10:30 pm	Adjourn	
12:00 am	Curfew - Lights Out! (Daily)	

SATURDAY, FEB. 15 | DAY 2

Time	Activity	Location
7:00 am	Physical Wellness	On Your Own
8:30 am	DJ Emcee One	Fiesta Ballroom I/II
8:45 am	Morning General Assembly -Cultural Presentation/Blessing by Cesar Chavez Native American Club -UNITY News! -Ice Breaker	Fiesta Ballroom I/II
9:10 am	Preparing for UNITY DC 2020 -How to become an effective Native youth advocate! -Video Interview with Rep. Debra Haaland (D-NM) -Loretta Tuell, Nez Perce, attorney, former senior government manager, and legislative advisor in the field of Indian Affairs	Fiesta Ballroom I/II
9:55 am	Ice Breaker/Announcements	Fiesta Ballroom I/II
10:00 am	Session 2: YOUth! Can Curriculum Training	
	Yellow Group - Trainer: Pearl Yellowman	Fiesta Ballroom III
	Red Group - Trainer: Robert Johnston	Redrock
	Green Group - Trainer: Chance Rush	Tempe
	Blue Group - Trainer: Marcus Guinn	Coronado
12:00 pm	Lunch Break	On Your Own
1:30 pm	Session 3: YOUth! Can Curriculum Training	
	Yellow Group - Trainer: Pearl Yellowman	Fiesta Ballroom III
	Red Group - Trainer: Robert Johnston	Redrock
	Green Group - Trainer: Chance Rush	Tempe
	Blue Group - Trainer: Marcus Guinn	Coronado

SATURDAY, FEB. 15 | DAY 2 | CONTINUED

Time	Activity	Location
3:15 pm	Snack Break	Conference Center Lobby
3:30 pm	Session 4: YOUth! Can Curriculum Training	
	Yellow Group - Trainer: Pearl Yellowman	Fiesta Ballroom III
	Red Group - Trainer: Robert Johnston	Redrock
	Green Group - Trainer: Chance Rush	Tempe
	Blue Group - Trainer: Marcus Guinn	Coronado
4:30 pm	Dinner Break	On Your Own
6:30 pm	Evening General Assembly	Fiesta Ballroom I/II
7:30 pm	Mr./Miss UNITY Mock Pageant (Social Wellness)	Fiesta Ballroom I/II
9:00 pm	Clan Activities	Fiesta Ballroom I/II
9:00 pm	National UNITY Council Business Meeting Session I -Male and Female Representatives	Fiesta Ballroom III
9:00 pm	Advisor to Advisor Sharing	Galleria Ballroom
10:30 pm	Adjourn	
12:00 am	Curfew - Lights Out! (Daily)	

SUNDAY, FEB. 16 | DAY 3

Time	Activity	Location
7:00 am	Physical Wellness	On Your Own
8:30 am	DJ Emcee One	Fiesta Ballroom I/II
8:45 am	Morning General Assembly -Cultural Presentation/Blessing by Mr. Indian ASU Lance Sanchez, Tohono O’odham, UNITY Alumni -UNITY News! -Overview of the Agenda (Speed workshops, Career and Education Fair)	Fiesta Ballroom I/II
9:15 am	Kick Off Career and Education Fair/Workshops - Remarks	Fiesta Ballroom I/II
9:30 am	Speed Workshops I - See description on pages 10 -12 Visit Career and Education Fair Earn a raffle ticket!	Conference Center Courtyard
	Financial Responsibility	Table 1
	Stop the Bleed: Bleeding control basics during an emergency	Table 2
	Internship/Fellowship Opportunities at the Smithsonian Institution	Table 3
	Facing our Fears	Table 4
	Caring for Ourselves & Others	Table 5
	Strength (mental/emotional)	Table 6
	Voter Outreach	Table 7
	The Power of Poetry	Table 8
	Giving back through Mentoring	Table 9
	The "A" Word	Table 10
	Healing from Trauma	Table 11

SUNDAY, FEB. 16 | DAY 3 | CONTINUED

Time	Activity	Location
9:30 am	Speed Workshops I - Continued	Conference Center Courtyard
	Corn is Life	Table 12
	How to preserve traditional plants	Table 13
	Preparing your elevator/stump speech	Table 14
	2020 Census	Table 15
	Indigenizing the Zero Waste Movement	Table 16
	Zero waste	Table 17
	My Voice Counts: Strengthening Community through Voting and Census	Table 18
	Native Women's Empowerment	Table 19
	Addressing Trauma in Native Communities	Table 20
	Making a Home Away From Home	Table 21
	Health Professions Programs	Table 22
	Protecting Our Sisters: MMIWG	Table 23
	UNITY 101	Table 24
	Engaging Your Elected Officials	Table 25
	Healing through fitness	Table 26
	Got Stress?	Table 27
	Photography 101	Table 28

SUNDAY, FEB. 16 | DAY 3 | CONTINUED

Time	Activity	Location
9:30 am	Speed Workshops I - Continued	Conference Center Courtyard
	Preserving Culture: What can you do in your community?	Table 29
	Opportunity Youth	Table 30
	Consider a Career in Journalism	Table 31
	Q&A with UNITY's Peer Guides - Learn more about the Healing Indigenous Lives Initiative	Tables 32 & 33
10:00 am	Speed Workshops II - See description on pages 10 -12 -Workshops repeated	Conference Center Courtyard
10:30 am	Speed Workshops III- See description on pages 10 -12 -Workshops repeated	Conference Center Courtyard
10:30 am	National UNITY Council Business Meeting Session II -Male and Female Representatives	Fiesta Ballroom III
10:30 am	Advisor to Advisor Sharing	Galleria Ballroom
11:45 am	Luncheon -Raffle giveaway	Conference Center Courtyard
12:45 pm	National UNITY Council Executive Committee - National Initiative Challenge to Native youth!	Fiesta Ballroom I/II
1:05 pm	Ice Breaker	Fiesta Ballroom I/II
1:10 pm	"Woke Culture" Native Youth Activism Panel - Anthony Tamez-Pochel, Cree/Lakota -TaNeel Filesteel, Aaniih and Nakoda -Rosalie Fish, Cowlitz	Fiesta Ballroom I/II
2:00 pm	Session 5: YOUth! Can Curriculum Training - Reporting out and voting on favorite Action Plan	
	Yellow Group - Trainer: Pearl Yellowman	Fiesta Ballroom III
	Red Group - Trainer: Robert Johnston	Redrock
	Green Group - Trainer: Chance Rush	Tempe
	Blue Group - Trainer: Marcus Guinn	Coronado

SUNDAY, FEB. 16 | DAY 3 | CONTINUED

Time	Activity	Location
3:15 pm	Snack Break	Conference Center Lobby
3:30 pm	General Assembly - Panel discussion - Behind the scenes of the Netflix series "Basketball or Nothing" -Shaun Martin, Navajo, Chinle High School Athletic Director, and members of the 2018-2019 Basketball Team (Chance Harvey, Dewayne Tom and Josiah Tsosie)	Fiesta Ballroom I/II
4:00 pm	-Ice Breaker -Top action plans shared from each track (4)	Fiesta Ballroom I/II
4:50 pm	Complete evaluations (get your raffle tickets!) -Go to: www.unityinc.org/survey	Fiesta Ballroom I/II
5:00 pm	Dinner Break -Photo/Autograph Session with presenters in main ballroom	On Your Own
6:30 pm	Cultural Sharing Wear your traditional skirt or traditional shirt! Featuring Special Guests -Miss Indian World Cheyenne Kippenberger, Seminole Tribe of Florida -Miss Native American USA Lexie Michael James, Hopi -Miss Navajo Nation Shandiin Parrish -Miss Indian Arizona Audri Mitchell, Navajo/Cheyenne	Fiesta Ballroom I/II
8:00 pm	Round Dance sponsored by the Three Affiliated Tribes of North Dakota	Fiesta Ballroom I/II
9:30 pm	Water Ceremony (Optional) -Led by Sleepyeye LaFromboise, Seneca/Dakota and Sheldon Smith, Navajo	Fiesta Ballroom III
11:30 pm	Head back to your rooms!	
12:00 am	Curfew - Lights Out! (Daily)	

MONDAY, FEB. 17 | DAY 4

Time	Activity	Location
7:00 am	Physical Wellness Activity	On Your Own
8:45 am	DJ Emcee One	Fiesta Ballroom I/II
9:00 am	Morning General Assembly -Cultural Presentation/Blessing by Phoenix Union High School District -What to expect at the 2020 National UNITY Conference -UNITY News!	Fiesta Ballroom I/II
9:30 am	2020 Get out the Native Youth Vote! -Theresa Sheldon, Tulalip Tribes, Native American Political Director, Democratic National Committee	Fiesta Ballroom I/II
10:00 am	-Ice Breaker! -Earth Ambassadors Presentation - Get ready for Earth Day 2020 (also UNITY Day!)	Fiesta Ballroom I/II
10:30 am	Complete Evaluations/Raffle	Fiesta Ballroom I/II
11:00 am	Closing Session – Friendship Circle (Social Wellness) -Closing Remarks: I have an Action Plan! What now? -Blessing Song/Adjourn (Social Wellness)	Fiesta Ballroom I/II

**SEE YOU JULY 3-7 IN WASHINGTON, DC
FOR THE 2020 NATIONAL UNITY CONFERENCE!**

SPEED WORKSHOP DESCRIPTIONS

Table 1: Financial Responsibility

Category: Better Money Habits

Presented by: Bank of America

Description: Finances one step at a time. This workshop will help youth create and use a budget, learn the ins and outs of checking and savings, credit and explore mobile options to make payments and/or take control of their finances.

Table 2: Stop the Bleed: Bleeding control basics during an emergency

Category: Health

Presented by: Salt River Police Department

Description: Stop the Bleed is a national awareness campaign that is intended to encourage the public to become trained and empowered to help in a bleeding emergency before professional help arrives. This class is a hands-on training for the proper use of tourniquets, gauze and direct pressure application.

Table 3: Internship/Fellowship Opportunities at the Smithsonian Institution

Category: Career

Presented by: Smithsonian National Museum of the American Indian

Description: Krishna Aniel and Robert Alexander of the National Museum of American Indian (NMAI) will speak about Smithsonian-wide internship/fellowship opportunities as well as specific opportunities at NMAI's locations in Washington, DC; Suitland, MD, and in New York, NY.

Table 4: Facing our Fears

Category: Health

Presented by: Arizona Facts of Life UNITY Youth Council

Description: Fear is an emotion caused by the belief that someone or something can be dangerous, likely to cause pain, or a threat. Fear can prohibit us from contributing our gifts and talents to society. Participants will be provided the opportunity to discuss and explore how fear impacts their lives.

Table 5: Caring for Ourselves & Others

Category: Health

Presented by: Arizona Facts of Life UNITY Youth Council

Description: Caring for self provides the physical, mental, emotional and spiritual strength which enables us to care for others. Caring also involves participation in events that bring peace and happiness, but most importantly find self-worth and confidence.

Table 6: Strength (mental/emotional)

Category: Health

Presented by: Arizona Facts of Life UNITY Youth Council

Description: When challenges occur in life it is important to have a positive outlook. Mental and emotional strength is present when we are able to avoid negative thoughts and self-doubt. Participants will develop their mental and emotional strength to allow them to turn their thoughts into tools for success.

Table 7: Voter Outreach

Category: Voting

Presented by: Arizona Democratic Party

Description: Highlighted milestones in Indian Country, Laws that protect your right to vote, how to vote, register to Vote, how to get involved, and process to restore your voting rights.

Table 8: The Power of Poetry

Category: Health

Presented by: Creative Youth of Arizona

Description: Poetry can increase mental well-being and raise English grades! Talk about the power of poetry to fight stereotypes and things like grief, with the first youth poet laureate Sareya T. and musician Samuel Redbird. Everyone will produce a four lined poem, from their knowledge and different prompts!

Table 9: Giving back through Mentoring

Category: Mentoring, Service Learning

Presented by: Big Brothers Big Sisters of Central Arizona

Description: Participants will define and discuss the role of mentors, identify mentors in their own lives, explore how they can mentor others and discuss how culture plays an important role in mentoring. Information will also be shared specifically about the local Big Brothers Big Sisters program.

Table 10: The "A" Word

Category: Health

Presented by: Mvskoke Nation Youth Council

Description: The "A" Word is something that we don't like to talk about...Anxiety. This youth led presentation will help attendees gain an understanding of what Anxiety is, develop coping strategies, and learn how to ask for help.

SPEED WORKSHOP DESCRIPTIONS

Table 11: Healing from Trauma

Category: Culture

Presented by: Tohono O’odham Nation Youth Council

Description: The trauma that you face in life is not your fault, but the healing process is your responsibility. This workshop will explore healing through different ways from the indigenous viewpoint of living in a modern world.

Table 12: Corn is Life

Category: Culture

Presented by: Winslow Residential Youth Council

Description: A brief overlay of Winslow Residential Halls student cornfield. How the cornfield was started by youth runners during the “Corn Is Life Run,” how we received support from Navajo and Hopi communities, and traditional teachings that goes along with maintaining a traditional southwest cornfield.

Table 13: How to preserve traditional plants

Category: Environment

Presented by: Earth Ambassadors

Description: This workshop will talk about ways to protect traditional plants that are necessary for healing, consuming and other needs. How we can as youth in our communities share our voices to make a change for the sake of our traditions.

Table 14: Preparing your elevator/stump speech

Category: Career

Presented by: Democratic National Committee (DNC)

Description: Prepare for your hill visits in WA DC in July 2020 by learning how to give a brief 1-2 minute intro speech on issues you will be speaking about. Being prepared to speak to your Tribal council and/or Congressional member is a skill that you can utilize anywhere.

Table 15: 2020 Census

Category: Counting American

Presented by: Census Bureau

Description: Provide information and education regarding the 2020 Census history and why America is counted every 10 years. Also provide information related to the trillions of dollars at stake.

Table 16: Indigenizing the Zero Waste Movement

Category: Environment

Presented by: Earth Ambassadors

Description: UNITY Earth Ambassadors will present on the zero waste movement, how to indigenize the movement, and how to prepare for the 50th anniversary of Earth Day.

Table 17: Zero waste

Category: Environment

Presented by: Earth ambassador

Description: Working alongside Zunnehbah M. to help with zero waste speed workshop.

Table 18: My Voice Counts: Strengthening Community through Voting and Census

Category: Civic Engagement

Presented by: National Congress of American Indians (NCAI)

Description: In this session we will deconstruct voting and census and why it is important for everyone to be engaged in this work. I will ask youth to dialogue on how we can build a plan of action to get more people registered to vote, participating at the polls on voting day for all elections and counted.

Table 19: Native Women’s Empowerment

Category: Health

Presented by: UNITY Peer Guides

Description: Discuss many obstacles young women and girls face as Natives and how to overcome them. Obstacles such as body image, education, relationships, and self-love.

Table 20: Addressing Trauma in Native Communities

Category: Culture

Presented by: Youth Path to Wellness

Description: Addressing trauma in our communities is crucial to moving toward the healing that we want to see in the future-in our youth, young adults, parents, and elders. But before we dive into deep conversations and activism, we need to be able to assess our community readiness to address the issue.

Table 21: Making a Home Away From Home

Category: Health

Presented by: Earth Ambassadors

Description: This is open to all youth looking to travel and expand cultural knowledge. Making a home away from home is to look for work that makes your happy to wake up everyday. Discussion(s) will include questions/topics that seek self awareness and improvement tasks.

SPEED WORKSHOP DESCRIPTIONS

Table 22: Health Professions Programs

Category: Health

Presented by: Arizona Indians into Medicine

Description: Attendees will learn about health professions programs at the University of Arizona Tucson and Phoenix campuses as well as our New LEAD program for students who are entering their first year at the University of Arizona.

Table 23: Protecting Our Sisters: MMIWG

Category: Social Justice

Presented by: National UNITY Council Executive Committee

Description: Protecting Our Sisters is an initiative by the 2017-2018 National UNITY Council Executive Committee (NUC EC), intended to raise awareness about the growing epidemic of MMIWG. This session will elaborate upon the initiative, and how youth can become involved through strategic action planning.

Table 24: UNITY 101

Category: UNITY

Presented by: Swinomish Youth Council

Description: This workshop is for everyone! The basics about UNITY, Youth Councils, The NUC - National UNITY Council, and EC - Executive Committee!

Table 25: Engaging Your Elected Officials

Category: Civic Engagement

Presented by: UNITY EC / Chi-Nations Youth Council

Description: Participants will learn how to engage their local, state, federal, and tribal officials to prepare them for meeting with their federal elected officials during National UNITY Conference in Washington DC. Participants will learn how to talk about their movement and create self interest statements.

Table 26: Healing through fitness

Category: Health

Presented by: UNITY Executive Committee

Description: Talking about the positive benefits being physically active has on everyday life and culture.

Table 27: Got Stress?

Category: Health

Presented by: UNITY Peer Guides/Earth Ambassadors

Description: Being a leader can be overwhelming whether you are on your youth council, activist, student athlete or chaperone. Stress can impact the body negatively even though it is stored energy. Together, we

will explore ways to manage stress and give you tools to be the best version of yourself! Come on by!

Table 28: Photography 101

Category: Art

Presented by: UNITY

Description: Introduction into the basics of photography. Will discuss different parts of a camera and how to manually operate a camera and flash.

Table 29: Preserving culture: What can you do in your community?

Category: Culture

Presented by: White Mountain Apache Tribal Youth Council

Description: The workshop will be a discussion on preserving cultures in communities where they are being lost and how we can preserve it through elders and agriculture.

Table 30: Opportunity Youth

Category: Career

Presented by: Year Up

Description: Year Up connects young adults to careers in IT and Business.

Table 31: Consider a Career in Journalism

Category: Career

Presented by: Arizona State University - Walter Cronkite School of Journalism and Mass Communication

Description: Would you like to see more media coverage of Indigenous people? Are you open to exploring a career in journalism? Find out what it takes to become a professional storyteller. Please join a representative of the ASU Cronkite School of Journalism for an informative conversation about pursuing an exciting career.

Tables 32 & 33: Q&A with UNITY's Peer Guides - Learn more about the Healing Indigenous Lives Initiative

Category: UNITY

Presented by: UNITY Peer Guides

Description: By spreading awareness, you will enhance safety. By learning from past mistakes, you are ensuring accountability. When you share your message with others, it will empower Native youth. The UNITY Peer Guides are here to help you. Together we CAN heal our communities.

PANEL SPEAKER BIOGRAPHIES



TANEEL FILESTEEL

Taneel Filesteel is a citizen of the Aaniih and Nakoda Tribes of the Fort Belknap Indian Reservation and Apsaalooke of the Crow Nation in Montana. She is a senior at Salish Kootenai College majoring in Tribal Governance and Administration and has garnered an impressive list of accomplishments. She attributes her early success to her family's dedication to education and cultural value. Filesteel currently serves a one-year term as President of the American Indian Higher Education Consortium (AIHEC) Student Congress, where she is leading initiatives on Get Out the Vote for the 2020 Presidential election, sustainability on TCU campus's, and improving communication between TCU's and AIHEC. In 2017, She was appointed to serve as the Deputy Prosecutor for the Fort Belknap Tribal Government, a position she continues to occupy until she attends Law School in the fall of 2020. She recently delivered a TedX Talk at the TredxBozeman event, titled Lessons from a Tribal Prosecutor, where she weaves storytelling and poetry into a powerful presentation of healing. Taneel is a member of the inaugural class of UNITY's 25 Under 25 national youth leadership recognition program.



Photograph by
Tyler Tjomslund
Spokesman-Review

ROSALIE FISH

Rosalie Fish is an 18-year-old member of the Cowlitz Tribe and a competitive runner from the Muckleshoot Reservation in Auburn, Washington. She graduated in 2019 from the Muckleshoot Tribal School, where she represented her school in the Class 1B Washington State Track Meet, earning three gold medals, a silver and a sportsmanship award. She used that platform to raise awareness for missing and murdered Indigenous women (MMIW). She made international headlines when she painted a red handprint over her mouth, the fingers extending across her cheeks to honor the lives of missing and murdered Indigenous women. Her passions include running, youth empowerment, indigenous visibility, upholding and practicing Native traditions, as well as uplifting and advocating for Native communities and Native women. She is a two-time TedX speaker and has worked with countless news networks to raise awareness for the MMIW epidemic. Recruited for her running ability and proven leadership, Rosalie attends Iowa Central Community College where she continues her career as an athlete and MMIW activist.



ANTHONY TAMEZ-POCHEL

Anthony currently serves on the National UNITY Council Executive Committee - Midwest Representative. His background as a Cree and Lakota has influenced his efforts to serve his community in Chicago. He identifies as Afro-Indigenous (Black and Indigenous). Last summer he drafted and submitted an ordinance to the Chicago City Council calling for the abolition of Columbus Day and establishment of Indigenous Peoples Day. Through land-based education, Anthony works to ensure that the community does not lose its connection to the land, and helps community members plant medicine gardens in their own backyards to maintain that connection. In 2015, Anthony served as a Youth Ambassador for President Obama's Generation Indigenous (Gen-I) initiative. In 2018, he was recognized by the Center for Native American Youth (CNAY) as a Champion for Change and he currently serves on CNAY's Youth Advisory Board. Anthony attends Harold Washington studying Public Policy and Social Work. He is also employed with City of Chicago as an Aldermanic Aide with a focus on ordinances, local businesses, and youth projects.



SHAUN MARTIN

Shaun was born and raised in LeChee, AZ (Navajo Reservation). He serves as Athletic Director at Chinle High School in Chinle, Arizona. Shaun is an Ultra Marathoner, running races up to 150 miles. He graduated from Northern Arizona University in 2004 and spent 9 years teaching at Chinle High School and 9 Years Coaching Cross-Country and Track and Field. During this time Shaun had 12 State Team Titles in Cross-Country, 19 Individual State Champions and 49 Student Athletes received scholarships to attend college. Shaun spent 2 years coaching cross country at Dine College where his teams won 3 National Titles and had 12 All-Americans at the USCAA National Championships.

UNITY YOUTH CAN! CURRICULUM

UNITY YOUTH Can! Action Planning Process

Courtesy Today's Native Leaders and OJJDP as revised.

INTRODUCTION

A community can be defined as a group of people living in the same place or having common characteristics. Among Native American tribes, there exists a special connection that creates a sense of community no matter where we are. There comes a time within every community when challenges arise and there is a need for action!

This action planning process will lead you and members of your youth council or group through the entire cycle of planning, designing, and implementing a community service project that addresses a specific challenge within your tribe or community.

ABOUT THE CURRICULUM

This action planning training manual is a condensed version of a chapter out of the "Preparing Native Youth for Life's Journey" Curriculum, which was developed by UNITY for use by its youth councils. This manual can be used by Native youth groups that want to work as an effective team towards making positive choices that will result in safer and healthier communities.

The material in this manual will help you to:

- **Work smarter** not necessarily harder.
- **Build self-confidence** as an individual as well as a group
- **Gain knowledge** that will prepare you for leadership and professional roles.
- **Develop valuable skills** that will be beneficial throughout your life.

You and other Native youth will acquire new and improved skills. By progressing through the 10 action planning steps, you will address all aspects of planning a community service project. View this process as a growth opportunity and give it your best effort. Growth can be achieved through the development of **essential life skills**. The 10-step action planning process incorporates lessons that develop skills and abilities around decision-making, creative thinking, critical thinking, problem solving, interpersonal relationships and communication.

As you improve your talents as a thinker, problem solver, communicator and decision maker, you are developing skills that will prepare you to take on more responsible and demanding roles. Developing your abilities using these skills will help you to face life's challenges in a positive manner.

BENEFITS OF ACTION PLANNING

Action planning helps an organization get work done in an efficient manner.

An effective action plan:

- **Motivates people to action**
- **Provides a decision-making**
- **Lays out a clear path to follow**
- **Helps generate**
- **Helps create a unified team spirit**
- **Improves communication and understanding**
- **Establishes accountability**
- **Helps youth councils establish and maintain a focus**

10 Step Action Planning Process

PLANNING

Step 1: Youth council members brainstorm a list of challenges in their communities, prioritize this list, and then select one of the higher priority needs to address through a community service project.

Step 2: Youth council members establish project criteria, generate a list of potential projects through which the youth council can focus its efforts on, and then choose one project that addresses the challenge selected in Step 1.

Step 3: Write the project objective and description.

DESIGNING

Step 4: Brainstorm a list of tasks required to complete the project.

Step 5: Organize the final list of tasks and assign them to youth council members.

Step 6: Write a budget.

IMPLEMENTING

Step 7: Carry out the project (monitor progress of tasks, hold the event)

Step 8: Close out the project.

Step 9: Evaluate the project.

Step 10: Write a final report on the project and submit to UNITY.

UNITY YOUTH CAN! CURRICULUM

Step 1: Youth council members brainstorm a list of challenges in their communities, prioritize this list, and then select one of the higher priority needs to address through a community service project.

Your youth council may choose more than one need to focus on. This is fine as long as the project meets the criteria that you will generate in Step 2.

(NOTE: The “mind-mapping” exercise will be employed in this Step.)



Step 2a: Establish project criteria

This step **defines the standards** that your youth council will use to evaluate potential projects. Begin this step with a **brainstorming** session. List as many criteria as possible. Evaluate each idea and select those that are voted on and approved by your youth council.

Project Criteria –Brainstorming Results (EXAMPLE)

List the criteria a potential project must meet before it is accepted as a youth council sponsored project. This exercise results in information that your youth council can adopt as a policy or guidelines to use in making decisions about any project it may consider.

Before a project is accepted, it must meet the following requirements:

1. A project must be safe for all participants. (It is recommended that a risk assessment be conducted prior to any project activity).

2. A project must benefit the members of an elders group, a youth group, a local charitable organization, or a local school. (Name the beneficiaries according to the priorities that your youth council has established in its mission statement or goals).
3. A project must involve at least 20 youth council members. (It is recommended that as many youth as possible be given the opportunity to participate in a youth council project).
4. A project should not involve missing more than one day of school. (Remember that school comes first!)
5. Project events should not take place more than 10 miles from the youth council’s school. (Take in to consideration the transportation needs of youth council members).
6. A project should be completed within two months and not require more than 12 hours from each youth council member involved. (It is recommended that an overall project deadline be established ahead of time).
7. A project should not cost the youth council more than \$250. Any amount beyond this must be raised from other sources. (Know what amount of money your youth council can afford to dedicate to the project).

Continue adding to the list until all desired project criteria are listed.

(**Note:** The criteria listed above are those that you would like a project to have. However, if a project fails to meet the criteria, it would not necessarily have to be eliminated from consideration. To accept or reject is a youth council’s decision.)

Step 2b: Generate a list of potential projects to address the high priority need selected in Step 1.

Now that a priority need has been selected, the task is to consider **“how to”** address the problem. Use the **brainstorming technique** to complete this step. Be **creative** (not critical) and list as many potential projects as possible to address the need your team

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identified. At this point, you are just coming up with ideas. Although some may seem to be ineffective or not possible, have an open mind and allow ideas to flow. As the ideas are stated, have someone **write them on a blackboard or flip chart** for all to see.

Potential Projects - Record of Brainstorming Results (EXAMPLE)

CHALLENGE CONSIDERED: Some families cannot afford to buy new clothes for school.

List of ideas generated:

- Ask local businesses for clothing donations
- Organize a Back to School clothing drive
- Get clothes from celebrities
- Sponsor a community dance - admission is paid with clothes
- Clean Out Your Closet End of the Summer Jamboree
- Car Wash - use money raised to buy school clothes
- Back to School Angels Program

Step 2c: Choose one project from the "Potential Projects" list.

Now you will call on your **critical thinking skills** to reduce the items on your "brainstorm" list to one project. Compare each project to the criteria established in Step 2a. Practice your **problem solving, decision-making, and communication skills** to help make a decision that will be supported by your youth council.

Be sure to consider the following when choosing a project:

1. Is the project achievable given the resources available - include a discussion of the availability of volunteers, special requirements, and the availability of other resources such as transportation, facilities, tools, and equipment.
2. Is the project worthwhile? Will the benefits meet or exceed the cost, time, and energy required to complete the project?
3. Will the project further your youth council's mission and goals?

4. Is there a better alternative?

5. Other considerations?

A decision does not have to be made in one meeting. It may require the gathering of new information or the need to continue the discussion so everyone has an opportunity to participate. After all thoughts are taken into account and the deliberative process has been completed, make a decision and move forward. Once made, be sure that the decision gets **recorded in your youth council minutes**.

Once a decision has been made, complete the **Benefits and Outcomes Form** to identify who will benefit from the community service project, describe how they will benefit, and discuss how the project outcomes will further the goals and objectives of your youth council.

Benefits and Outcomes (EXAMPLE)

PROJECT: Back to School Clothing Drive

WHO WILL BENEFIT FROM YOUR SELECTED PROJECT?

(This may be an organization, a group of elders, a youth group, etc.)

The members of the youth council have decided that their project will benefit youth who attend the UNITY School District.

(**Note:** As the process continues, your group may choose to make changes to this form as they see fit.)

Describe how the project will benefit those listed above.

The Back to School Clothing Drive will provide school clothes to youth who's families cannot afford to buy clothes for the upcoming school year.

Describe how the project's results will further your youth council's goals.

A major youth council goal is to address needs that affect the community's youth. This project will provide youth with clothes. Another youth council goal is to get involved in the community and to conduct service projects. The project being considered meets this goal.

Make additional copies as needed.

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Step 3: Write the project objective and description.

Objective

An **objective** is a valuable communications aid and a good reference point that can be used by your youth council to measure its success and determine if the group did what it set out to do.

A **clearly stated objective** states what is going to be attempted or accomplished. Writing a good objective requires an understanding of what an objective is and what it includes. When writing an objective, use the **SMART** guidelines.

An objective should be:

S = SPECIFIC: State precisely what is going to be done.

M = MEASURABLE: Whenever possible, quantify the objective. If the intent is to provide clothes to youth, state how many youth you will collect clothing for.

A = ACHIEVABLE: Is it doable? This should have been determined during the deliberative process preceding the selection of the project.

R = RELEVANT: Is the objective consistent with your youth council's purpose? This should have been determined during the deliberative process.

T = TIME LIMITED: State when the objective will be completed.

Example of a SMART objective: By the end of July 2018, the _____ youth council will collect and distribute school clothes to 25 school-aged youth who live in the _____ community.

Description

Now that you have written an objective, you have a clear picture of the job ahead and must be able to communicate information to members of the community who may be asked to contribute their time and resources to your project. It is important that your council knows what they are setting out to accomplish and can clearly convey this message to others.

People are more likely to help out when they have a clear understanding of what they are being asked to support. The project description should clearly and quickly provide them with information. In writing the description be sure that it includes information about who, what, when, where, why and how.

Writing a project description is your opportunity to practice **communication skills**. Assign the responsibility for writing the first draft to a small committee of two or three members who have been involved in the process up to this point. After completing the draft, distribute it to your team for review and comment. The committee makes the edits and presents the final draft for review and comment. The project description must accurately describe what will be done.

The project description will come in handy when you:

- Draft a news release
- Write a funding request
- Write volunteer recruitment letters
- Request other kinds of assistance such as tools, equipment, supplies, or facility space.

Project Objective and Description (EXAMPLE)

PROJECT: Back to School Clothing Drive

PROJECT OBJECTIVE: By the end of July 2015, the UNITY Youth Council will collect and distribute school clothes to 25 youth in grades K-12, who attend school in the UNITY School District.

(Does this objective meet the SMART criteria?)

Briefly describe the community service project your youth council plans to conduct.

The UNITY Youth Council plans to conduct a Back to School Clothing Drive during the months of June and July 2015. The clothing drive will take place at the UNITY Headquarters in Mesa, Arizona.

(**Note:** The description may be changed as other decisions are made and the final plan comes together.)

Continue description on back of this form if additional space is required.

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Step 4: Brainstorm a list of tasks required to complete the project

At this point your youth council has identified a project. Now your group must determine what needs to be done to carry out the project. It is important to identify as many tasks as possible, so there is no question about whether the project can be completed. Consider each task carefully. If a task is necessary for the project's completion, but cannot be done due to expense, lack of time, or any other reason, it may be necessary to look for alternatives.

List of Tasks - Record of Brainstorming Results (EXAMPLE)

PROJECT: Back to School Clothing Drive

List of ideas generated:

Make a copy of this form to use each time you participate in a brainstorming session.

Step 5: Organize the final list of tasks and assign them to youth council members.

To complete this step, you will need to apply your **critical thinking** skills.

Evaluate each task on the list to determine whether it is needed to complete the project. If a task doesn't further the objective, eliminate it. Explore other ways of getting the job done that may be more efficient.

As you proceed, you may have to add other tasks that were initially overlooked. This is a normal part of any planning process and is to be expected. After identifying the tasks necessary to complete the project, your next step will be to:

- Assign each task to a specific person or work group
- Assign a date for starting the task
- Set a task completion date
- Make sure team members with assignments are aware of their responsibilities

The **Task Organizer Form** is provided for you to record this information.

Make sure that all tasks that must be completed before moving on to the next are identified and dates are assigned accordingly. If you fail to recognize these critical events, you risk unnecessary time delays and costs.

Task Organizer Form (EXAMPLE)

TASK	PERSON RESPONSIBLE	TIME PERIOD START / FINISH		PROGRESS, PROBLEMS ENCOUNTERED, RESOURCES NEEDED
Advertise event	Kelly	4/1	7/15	Flyer being designed. Need print estimates.
Arrange clothing collection	Will	5/25	7/31	Identify locations for drop-off.
Select youth to receive clothes	Marge	6/1	7/21	5 identified. Need to identify an additional 20.

This is an example of only a few possible tasks. Continue listing until all tasks for the project are noted. Be sure that those who are responsible for a task know about and accept the assignment. The completed form is a valuable tool the project coordinator can use for tracking the overall progress of the project. Those who have a task with a number of sub-tasks may find it beneficial to organize the larger task by completing an action planning form for that single task. Once a form is completed those responsible should refer to it often to ensure that there is ample time and resources to complete the job.

Make additional copies as needed.

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Step 6: Write a budget

A budget is a tool used to plan for the expenditure of the funds needed to pay for the goods and services required to achieve an objective. Budgeting is an important step because a project cannot be completed if costs are not met. Make sure to devote the time and effort required to develop a good budget. It is good to follow a set of budgeting procedures so your project can be completed successfully and avoid a situation where additional costs may have to be covered by your youth council.

You will develop a detailed and accurate cost estimate, considering as many costs as possible and including them in the budget. Be sure to consider costs associated with the tasks listed in Step 4. If it becomes necessary to add a new task, such as printing and distributing the announcement of an event, then you must add this to the budget. You will have to raise the required funds or find another way to meet project needs, perhaps using in-kind services.

Note: Not all costs require the actual outlay of money, some may be met through “in-kind support” from your volunteers, such as preparing and printing an event program. This type of support has a monetary value and should be included in the budget. When you have an accurate estimate of your costs, it is easier to create a plan for raising funds to meet overall project costs.

The budget keeps your project moving forward. If you discover that funds will not be available when you need them, you will have to make some important decisions regarding funds. Challenging questions will require you to draw on your **creative** and **critical thinking** skills to support your decision-making skills. Do you come up with a creative solution that allows you to complete the task in question or do you move funds from tasks of less priority? To be successful requires a balanced approach that meets the project needs without affecting the ability of your team to complete other tasks.

Budget (EXAMPLE)

Step 7: Carry out the Project

This step is critical to the project’s success. To make sure your project is completed efficiently and on time, you will need a process in place for monitoring progress, coordinating project activities, and making changes to the plan if and when it is required. To guarantee the effective “management” of your project, you may wish to:

1. Establish a project committee to oversee the project.
2. Assign project oversight responsibilities to specific individuals. Assignments may be made to one or two youth council members, the council’s officers, or adults who team up with designated members.
3. Put procedures in place that:
 - Work without burdening the responsible individuals
 - Are flexible
 - Allow decisions to be made without undue delays
 - Provide effective control over project quality
 - Facilitates the timely and orderly progress toward successful project completion

The following forms will help you with this step. The **Contact Information** form allows you to keep track of everyone who has a task responsibility. Record information and distribute the list to team members.

The second form, **Task Tracking and Progress Reporting**, is used by those responsible for completing a project task. This information helps the coordinating team track progress, provides additional resources when needed, and ensures that the project is progressing in a timely manner.

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Contact Information (EXAMPLE)

ADVISOR(S):

NAME	TELE NO.	EMAIL

PROJECT CHAIRPERSON(S): Youth council member who has responsibility for overall project coordination.

NAME	TELE NO.	EMAIL

TASK AND WORK GROUP COORDINATOR(S): Youth council members who have responsibility for completing a specific task as noted on the Project Action Planning form.

NAME	TELE NO.	EMAIL

TASK FORCE MEMBERS: Youth council members (not coordinators) assigned to work on a specific task.

NAME	TELE NO.	EMAIL

WORK PARTY: Those who are not youth council members, but have volunteered to work on a specific task. This may include adult and youth volunteers.

NAME	TELE NO.	EMAIL

Make additional copies as needed.

Task Tracking and Progress Reporting (EXAMPLE)

TASK/ACTIVITY:

DUE DATE:	
NOTES:	
TASK RELATED WORK PERFORMED:	
GIVE TIME AND DATE FOR NEXT SCHEDULED TASK ACTIVITY:	
NOTES:	
PERCENTAGE OF TASK NOW COMPLETED	%
NOTES	
WHAT REMAINS TO BE DONE TO COMPLETE?	
PROBLEMS ENCOUNTERED?	
HOW PROBLEM WAS SOLVED OR RECOMMENDATIONS FOR SOLVING THE PROBLEM:	
CHANGES TO EXPECTED DUE DATE:	
TIME SPENT ON THIS TASK/ SUBTASK:	

Note: Be sure to include this information for advisors and adult volunteers.

Step 8: Close out the project

When the goal has been achieved, there is still the important close-out process to be completed. **The creation and maintenance of good interpersonal relationships** is an important life skill. Closing out a project helps develop this skill and build these relationships. What you do during the project close-out process can create **good will** among those who have helped or supported your efforts. Carefully documented efforts provide the incentive needed to secure participation of volunteers and supporters in future youth council projects.

A **Project Close Out Check List** form is included to help you complete this step. Read through the list and add your own ideas as they occur. This is another place where a brainstorming session may be beneficial to make sure everything needed to close out the project is taken into consideration.

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Project Close Out Check List (EXAMPLE)

Place a check in the left column when the item is completed. Add other items to this check list as needed to ensure that the project has been completed.

<input type="checkbox"/>	All project related bills have been paid.
<input type="checkbox"/>	A final accounting of the project budget has been completed.
<input type="checkbox"/>	All borrowed items have been returned in good condition to owner.
<input type="checkbox"/>	Unused supplies and unused project related materials have been collected and stored for future use.
<input type="checkbox"/>	Thank you letters have been sent to those who contributed funds, their time, tools and equipment, or otherwise assisted in the project.
<input type="checkbox"/>	All work areas (offices, meeting rooms, classrooms, etc.) have been cleaned and returned to pre-project conditions.
<input type="checkbox"/>	A project evaluation has been completed.
<input type="checkbox"/>	A project report has been written.
<input type="checkbox"/>	Other: List other items that should be included to ensure that the final details have been completed.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

What remains to be done to finish those items that have not been checked?

Make additional copies as needed

Step 9: Evaluate your project

This step will help you make an honest assessment of your efforts. Here you can communicate your observations and analysis by providing written responses to questions posed on the evaluation form.

You've completed the project! How well did you do? Were there mistakes? Could tasks have been done better or faster? Did you stay within budget? Did you achieve your objective? The information you generate will guide you in implementing future

projects. This information will also be valuable to other youth councils that decide to carry out a similar project.

A **Project Evaluation Form** is provided to document your experience. Don't be limited to the information requested on the form. If you have other information to add that will strengthen the evaluation, add it. The completed evaluation form is a good tool to use when completing the final step.

Project Evaluation (EXAMPLE)

PROJECT NAME:	
PROJECT OBJECTIVE:	
DATE PROJECT BEGAN:	
DATE PROJECTED COMPLETED:	
ACCOMPLISHMENTS:	
WAS THE PROJECT COMPLETED?	%
DID THE PROJECT MEET THE STATED OBJECTIVE?	
HOW MANY YOUTH COUNCIL MEMBERS WERE INVOLVED?	
HOW MANY VOLUNTEERS WERE INVOLVED?	
WAS THE PROJECT COMPLETED WITHIN THE ESTABLISHED BUDGET?	
IF NOT, HOW MUCH OVER BUDGET?	
OR, HOW MUCH UNDER BUDGET?	
SUGGESTIONS FOR IMPROVING THE PROJECT:	
DID THE PROJECT MEET THE YOUTH COUNCIL'S EXPECTATIONS?	
IF NO, WHY NOT?	
WOULD YOU RECOMMEND THAT OTHER YOUTH COUNCILS CARRY OUT A SIMILAR PROJECT?	
IF YES, IS YOUR YOUTH COUNCIL WILLING TO SHARE INFORMATION WITH OTHER INTERESTED YOUTH COUNCILS?	
ADDITIONAL COMMENTS:	

Make additional copies as needed.

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Step 10: Write a final report on the project and submit it to UNITY

The final report includes your **objective statement**, list of **project tasks**, a **narrative description** of your project and details of accomplishments. A more detailed narrative of some of the responses given on the evaluation form would be helpful to others who may be interested in a similar project.

Include pictures, as they are helpful for recording the progress of your project. They also provide memories of an event in which you played an important role as you contributed your time and effort.

The final report is a **historic document** that will be useful to those who will follow your lead in the future. Make sure to copy your report and save it for future reference. The model you've worked through can be adapted and used in many situations when there is a need for planning a course of action.

We encourage your youth council to provide written project reports that will be uploaded to the UNITY and TYP Websites for use by other youth councils who may want to plan a similar activity.

Photographs (EXAMPLE)

At a glance pictures can give the viewer a sense of a project's nature. Therefore, to record/document your youth council's project, consider taking a series of before, in progress, and after photographs.

BEFORE:
IN PROGRESS:
AFTER:

Please feel free to design your own photo pages and include as many pictures as desired to adequately illustrate the nature, scope, progress, and outcome of your youth council's project.

Make additional copies as needed

UNITY acknowledges its past partnership with the Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) through the Today's Native Leaders' program, which condensed and utilized the above curriculum.

UNITY GLOSSARY

Activism: The policy or action of using vigorous campaigning to bring about political or social change.

Advocacy: Public support for or recommendation of a particular cause.

Amenity: Often free items in bedrooms such as writing supplies, bathrobes, shampoo for guests. Be careful though, some hotels will be charging for these items.

Business Casual Attire: Formal clothing, usually taken to mean not recreational wear. Can include cultural regalia.

Colonization: Colonization is a process by which a central system of power forcefully dominates the surrounding land and its resources.

Concierge: Venue staff whose role is to provide an assistive service (tickets, travel information, restaurant booking) for guests.

Decolonization: Decolonization is the act of getting rid of colonization, or freeing a country from being dependent on another country. For natives, it means doing things traditionally like they were before European contact.

Delegate: The person attending the meeting or event.

EA- Earth Ambassador: Youth leaders who serve as an ambassador to increase awareness of the issues affecting the environmental quality on Native lands.

EC -Executive Committee: Two Co-Presidents and ten Area Representatives are elected each year by voting members of the NUC to represent ten geographically defined areas of the UNITY Network.

Exhibitor: Organization that showcases its products or services at an information table.

Fitness: The state of physical health, with respect to an individual's ability to perform physical activities or cardiovascular health.

Forum: A session where participants have open discussions on subjects of interest.

Hand-Raising: A sign of respect. A signal to those around you to respect the speaker by being quiet.

Implement: Put (a decision, plan, agreement, etc.) into effect.

Incidentals: Expenses other than room and tax, billed to a guest's account (e.g. phone, movies, room service, etc.).

Incentive: Reward, prize or gift for being involved.

Lobbying: To lobby is to seek to influence (a politician or public official) on an issue important to you.

NUC- National UNITY Council: Voting paid members of UNITY Youth Councils (one male and one female rep from an affiliated youth council and affiliated Individual members of UNITY) .

Objectives: A thing aimed at or sought; a goal. A program may have intended outcomes.

Policy: A course or principle of action adopted or proposed by a government, party, business, or individual.

Social Justice: Justice in terms of the distribution of wealth, opportunities, and privileges within a society.

UNITY: An acronym, which stands for United National Indian Tribal Youth, Inc.

Wellness: The overall state of well-being, with respect to a person's mental, physical, social, and spiritual components of one's health.

Work plan: Also called "Action Plan" A project work plan tells you how you will complete the project. It describes the activities required, the sequence of the work, who is assigned to the work, estimate of how much effort is required, when the work is due, and other information of interest to the project manager.

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Nez Perce



SECRETARY/TREASURER
Tyler English-Rush
Muscogee Creek Tribe



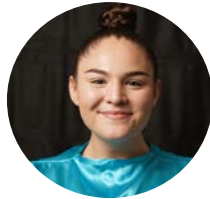
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Loren Ashley Buford
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Yamassee Seminoles of Florida*



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OFFICE MANAGER
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Puerto Rican*



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Muscogee Creek/Choctaw



Chance Rush
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Otoe/Oneida*



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Navajo

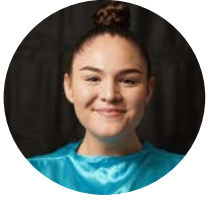


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Seneca/Dakota



Sheldon Smith
Navajo

NATIONAL UNITY EXECUTIVE COMMITTEE



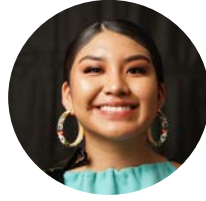
FEMALE CO-PRESIDENT
Brittany McKane
Muscogee (Creek) / Seminole



MALE CO-PRESIDENT
Robert Scottie Miller
Swinomish Tribe



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Tyloria Antone
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ArriAnna Henry-Matt
Confederated Salish and Kootenai Tribes



GREAT PLAINS REP.
Elijah Landon
Mandan, Hidatsa and Arikara Nation



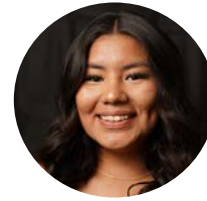
SOUTHEAST REP.
Kaiden McGhee
Poarch Band of Creek Indians



NORTHEAST REP.
William Mosley
Naticoke Lenni-Lenape Tribal Nation



MIDWEST REP.
Anthony Tamez-Pochel
Cree / Lakota



SOUTHWESTERN REP.
Kiera Toya
Pueblo of Jemez



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