

# PROGRAMS WITH NATIVE ADAPTATIONS

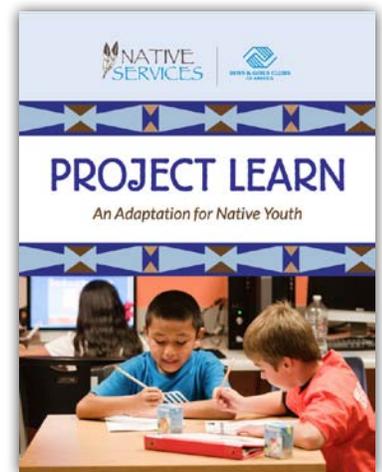
To ensure that Native youth have access to programs and curricula that address their specific needs, the BGCA Native Services has adapted many of BGCA's evidence-based programs and campaigns to incorporate Native culture and beliefs. Native adaptations guarantee that Native youth are being wholly immersed in programming that speaks to the unique aspects of their lives. The curriculum listed below are free resources available for download for your Club. Visit [NAClubs.org](http://NAClubs.org) to stay up to date on the resources available for your organization!



## PROJECT LEARN

Project Learn reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the Club. This comprehensive program strategy is based on research showing that students do much better in school when they spend their non-school hours engaged in fun, but academically beneficial, activities. The NSU worked to integrate certain components into the Project Learn curriculum that Native youth could relate to. Additions to the curriculum include:

- population specific statistics
- specific examples of high-yield learning activities that are culturally relevant
- importance of collaboration with Elders and Tribal departments
- activity extensions and best practices



While the structure of Project Learn remains unchanged, the adaptations allow for Native Clubs to make the program relevant to Native youth.

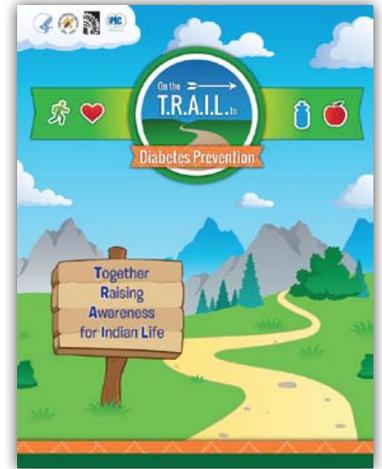
## MY.FUTURE

My.Future Essentials is an online curriculum created by BGCA to give youth the technology skills they need to thrive in today's digital world. Through personalized and engaging hands-on experiences, My.Future teaches youth valuable digital skills. My.Future Essentials helps youth understand their media world, identify and develop digital interests, and earn certifications as they make progress. Through a partnership between BGCA Native Services and Verizon, the curriculum was reviewed to provide Native Clubs with an adaptation that is more reflective of Native culture. The adaptation was designed to give Clubs the ability to create their own activities and to encourage students to explore their cultural heritage while increasing their digital literacy.



# ON THE T.R.A.I.L. TO DIABETES PREVENTION

In 2003, BGCA, the National Congress of American Indians (NCAI), IHS, and Nike, Inc., initiated a prevention program aimed at reducing the onset of type 2 diabetes among Native youth. The program – On the T.R.A.I.L. (Together Raising Awareness for Indian Life) to Diabetes Prevention – is an innovative combination of physical, educational, and nutritional activities that align with many Native Communities ideas of holistic wellness. T.R.A.I.L. is comprised of a 12 chapter curriculum program that provides Native youth with a comprehensive understanding of healthy lifestyles in order to prevent diabetes and attain emotional, mental, physical, and spiritual balance. Woven throughout the program is the principle that BGCA has always centered in its approach to youth development; an evidence-based approach. Programs draw from Tribal traditions and history to learn about nutrition, food choices, media influences and the impact of diabetes. FirstPic, Inc. has partnered with BGCA on this program from its onset and assisted in its successful implementation in over 50 Native communities nationwide.



## YEAR OF THE TEEN

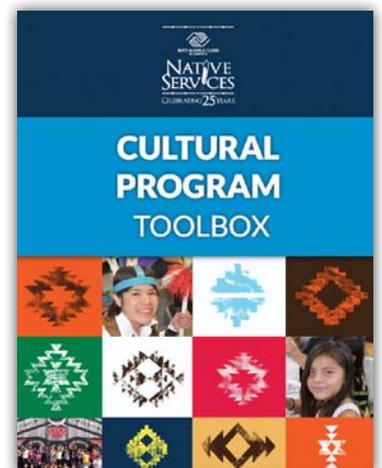
Back In 2016, BGCA launched the “Year of the Teen.” The campaign aims to bring awareness to teen membership, challenges, and needs. The effort to engage Native youth continued as an area of distinctive emphasis in 2017. Year of the Teen called for Clubs to focus on teen recruitment and retention so that more teens have a “safe haven” to go after school and engage with peers and adult staff. Recruitment and retention strategies were provided to Native Boys & Girls Clubs on how to attract but also retain teens while integrating their heritage. Strategies included hosting events at the Club, such as social outings and college and career fairs, as well as marketing the events in a multitude of mediums in order to be as accessible as possible.



## CULTURAL PROGRAM TOOLBOX

The Cultural Program Toolbox was developed by the BGCA Native Services in response to the large need for adapting activities and programming to the unique atmospheres of varied Native communities. Native Services recognizes the need for culturally relevant services to provide for Native youth, and the Cultural Program Toolbox is one of the many ways they are fulfilling that need.

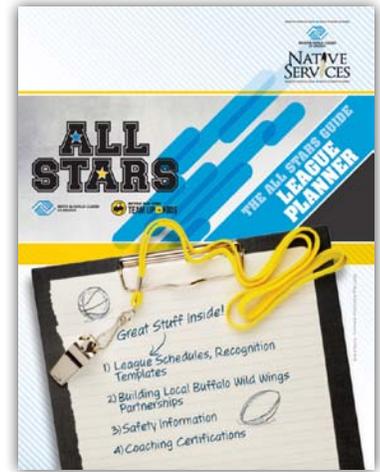
The Cultural Program Toolbox is designed to boost the creativity that all Native Clubs already have by giving some specific examples and ideas of what they can do to run culturally-specific programs. It also includes template documents such as a sample MOA, a sample Native Arts Grant, and a sample job description for a Cultural Arts Coordinator.



## ALL STARS

The mission of ALL STARS is simple - get more young people, on more teams, for more playing time, while fostering a sense of belonging, building life skills and self-confidence.

The ALL STARS curriculum adaptation for Native youth includes year-round programming opportunities for youth ages 6-18 to join flag football teams, cheer teams, basketball leagues and participate in traditional dance groups.



## BE THERE

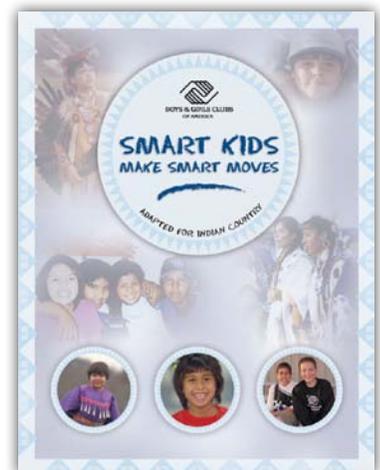
Be There is a comprehensive approach to help Clubs and BGCA-affiliated youth centers integrate best practices in supporting youth experiencing bereavement and other major life altering losses. We not only want to help youth process through their grief, but we also want to include resilience development as part of the long-term approach in preparing our youth to reach their full potential. Be There provides trainings, resources and strategies that help Clubs increase their capacity to support youth, staff and families who are grieving.

Grief is an all too familiar experience for many of the young people we serve. And while the challenges that Native communities face are great, the resiliency of those Native communities is even greater. The decades of superior youth development, advocacy, and support that Native Services provides is inextricably linked to that resiliency even as it serves to reinforce it. Be There is yet another way that Clubs are making a difference and helping to heal children and teens in Native communities.



## SMART MOVES

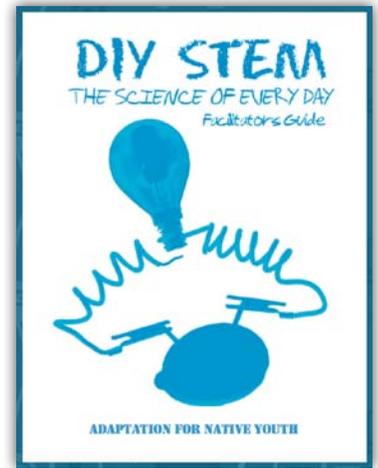
SMART (Skills Mastery and Resistance Training) Moves addresses problems such as drug and alcohol use and premature sexual activity. SMART Moves is a 17 session program that tackles topics such as self-awareness, interpersonal skills, and drug use for youth ages 6-9. SMART Kids Make Smart Moves was published in March 2003 through a partnership of BGCA, the Center of Substance Abuse Prevention, and the U.S. Department of Housing and Urban Development, Office of Native American Programs and FirstPic, Inc. An advisory group comprised of experts who understand SMART Moves and the target population reviewed the program and identified adaptations to make the curriculum more reflective of Native American culture. Due to the flexible nature of SMART Moves, local Native Clubs also have the ability to create their own supplemental materials that best reflect their local culture and traditions.



## DIY STEM

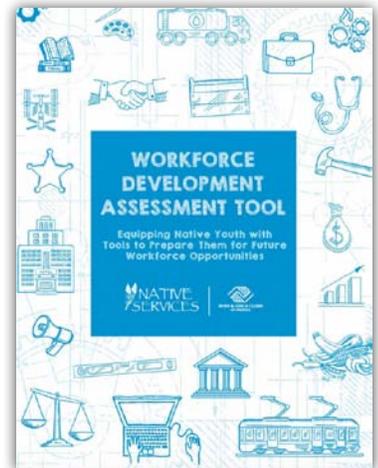
Do It Yourself (or DIY) STEM is an activity-based program that brings scientific principles to life. The program uses items commonly found in the Club, or can be easily procured, to introduce Science, Technology, Engineering, and Mathematical (STEM) concepts to youth. DIY STEM is a program that can be implemented in its entirety or as separate units depending on the needs and interests of various Club kids. The program and curriculum requires youth to think deeply so they can build skills to become the professionals, builders, researchers, educators, and leaders of the future. Club staff guide members to explore STEM related concepts to find an area that interests them most.

DIY STEM's Native adapted curriculum integrates crucial anecdotes relating these curriculum units to the Club members' everyday lives. Emphasis is placed on the importance of STEM related concepts as they can help preserve culture while benefitting Native communities across the country. Activities such as Native drumming are used to show youth that science happens all around us.



## WORKFORCE DEVELOPMENT INITIATIVE

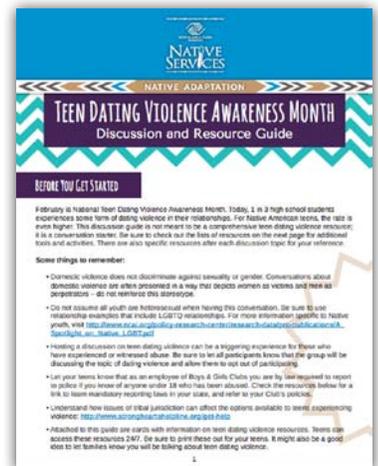
The Workforce Development Initiative capitalizes on existing job skills and career development programs to create and implement a robust local workforce development program for youth. The program prepares teens to enter the workforce while engaging local employers as they get ready for the next generation of employees. The Workforce Development Initiative has been specifically adapted for Native youth and provides Clubs and Club professionals with resources and support necessary to facilitate programming. In concert with this effort, BGCA has provided an assessment tool to help Native Clubs assess their capacity to implement a workforce development program. The assessment tool provides step by step procedures that prepare staff to conduct the programming. Each section acknowledges opportunities for Native youth such as becoming Tribal department employees.



## TEEN DATING VIOLENCE

The Native Adaption of BGCA's Teen Dating Violence Awareness Month Discussion and Resource Guide is helpful in discussing teen dating violence with youth.

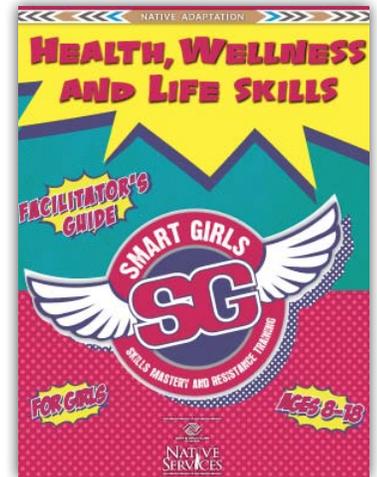
This discussion guide is not meant to be a comprehensive teen dating violence resource; it is a conversation starter filled with support and resources for Native teens who may be experiencing teen dating violence or abuse.



## SMART GIRLS

The SMART Girls Native Adaption aims to assist Club staff in tailoring the program to be culturally relevant and responsive to the unique strengths and needs of Native girls in their Club. Many indigenous scholars have found that promoting positive youth development among Native youth demands a holistic approach to program design that incorporates each of the following four dimensions of wellbeing vital to their culture.

- **Social** – connections with peers, family, school, community
- **Emotional** – the ability to cope and deal with the effects of colonization, historical trauma, loss, discrimination, and racism
- **Cultural** – the ability to live in two worlds, knowledge of culture and history, positive identity and connection to cultural community
- **Psychological** – positive sense of self, adjustment, knowledge of drug and alcohol abuse



## RESOURCE DEVELOPMENT TOOLKIT

There are many compelling reasons why you should seriously consider developing, or even bolstering, your Resource Development program. Private support can be the added margin of excellence your Club needs to be elevated to the next level of success, even if you have the funding needed for daily operations. Fundraising is more than raising money to accomplish an agenda or pay staff.

