Wellness in the Workplace
Stress and Burnout Prevention
September 24 - 26, 2019
Lihue, Hawaii (Kauai)

The Native Wellness Institute exists to promote the well-being of Native people through programs and trainings that embrace the teachings and traditions of our ancestors.
### Agenda

**September 24, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:45 am</td>
<td>Nukoli’i Sunrise Ceremony (optional)</td>
</tr>
<tr>
<td></td>
<td>The eastern location of the hotel provides a spectacular sunrise right on the resort’s oceanfront.</td>
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<tr>
<td></td>
<td>An authentic Native Hawaiian ceremony will welcome the sun with an ancient change, also called an oli. Meet at the Ocean Lawn.</td>
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<tr>
<td>7:30 am</td>
<td>Registration/Continental Breakfast</td>
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<tr>
<td>8:30 am</td>
<td>Opening Ceremony</td>
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<tr>
<td></td>
<td>Welcome</td>
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<tr>
<td></td>
<td>Land Acknowledgement</td>
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<td></td>
<td>Blessing</td>
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<td></td>
<td>Introductions</td>
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<td>Why We’re Here</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Native Hawaiian Welcome</td>
</tr>
<tr>
<td>10:00 am</td>
<td>“Embracing the Teachings of Our Ancestors”</td>
</tr>
<tr>
<td></td>
<td>Theda New Breast</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Break/Rotate to Training Session</td>
</tr>
<tr>
<td>10:45 am</td>
<td>How to Build Team and Trust in the Workplace</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch (on your own)</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Better Understanding Unhealthy Work Behaviors</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 pm</td>
<td>The Answer to Trauma: Healing</td>
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<tr>
<td>4:30 pm</td>
<td>Closing</td>
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<tr>
<td>5:00 pm</td>
<td>Adjourn</td>
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</table>
**Agenda**  
**September 25, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30 am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Depart Hotel for Indigenous Wellness Institute Field Trip (transportation provided or you are welcome to drive your own vehicle)</td>
</tr>
</tbody>
</table>
| 9:00 am | Opening Ceremony             
  Welcome  
  Blessing  
  Introductions  
  Overview of Day |
| 9:30 am | Tour of Facilities            
  Using the Land |
| Noon   | Lunch (on your own)                                                    |
| 1:30 pm | Culture Based Programs                                                 |
| 2:30 pm | Break                                                                    |
| 2:45 pm | Cultural Sharing             
  All participants from the mainland and from Hawaii are welcome to bring their songs, dances, stories and other cultural expressions to share. |
<p>| 4:30 pm | Closing                                                                  |
| 5:00 pm | Travel Back to Hotel                                                   |</p>
<table>
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<tr>
<td></td>
<td>Blessing</td>
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<tr>
<td></td>
<td>Welcome</td>
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<tr>
<td></td>
<td>Review</td>
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<tr>
<td></td>
<td>Check-in</td>
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<tr>
<td>9:30 am</td>
<td>Break/Rotate to Training Session</td>
</tr>
<tr>
<td>9:45 am</td>
<td>7 Circles of Wellness</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Stress and Burnout Prevention</td>
</tr>
<tr>
<td>Noon</td>
<td>Lunch (on your own)</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Integrating Wellness in the Workplace</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Self Care in Action</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Closing</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Adjourn</td>
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</table>
1. The team shares a sense of purpose or common goals.
2. Each team member is willing to work toward achieving these goals.
3. The team is aware of and interested in its own processes and “checks in” with each other.
4. The team identifies its own resources and uses them, depending on its needs.
5. The team willingly accepts the influence and leadership of the members whose resources are relevant to the immediate task.
6. The team members continually try to listen to and clarify what is being said and show interest in what others say and feel.
7. Differences of opinion are encouraged and freely expressed.
8. The team is willing to surface conflict and focus on it until it is resolved or managed in a way that does not reduce the effectiveness of the effort.
9. The team exerts energy toward problem solving rather than allowing it to be drained by interpersonal issues, competitive struggles or pettiness.
10. Roles are balanced and shared to facilitate both the accomplishment of tasks and feelings of team cohesion and morale.
11. To encourage risk taking and creativity, mistakes are treated as sources of learning rather than reasons for punishment.
12. The team is responsive to the changing needs of its members.
13. Team members periodically evaluate the team’s performance.
14. The team is attractive to its members, who identify with it and consider it a source of both personal and professional growth.
15. Celebrations are important.
16. Developing a climate of trust is recognized as the crucial element for facilitating all of the above elements.
Characteristics Of Effective Team Members

1. Support the team leader.
2. Help the team leader to succeed.
3. Compliment the team leader on team efforts.
4. Provide open, honest and accurate information.
5. Support, protect, and defend both the team and the team leader.
6. Act in a positive and constructive manner.
7. Provide appropriate feedback.
8. Understand personal and team roles.
9. Bring problems to the team (upward feedback).
10. Accept ownership for team decisions.
11. Recognize that they each can serve as a team leader.
12. Balance appropriate levels of participation.
14. Show loyalty to the organization, the team leader and the team.
15. View criticism as an opportunity to learn.
16. State problems along with alternative solutions/options.
17. Give praise and recognition when warranted.
18. Operate within the parameters of team rules.
19. Confront the team leader when his or her behavior is not helping the team.
20. Share ideas freely and enthusiastically.
21. Encourage others to express their ideas fully.
22. Criticize ideas, not people.
23. Avoid disruptive behavior such as gossiping, nitpicking and back stabbing.
Most of us have all or most of the following needs. An effective team leader must be aware of these.

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for what I can do or because I take orders well.

2. I need to have a sense of sharing in planning of the objectives that affect me or the team.

3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.

4. I need to feel that what I am doing has real purpose or contributes to the human circle – that its value extends even beyond my personal gain.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me.

7. I need to have some responsibilities that are challenging, that are within range of my abilities and interest, and that contribute toward reaching my assigned goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I’m not up on, I may be down on.

10. I need to have confidence in my superiors – confidence based upon assurance of consistent fair treatment, supervisor knowledge, recognition when it is due, and trust.

11. I need accurate feedback and sometimes affirmation about my work and tasks.
Native Wellness ... 

- Is a cultural and traditional model of lifestyle.
- Is a holistic approach to living one’s life in a good way.
- Has 4 “Directions.” These directions are interdependent.
- Is about making good choices and having pride in your culture.

<table>
<thead>
<tr>
<th>Emotional (Feel)</th>
<th>Spiritual (Connection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like yourself</td>
<td>Proud to be Native</td>
</tr>
<tr>
<td>Good attitude</td>
<td>Pray everyday</td>
</tr>
<tr>
<td>Control anger</td>
<td>Respect all things</td>
</tr>
<tr>
<td>Share problems</td>
<td>Don’t hit or yell at others</td>
</tr>
<tr>
<td>Healthy relationships</td>
<td>Always try to do your best</td>
</tr>
<tr>
<td>Express affection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental (Thinking)</th>
<th>Physical (Movement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn from mistakes</td>
<td>Non-smoker</td>
</tr>
<tr>
<td>Think about the future</td>
<td>Non-drinker</td>
</tr>
<tr>
<td>Good decision making skills</td>
<td>Don’t eat fast food/sodas everyday</td>
</tr>
<tr>
<td>Don’t give into peer pressure</td>
<td>Practice safe sex</td>
</tr>
<tr>
<td>Like to learn</td>
<td>Body image acceptance</td>
</tr>
<tr>
<td>Creative</td>
<td></td>
</tr>
<tr>
<td>Vision</td>
<td></td>
</tr>
</tbody>
</table>

Native Wellness Institute
In each direction, write the things you do well in the inner circle and the things that need improvement in the outer circle.
Living by the Warrior Spirit means being positive, productive, and proactive.

Positive thinking means to reaffirm your belief system and your strengths. It is thinking about what can be done, instead of what cannot. Positive thinking is different than being optimistic. Thinking positive allows you to be open to more positive life experiences and filters out the negative.

Positive thinking is good medicine. Medicine is anything that you use or do to help move you toward wellness.

Medicine can be plants or herbs. It can be food or drink. It can be laughing or crying. It can be dancing or singing. It can be praying or sharing, anything that helps to move you along on your wellness journey. Using medicine daily was a positive, productive, proactive way of life for our ancestors!

In today’s society, medicine is viewed as having a different effect. Medicine is seen as something that you use to get rid of an illness. If we have a symptom, we are told to take some medicine and it will go away. Because of this, a person who uses medicine on a daily basis today is seen as a weak and unhealthy person.

A person who uses medicine on a daily basis is known to be a strong and healthy person. Are you positive, productive and proactive like your ancestors?
Warrior shields are decorated with images, or medicine, to give a warrior strength and power. In pictures only, draw your medicine on the shield. What best describes you? What are your sources of strength? What protects you?
Bravery
Bravery is demonstrating strength of heart in difficult or challenging times. Brave people are healthy risk takers.

❖ How can you show bravery and courage today?

Generosity
Generosity is giving without expecting anything in return. Giving your time, belongings, wisdom, and money are all examples of generosity.

❖ How can you show your generosity?

Peace Making
Peace making is a process of guiding people through their difficulties, creating agreements, and restoring harmony. Patience, listening, willingness, and compassion are building blocks of peace making.

❖ What are ways that you can make peace?

Wisdom
Wisdom is knowledge, experience, understanding, common sense, and insight coupled with good judgment. Anyone can be wise, including children, teens, adults, and elders.

❖ How do you show your wisdom?

Humility
Humility is the spiritual quality of knowing one’s place in the world. Humble people give others credit and point out the good in them. They are confident, content, have high self-esteem, and receive praise in a respectful manner.

❖ How do you show your humility?

Spirituality
Spirituality is being connected to the earth and to all creations. It is having purpose in life and knowing who you are. Spirituality involves the deepest values and meanings by which people live.

❖ How do you express your spirituality?

Family
At the center of Native life is the family, including extended family members. Members of a family may not always be related by blood, and do not always live in the same household. Nurturing a family is one of our greatest responsibilities and joys.

❖ What is your sense of duty to family?
Circle the value that you feel best fits you. Add others that you feel are missing. Be prepared to discuss your choices with a partner or in the large group.

<table>
<thead>
<tr>
<th>Traditional Native Values</th>
<th>Non-Traditional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Self</td>
</tr>
<tr>
<td>Sharing</td>
<td>Winning</td>
</tr>
<tr>
<td>Present-time oriented</td>
<td>Future oriented</td>
</tr>
<tr>
<td>Time non-awareness</td>
<td>Time awareness</td>
</tr>
<tr>
<td>Harmony with nature</td>
<td>Conquest of nature</td>
</tr>
<tr>
<td>Giving</td>
<td>Taking</td>
</tr>
<tr>
<td>Spiritualistic</td>
<td>Materialistic</td>
</tr>
<tr>
<td>Patience</td>
<td>Aggression</td>
</tr>
<tr>
<td>Appreciates/ Honors silence</td>
<td>Avoids Silence</td>
</tr>
<tr>
<td>Respect of other religions</td>
<td>Converting/Proselytizing</td>
</tr>
<tr>
<td>Age/Wisdom</td>
<td>Youth/Beauty</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Competition</td>
</tr>
<tr>
<td>Listen</td>
<td>Speak</td>
</tr>
<tr>
<td>Humility</td>
<td>Ego</td>
</tr>
<tr>
<td>Spiritual</td>
<td>Religious</td>
</tr>
</tbody>
</table>

1. Which of the values in either column do you feel fit you best?
2. Do Native people live by these values today? Why?
3. Can values be right and wrong? Why?
4. What examples can you give of some of the values from both columns?
5. What would Native families and communities be like if they lived by the list of traditional Native values? What would they be like if they lived only by the list of non-traditional values?
6. Which values do tribal leaders embody?
The following test will probe your knowledge of Native history and current issues.

1. The Holocaust of World War II was not only one of the most tragic events of the 20th century, but of modern history in general. Close to 6 million Jews (nearly two-thirds of all European Jews) and many other people perished. By comparison, approximately how many Indians in the Americas died within a century of Christopher Columbus’ arrival?

   A. Nearly 5 million, roughly half the existing population  
   B. Nearly 10 million, roughly half the existing population  
   C. Nearly 10 million, roughly 95% of the existing population  
   D. Nearly 100 million, roughly 95% of the existing population  

2. Which of the following statements did Christopher Columbus make to Queen Isabella and King Ferdinand of Spain when writing about native people in the Americas?

   A. “They would make fine servants. With fifty men we could subjugate them all and make them do whatever we want.”  
   B. “We can send from here, in the name of the Holy Trinity, all the slaves and brazil-wood which could be sold. One Indian is worth three Negroes.”  
   C. Both of the above  
   D. None of the above  

3. The practice of scalping:

   A. Dates back to ancient Greece  
   B. Was introduced in America by the Dutch  
   C. Was done occasionally by U.S. soldiers in World War II  
   D. All of the above  

4. How does the U.S. Declaration of Independence refer to American Indians?

   A. As “merciless Indian Savages”  
   B. As “the Native inhabitants of this land”  
   C. It does not mention the existence of American Indians  
   D. None of the above
5. In its policy of “removal,” the U.S. government forced American Indians to leave their ancestral lands. For example, in a march that began in 1838 and was later called the Trail of Tears, 17,000 Cherokees were moved west under conditions so severe that 4,000 people died. In a speech to Congress, how did President Martin Van Buren (in office at the time) describe Indian removal?

   A. “The entire removal of the Cherokee Nation has been principally under the conduct of their own chiefs, and they have emigrated without any apparent reluctance.”
   B. “[The government’s] dealings with the Indian tribes have been just and friendly throughout all these tribes are friendly in their feelings toward the United States.”
   C. “Since the spring of 1837 more than 40,000 Indians have been removed to their new homes [and] all accounts concur in representing the result of this measure as eminently beneficial to that people.”
   D. All of the above

6. Of all the major racial and ethnic groups in the United States, which one lives in the most residentially segregated environment?

   A. African Americans
   B. Hispanic Americans
   C. Asian Americans
   D. Native Americans
   E. None of the above

7. Which statement is true of American Indian citizenship?

   A. Most Indians are citizens of their own nations, not the United States
   B. Upon application, Indians are eligible for U.S. citizenship after age 18
   C. Indians born in the U.S. automatically receive U.S. citizenship
   D. None of the above

8. According to a spokesperson for the Cleveland Indians baseball team, the main reason for continuing to use the Chief Wahoo logo is:

   A. Overwhelming fan support
   B. It honors the history of Native Americans
   C. A change would cost the team too much money
   D. None of the above
1. Correct Answer: D. Nearly 100 million -- roughly 95% of the existing population. Within a few generations of their first encounter with Europeans, nearly all Native people in the Western Hemisphere were exterminated. In terms of the number dead, the destruction of the Indians of the Americas ranks as the largest act of genocide in history.

2. Correct Answer: C. Both of the above. To pay back dividends to those who had invested in his voyages, Columbus and his men captured and enslaved hundreds of Indians, many of whom died at sea while being transported to Spain. Columbus also tried to amass as much gold as possible. For example, in the province of Cicao on Haiti, Columbus and his men ordered all persons 14 or older to collect a certain amount of gold every three months. Indians who failed to find enough gold had their hands cut off and bled to death.

3. Correct Answer: D. All of the above. Even though scalping is often portrayed as an Indian activity, it was practiced in ancient Greece, introduced to America by the Dutch, and encouraged by bounties for Indian scalps. In 1755, for instance, the Massachusetts legislature offered the following bounty: “For every scalp of a male Indian brought in ... forty pounds. For every scalp of such female Indian or male Indian under the age of twelve year that shall be killed ... twenty pounds.”

During World War II, U.S. soldiers in the Pacific occasionally carved Japanese bones into letter openers or used Japanese skulls as table ornaments. At the time, it was well known that some U.S. soldiers collected “battlefield trophies” such as Japanese scalps, gold teeth, ears, and bones. For example, the photograph on this page appeared as “Picture of the Week” in the May 1944 issue of Life magazine, with the caption “Arizona war worker writes her Navy boyfriend a thank-you note for the Jap skull he sent her.”

4. Correct Answer: A. As “merciless Indian Savages.” More fully, the Declaration of Independence refers to Native Americans as “the merciless Indian Savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.”

Several early U.S. presidents shared this view of Native Americans. For example, George Washington referred to them as “ignorant Savages” and “beasts of prey,” John Adams referred to them as “poor, ignorant savages” with “an aversion both to civilization and Christianity,” and Thomas Jefferson confided to James Monroe: “I hope we shall drub the Indians well this summer & then change our plan from war to bribery.”
5. Correct Answer: D. All of the above. President Van Buren made the first two statements in a 1838 speech that described Indian removal as having had “the happiest effects,” and he made the third statement in an 1840 speech that referred to “the wily character of the savages.”

Andrew Jackson, in his 1830 Annual Message to Congress, likewise referred to Indian removal as a “benevolent policy” that would allow Indians to “cast off their savage habits and become an interesting, civilized, and Christian community.” Jackson went on to win a second term as president, and in his Fifth Annual Message he told Congress that Indians “have neither the intelligence, the industry, the moral habits, nor the desire of improvement which are essential to any favorable change in their condition. Established in the midst of another and a superior race ... they must necessarily yield to the force of circumstances and ere long disappear.”

6. Correct Answer: E. None of the above. In the United States, White Americans are the most residentially segregated racial group (they are least likely to have contact with members of another race). Although a majority of Native Americans once lived on reservations, over half live outside the reservation system.

7. Correct Answer: C. Indians born in the U.S. automatically receive U.S. citizenship. In 1924, the Indian Citizenship Act declared all Native Americans to be U.S. citizens. Native Americans 18 or older are eligible to vote in all state and federal elections. Even though some states did not allow Native Americans to vote until decades after the Indian Citizenship Act had passed, democracy was not new to Native American communities. As the U.S. Senate Select Committee on Indian Affairs reported on September 30, 1988, in connection with the bicentennial celebration of the U.S. Constitution:

“More than 200 years ago, the framers of the United States Constitution reviewed the principles of democracy and the democratic institutions of the Six Nations of the Iroquois Confederacy, and then drew from the Iroquois’ experiences in constructing the United States form of government.”

8. Correct Answer: A. Overwhelming fan support. In an Oct. 20, 1995, Cleveland Plain Dealer news report, Indians spokesperson Bob DiBiasio said of the logo: “I think overwhelming fan support is pretty much the reason why we are continuing with it. Let’s just play baseball.” In another news report on the Cleveland Indians, owner Richard Jacobs described Chief Wahoo as “an ideal logo.” Said Jacobs: “It’s not demeaning... It’s a caricature of a noble race, a brave race.”

And in a similar controversy involving the Washington Redskins team name, spokesperson Karl Swanson told the Washington Post on Jan. 26, 2002: “We’ve always used the word in a respectful way, to mean tradition, courage and respect.” In the words of team owner Daniel Snyder, “The Redskins name was taken actually as an honor.”
# Indian Policy Timeline

## The Indian Experience

### FEDERAL POLICIES TOWARD INDIANS

<table>
<thead>
<tr>
<th>Pre-1800’s</th>
<th>Extermination, Manipulation and Colonization of Indians</th>
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</table>
| Early 1800’s | The Civilization Act  
|             | Appropriate money to “civilize” and “educate” Indians in white schools with white teachers who were usually missionaries. |
| 1830       | Removal Act  
|             | Authorized President Jackson to remove Indians from the east to west of the Mississippi River. |
| 1870-1890  | Indian Wars  
|             | Wounded Knee 1890 – famous Sioux massacre. |
| 1870       | Religious Persecution  
|             | Attempt to get rid of plains Indian societies by destroying their “savage” religions. |
| 1887       | The Dawes Allotment Act  
|             | Divided up Indian land and gave plots of land to the “head of household.” Much of original land allotted to Indians was later taken because they were unable to pay taxes. Government determined tribal roles and membership. |
| 1924       | The Snyder Act  
|             | Until this time Indians were not considered citizens of the United States. |
| 1934       | Wheeler-Howard Indian Reorganization Act  
|             | The “Indian New Deal” allowed tribes to establish elected tribal governments. Traditional chiefs, headmen and medicine men are not recognized by the government. |
| 1953       | Termination Policy  
|             | Attempted to abolish federal supervision of Indian tribes. Effect was disastrous on those tribes that were terminated, most notably the Klamath Tribe in Oregon and Menominee Tribe in Wisconsin. |
| 1968       | Indian Civil Rights Act  
|             | Imposed regulations on tribes in order to guarantee individual Indians similar rights in tribal matters as the Bill of Rights gives others. |
| 1970       | Self-Determination Policy  
|             | Richard Nixon condemned the Termination Policy and extended more control of Indian affairs to Indians themselves. |
| 1978       | Indian Child Welfare Act  
|             | Assures the preservation of the Indian family by protecting the proper placement of Indian children into Indian adoptive and foster homes. |

## References and Suggested Reading:

Native people experienced repeated harms over many generations resulting from historically traumatic events. This is called Historical Trauma. When historical trauma is unresolved, the trauma continues. This is called Current Day Trauma.

**TYPES OF HISTORICAL TRAUMA**

**Extermination, Massacres, Disease**

Systematic genocidal campaigns were waged against Native people from 1492 to today that had devastating consequences. Many tribes are gone today due to intentional extermination, massacre and disease.

**U.S. Federal Treaties And Policies**

Federal policies served to divide and conquer Native people. These policies included the Dawes Act (or land allotments), Citizenship, Relocation, and Termination. The United States broke every single treaty ever made with tribes. Reservations, blood quantum, and other strategies were created by the U.S. effort to deal with what they considered “the Indian problem.”

**Boarding Schools And Child Sexual Abuse**

Countless Native children were forcibly removed from their parents and families by being sent to federal and Christian boarding schools. Some children never saw their parents, families, or communities again. The introduction of child sexual abuse can be traced back through generations to these boarding schools.

**Loss of Power And Self–determination**

After European contact and with the establishment of the United States, foreign ways were introduced that undermined tribal control and leadership over their own people. A new era of tribal government, tribal membership requirements, economies, and dependence on the U.S. was created, resulting in negative consequences.
Racism

Upon first contact, Europeans believed Native people were inferior to them. They believed they were smarter, they were cleaner, and that God favored their race. This racism worked in their favor to “build” America. As long as Native people were less than human, the early Americans could justify taking away land, livelihood, children, and everything Native people valued. Many Native people experience racism today, especially along the borders of Indian reservations and in urban areas.

Lateral Violence or Lateral Oppression

The effects of historical trauma can also include violence, self-hate and oppression within and toward the members of our own tribes and communities. In other words, Native people sometimes hurt other Native people. Maltreatment of one another includes domestic violence, child abuse, family feuds, unhealthy tribal politics, and community apathy.

Alcoholism and Substance Abuse

Alcohol was introduced to Native people with the intent to steal and exploit what belonged to them. Today, other forms of drug abuse include methamphetamine and prescription drug abuse. These harmful substances medicate emotions and prevent healing from historical and current day traumas.

Poverty

At one time, Native people prospered from the land. Living by the principle that you do not take more than you need, there was always enough to go around. Today, many Native people live below the poverty line. Poverty causes stress and stress causes more problems. Many Native people who have become wealthy still do not know how to handle money.

Gossip

Native people are very social and like to visit often. Sometimes, visiting takes the form of gossip with the intent to hurt others. Even if hurting others is not the intent, the result is still the same. Some say that gossip is a bigger disease than alcoholism or diabetes in our communities.

Bullying

Bullying is a form of abuse. It comprises repeated acts over time involving a real or perceived imbalance of power. The victim of bullying is sometimes referred to as a target. Bullying consists of three basic types of abuse: emotional, verbal and physical. It typically involves subtle methods of coercion such as psychological manipulation.

One of the main lessons about historical or current day trauma is that hurt people hurt people.
The column on the left lists various types of trauma that can affect our lives. The column on the right lists characteristics of trauma. Any of these may have affected you, your parents, grandparents or other people who have had a significant impact on your life. For each of the traumas and characteristics that have affected you, your family or significant others draw a line connecting the trauma or characteristic to “you” in the center of the page.
In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics that adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone that has lived life and suffered any pain. Because of our unique experiences growing up, we will all react differently to different traumatic events in our lives. In fact, what one person finds to be extremely traumatic, another person may not find traumatic at all. Without healing intervention of some kind, as traumatic experiences happen in our lives our behavior may be affected and we may begin to exhibit some of these characteristics.

1. **Fear of trusting.** Some of us grow up believing that people are unpredictable - that others cannot be trusted because when we trust them, we are let down and hurt. These people may have great difficulty in trusting any responsibility to others or trusting that their feelings or needs will be taken care of.

2. **Continuing sense of guilt.** Some survivors of trauma believe that they have caused the trauma in their lives - that they are responsible for the behavior and actions of others, rather than being a victim of that behavior. They generally won’t do anything to “rock the boat” for fear that they will be blamed for any failure, but this also means that they won’t take an opportunity to create positive change.

3. **Hyper-responsibility or chronic irresponsibility.** Some of us learn that we must become extremely responsible at an early age - the “20 year old, eight year old”. We believe that we must take responsibility for getting everything accomplished or it won’t get done. Conversely, some of us have learned not to accept any responsibility for anything. That way, if anything goes wrong “It wasn’t my fault. You can’t blame me for anything.”

4. **Perfectionist.** Depending upon the trauma, some of us grow up believing that we must do everything perfectly. We develop a fear of making mistakes or doing something wrong because when we made a mistake there were severe consequences. We may spend way too much time on inconsequential details, drawing attention away from other important issues.

5. **Counter-dependence or fear of dependency.** We may learn through our experiences that “I don’t need to depend on you, I can do it myself.” Some may learn to fear depending on others and will not share responsibilities or emotions as a result.

6. **Need to be in control.** Because of feelings of not having any control of life in younger years, some of us may overcompensate in later years by wanting to control everything around us. This can lead to micro managing, overbearing parenting, etc.

7. **Difficulty hearing positives.** Because of poor self-images, some of us have difficulty accepting positive feedback from others. We may ask ourselves, “What do they really want?” or feel pain or loss upon hearing others speak positively about us.

8. **Overachievement or underachievement.** Some of us may try to improve our self-esteem and sense of not being loved by seeking praise for our accomplishments. This could be getting good grades in school, joining every club and excelling in sports; or spending extra time at work and volunteering for every committee. Conversely, some of us may attempt to do very little so we can’t fail and can’t be blamed for anything.

9. **Poor self-images.** If we internalize the abuse, neglect or emotional distance that others direct at us, we may form a self-image that we “just aren’t good enough”. This could greatly impact our motivation to accomplish positive things.
10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.

11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.

12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.

13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.

14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.

15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.

16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves and may show as symptoms of depression.

17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.

18. **Fear of incompetence.** This may also be called the “impostor syndrome” - when we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.

19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.

20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over.

21. **Inability to relax let go and has fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.
Healing comes from the word HAELEW, meaning to be or become whole. Healing can also be described as removing unbalance from self. It is bringing wholeness to body, mind, heart and spirit.

Healing is a “personal cleansing” of...

◊ Mistrust
◊ Unresolved grief
◊ Loss and hurt
◊ Anger / hatred
◊ Historical trauma
◊ Shame / guilt
◊ Fear
◊ Negativity
◊ What else?

We heal by...

◊ Forgiveness – self and others
◊ Looking within – introspection
◊ Feasting
◊ Praying
◊ Sharing ourselves
◊ Therapy
◊ Being generous
◊ Taking healthy risks
◊ Changing unhealthy behavior
◊ Practicing spirituality
◊ Loving ourselves and others
◊ What else?
MY PERSONAL HEALING JOURNEY!

You wouldn’t go on a trip to a new destination without a map, would you? Well, a Healing Plan is your map to your Healing Journey. What are you going to do this month on the path to your own Wellness?

<table>
<thead>
<tr>
<th>Spiritual</th>
<th>Emotional</th>
<th>Mental</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td>Pray for my healing and my families healing every morning before I go to work.</td>
<td>Go to weekly talking circles and share what I am feeling about my healing.</td>
<td>Walk 3 miles every day after work to allow my body to stay healthy.</td>
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</tbody>
</table>

| Week 1                         |                                     |                                             |                                               |
|--------------------------------|                                     |                                             |                                               |

| Week 2                         |                                     |                                             |                                               |
|--------------------------------|                                     |                                             |                                               |

| Week 3                         |                                     |                                             |                                               |
|--------------------------------|                                     |                                             |                                               |

| Week 4                         |                                     |                                             |                                               |
|--------------------------------|                                     |                                             |                                               |

Remember: Healing is a journey, not a destination! Happy Travels!
Signs Of Workplace Unbalance

Lack of Traditional Practices
High Rates of Alcohol/Drug Use or Other Addictions
Aura of Negativity/Fear
Unhealthy Leaders
Rumors, Gossip
Jealousy
Blaming
Nepotism
Violence, Abuse
Narcissistic Personalities
Factional Groups
Exclusion
Drama Queens and Kings
Chaos Junkies
Lack of Celebrations
No Spiritual “Center”
Healthy Workplace Characteristics

◊ People are creative and energized.
◊ People work together as a team – synergy and collaboration.
◊ Frequent staff meetings.
◊ Compliment one another and smile at each other.
◊ Deal with conflict quickly and effectively.
◊ Eat together.
◊ Have clear roles/responsibilities.
◊ Communication is open, people aren’t afraid to share.
◊ No favoritism shown by superiors.
◊ Vision is shared.
◊ We have a plan!
◊ Outstanding work is recognized.
◊ Weird/far-out ideas are encouraged.
◊ Little time is invested in turf, status, etc.
◊ Commitment is a high value.
◊ In crisis – people band together.
◊ Constructive feedback is encouraged.
◊ People genuinely care for one another.
◊ Leadership is shared when necessary.
◊ High degree of trust.
◊ Risk is accepted as a condition of growth and change – creativity and mistakes are OK.
◊ Poor performance is confronted, not covered up.
◊ P & P are followed.
◊ We celebrate together.
Like the roles we adopt in our families, we also adopt roles at work. Sometimes our work roles are obvious and sometimes they are not. See if you can identify with any of these roles in the workplace.

**HERO:** The Hero can be a do-gooder in the workplace. The Hero is responsible and sometimes super-responsible. The Hero helps to hold things together but is often a workaholic. Heroes are competent but have to watch their tendency to be controlling.

**FIXER:** The workplace Fixer is the saver or enabler. The Fixer “mends the fences” and tries to keep the peace in the office. Fixers often sacrifice their own well-being because they are too focused on what needs to be fixed in everyone else.

**TROUBLEMAKER:** The Troublemaker seems to enjoy stirring things up at work. They spend more time keeping chaos alive than doing their own work! Troublemakers in the workplace are not always easy to spot. They can be helpful on one hand and sneaky on the other.

**WATCHER:** The Watcher at work is careful not to do anything that brings attention to him or herself. Watchers are passive, and will go with the flow when they do not want to. Watchers are good workers but may end up doing other people’s work because they do not speak up.

**WHINER:** The workplace Whiner is the moaner and groaner. They complain and sometimes do not do much of anything. They pass their work onto others. Whiners sometimes point out injustices or unfair practices at work, but this is overlooked because of their approach.

**WARRIOR:** The workplace Warrior rises above challenges. They stand up for their rights, they do not gossip, and they take the higher ground. They are efficient and organized. A workplace Warrior takes care of their whole being, and is positive, productive, and proactive at work.

If you see yourself in any of these roles, do not worry! You are not alone. Keep in mind that we are all good at something and there is always room for improvement. Many of us have tendencies in one or several of these workplace roles. Sometimes, the role we adopt can hinder our work or the entire workplace. By looking closer at the roles we adopt, we can take a closer look at ourselves, and strive to be better.
Disagreeing with someone is okay.

Conflict should not be avoided.

Take the higher road.

Be reasonable.

Be understanding.

Focus on coming to the best solution, not on winning an argument.

Listen well!

Be open-minded.

Differences with someone should not reflect negatively on that person as a whole.

Be persistent. Don’t give up.
Collaborative Conflict Resolution

Step 1 – Define the problem

For a healthy outcome, state the problem in terms of needs, not solutions.

“I need…. [remember needs, not solutions].”

Listening skills are critical in this step; often language coded.

Step 2 – Brainstorm possible solutions

Think quantity, not quality. Be creative.

Don’t evaluate or clarify ideas. Expand on ideas.

Step 3 – Select solution(s) that meet your needs

State which alternatives looks best to all parties involved.

Then jointly decide together on one or more of the choices.

Look ahead to possible consequences of the solution(s).

Step 4 – Plan who will do what, where, when, and how

Write down the plan – people forget!

Step 5 – Go for it!!

Implement the plan.

Step 6 – Evaluate

“Did we do what we agreed to do?”

Native Wellness Institute
Native Communication
Listen with heart and mind

(Feel) Emotional
“Check” your feelings
Use “I” message - not “You”
Extended pause time is okay
Be assure and affirm
Be patient with different styles and challenges

(Spiritual (Connection)
Be respectful
Do not interrupt
Be quiet when listening
Be empathetic
See others as part of the circle

(Thinking) Mental
Prepare statement before talking
Monitor voice volume, tone, and inflection
Be aware of that people receive information in different ways
Use verbal prompters
Avoid big words

(Physical (Movement)
Relaxed
Eye contact/gaze
Keep arms unfolded
Smile
Keep open body position
Hand shake awareness

Native Wellness Institute
Self-esteem is how a person feels about him or herself. We can have high and positive self-esteem or low and negative self-esteem. Two basic components of high self-esteem are feeling capable (“I can do things well”) and feeling worthwhile (“I am loved and valued by others”). Our high and positive self-esteem helps us to be happy, cope with life stressors and events, be successful and behave and do the right things. It also help us to help others feel good about themselves too.

Boosting Our Self-esteem
Feeling sad or depressed for short periods of time for anyone is normal. Extended bouts with depression, extreme sadness, hopelessness or anxiety often need the attention of a medical provider. These feelings are also associated with our self-esteem. Low self-esteem can be related to many factors, including negative self talk or being put down constantly by family, friends and coworkers.

• Try to be aware of our negative self talk.
• When we hear ourselves talking negative inside our heads, stop.
• Give ourselves positive affirmations.
• Help others.
• Pray.
• Go to ceremony or church.
• Meditate.
• Start a gratitude journal.
• Say kind things to others.
• Sing.
• Dance.
• Wear clothes that make us feel good.
• Make a special dinner.
• Exercise.
• Eat healthy.
• Drink water.
• What else?

Rate YOUR Self-esteem
(l o w) 1 2 3 4 5 6 7 8 9 10 ( h i g h )

Questions to ponder:
1. Where does our self-esteem come from?
2. Who most shaped your self-esteem?
3. Why do you think some people have low self-esteem?
What is it?
Self-confidence combines positive self-esteem with the ability or belief that something can be accomplished or achieved. This allows people to try challenging or difficult tasks or to take healthy risks.

Can people tell if I’m confident?
People have different levels of self-confidence and it shows in different ways:

Your body language?
Do you fidget? Look down? Shake your body? Hold your head up? Smile? Are you hard to understand because you mumble? Do you apologize for everything? Are you loud and clear?

What you say?
Are you negative? Do you put yourself down to others? Do you shrug off compliments?

Your behavior?
Do you try new things like going to school? Take training? Try for a new job? Is it difficult to hold a conversation? Do you make friends easily? How is your self-confidence?

<table>
<thead>
<tr>
<th>High Self-confidence</th>
<th>Low Self-confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what you believe is right, even if others disagree.</td>
<td>Guiding your behavior based on what people think.</td>
</tr>
<tr>
<td>Being willing to take healthy risks and go the extra mile.</td>
<td>Staying in your comfort zone, fearing failure and avoid taking healthy risks.</td>
</tr>
<tr>
<td>Admitting your mistakes and learning from them.</td>
<td>Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.</td>
</tr>
<tr>
<td>Waiting for others to congratulate you on your accomplishments.</td>
<td>Praise your own qualities as often as possible to as many people as possible.</td>
</tr>
<tr>
<td>Accepting compliments graciously. “Thanks, I really worked hard on that. I’m pleased you recognize my efforts.”</td>
<td>Dismissing compliments offhandedly. “Oh, that was nothing really. Anyone could have done it.”</td>
</tr>
</tbody>
</table>

Low self-confidence can be self-destructive, and it often manifests itself as negativity. Self-confident people are generally more positive; they believe in themselves and their abilities, and they also believe in living life to the fullest.

Boosting Self-confidence

<table>
<thead>
<tr>
<th>Positive self- affirmations</th>
<th>Identify your successes and strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive thinking</td>
<td>Be thankful for what you have</td>
</tr>
<tr>
<td>Set and achieve goals</td>
<td>Be positive, even if you don’t feel that way</td>
</tr>
<tr>
<td>Recognize your insecurities</td>
<td>Accept compliments gracefully</td>
</tr>
<tr>
<td>Talk about it with friends and family</td>
<td>Look in the mirror and smile</td>
</tr>
<tr>
<td>Remember that nobody is perfect</td>
<td>Fake it, it will help you</td>
</tr>
<tr>
<td>Stick to your principles</td>
<td>Help others</td>
</tr>
<tr>
<td>What else?</td>
<td></td>
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</tbody>
</table>
Guidelines for Hot Penning
Hot Penning is an unusual way to get in touch with how you truly feel about the many things that have occurred in your life. It’s a way to write from your heart, not your head. Hot Penning can be a healing treatment for the battered heart. When the heart feels well, the head and body follow.

Directions
◊ Sit somewhere comfortable and set a timer for a specific amount of time. It is generally recommended to start with 15 minutes and go from there.
◊ If you have a topic, write it at the top of your page. Or write about anything that comes to mind, how you’re feeling, something that happened to you today, a fight, etc.
◊ Start writing as fast as you can and as much as you can.
◊ Do not stop and think about WHAT to write.
◊ Write ANYTHING!!!!!!! Even “I don’t know what to write on this silly piece of paper.”
◊ As you keep writing without thinking about it, what is in your heart (not your head) will begin to appear on the paper very shortly.
◊ DO NOT STOP and read what you have written. Just keep writing until your time is up.
◊ DO NOT STOP writing until the time is up. Even if a lull seems to come in to the writing,
◊ KEEP WRITING. Again, write something like “I can’t think of what to write, so I’m writing this silly sentence.”
◊ Do this for yourself; no one is going to judge what you have written. How it sounds to others is NOT the goal. You are writing to get to know your inner self.
◊ When your true feelings are brought out from deep inside, looked at, felt, and examined by you, even shared, often they take wings, leaving us forever. We will now be freed, ready to go on with life.
◊ The key to successful Hot Penning is to NEVER take your pen from the paper.

GOOD LUCK. GOOD WRITING.
**What Is Stress?**

**Stress** – is the physical and psychological response to internal and external stimuli or “the way we react to stressors.”

**Stressors** – anything that causes stress to our body, mind, emotions, and spirit.

<table>
<thead>
<tr>
<th>Signs and symptoms:</th>
<th>Chronic stress can lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ Increased heart rate</td>
<td>◊ Ulcers</td>
</tr>
<tr>
<td>◊ Sweaty palms</td>
<td>◊ Stroke</td>
</tr>
<tr>
<td>◊ Stomach in knots</td>
<td>◊ Depressed immune system</td>
</tr>
<tr>
<td>◊ Headaches</td>
<td>◊ Cancer</td>
</tr>
<tr>
<td>◊ Rapid speech</td>
<td>◊ Asthma</td>
</tr>
<tr>
<td>◊ Blurred vision</td>
<td>◊ Heart disease</td>
</tr>
<tr>
<td>◊ Dry mouth</td>
<td>◊ Arthritis</td>
</tr>
<tr>
<td>◊ Muscle tension</td>
<td>◊ Depression</td>
</tr>
<tr>
<td>◊ Loss of energy</td>
<td></td>
</tr>
<tr>
<td>◊ Rapid breathing</td>
<td></td>
</tr>
</tbody>
</table>
1. We seldom concretely identify those situation and people we find stressful. To understand what brings on stress in your life, try to maintain a heightened awareness of your physical and mental feelings for a week. When you feel your heart racing, your muscles tightening, or your stomach contracting, ask yourself why. Keep a list of those things that trigger stressful feelings.

2. Make relaxation part of your daily routine. Deep breathing and simple stretches can be performed both at home and in the office. Taking a few minutes to soothe your soul by savoring a cup of tea or grounding yourself can center you, giving you the ability to deal with stress more effectively.

3. It can be difficult to let go of worries or thoughts that provoke anxiety. One technique involves dissipating stressful thoughts before they get out of control. Concentrate on the thought and firmly say “Stop” to prevent the thought from recycling itself in your mind. In doing so, you will be free of the thought’s power to influence your mood.

4. Get back to nature. Enjoying a relaxing day out of doors can help you feel more calm and balanced during your normal routine. A mountain hike or day at the beach can be a wonderful stress reducer. If you simply can’t get away, try listening to a CD of nature sounds or spending a few minutes in front of a sunny window.

5. Each day, give yourself the gift of doing one thing you truly enjoy. It may be writing, gardening, dancing, walking, or watching a good film. Doing something you like every day will improve your quality of life and frame of mind, making you better able to handle stress as it arises.

6. Assess your priorities and learn to say no. Determine what activities you don’t want to or can’t do at home or at work, and, if you can, stop doing them. Don’t overload your schedule by committing to new responsibilities because you are afraid to say no. Instead, dedicate yourself only to the activities that bring you joy.

7. Guided imagery can help you stay relaxed during periods of stress. Take a moment to imagine yourself in a peaceful setting that feels safe and nurturing, perhaps somewhere you have felt lighthearted and calm in the past. Concentrate on your setting until you feel your muscles and mind relax.

8. Exercise affects both the body’s energy level and the brain’s chemistry by encouraging the release of beneficial hormones. It can also help you let go some of the tension and pent-up energy associated with stress by giving you a healthy outlet for your feelings. The mood-elevating benefits of exercise last for days, but regular exercise is the most uplifting.

9. Take a break. When you’re faced with any type of stress, stop for a moment to collect your thoughts. Breathe slowly and deeply for ten seconds and try to clear your mind of unpleasant thoughts. You’ll still be facing the same situation, but your outlook will be clearer.

10. When you have compiled a list of stressful triggers, compile a second list outlining your personal methods for dealing with stress. Though unexpected or frustrating situations can seem overwhelming, you have the power to cope. Recognizing your strengths can make dealing with stress seem easier.
1. Often we are so accustomed to stress that we are unaware of the precise triggers. Keep a diary in which to record situations that cause frustration or anxiety. Note what occurred, how you felt, and how you reacted, and then contemplate ways to avoid similar situations.

2. Endlessly pondering what might have been is not only stressful but futile as well. Acknowledge and accept that your life is what it is only for the present and be willing to commit to a step by step plan of active change for the future.

3. Reach out. Too many people suffer through stress in solitude though they are surrounded by a network of loving support. Friends and family have the power to diffuse stress with a simple kind word, embrace, or receptive ear.

4. Your own habits may be triggering stress. Two cups of coffee each day can activate the flow of adrenaline, causing tension and anxiety. Sleep deprivation and long sedentary periods can lead to heightened sensitivity to frustration. Exercise and a healthy diet are natural stress reducers.

5. Taking care of or working for others can often feel as much a stressful burden as a joyful challenge. Making time to pursue solitary activities and nurturing your private goals will help you be more at ease both at home and at work.

6. Take in the sunlight. Increasing your exposure to natural light, even in the chill of winter, encourages your body to release uplifting endorphins. A few minutes outdoors will leave you feeling more centered and better prepared to deal with unpleasant situations.

7. A positive, realistic, and non-judgmental attitude can ward off stress. When you expect too much from yourself or others, it becomes easy to feel frustrated or disappointed. Recognize and accept limitations and set achievable goals for yourself and others.

8. Just as stress negatively effects the mind, it negatively effects the body as well. When anxiety becomes palpable, deep progressive relaxation, in which muscle groups are tensed and relaxed one at a time, can calm breathing, reduce physical tension, and ease palpitations.

9. Give in. Compromise and flexibility can keep small disagreements from becoming large, stressful situations. When conflict arises, remain calm and rational, and attempt to meet others halfway.

10. Fun has the unique ability to take the edge off of stressful days. When the world seems overwhelming, take a play break and work at a puzzle, toss a ball, doodle, or tell a joke. Laughter not only reduces negative emotions, but also clears the mind.
Burnout

Symptoms

Negative Thoughts: increased frustration, anger, depression

Interpersonal Relationships: feeling emotionally drained, over-reaction, hostility, withdrawal, aloofness

Health: increase in colds, insomnia, headaches, backaches, general feeling of being tired and run-down

Job Performance: boredom, concentrating on projects more difficult, thinking about looking for other employment, productivity declines

Substance Abuse: increase in alcohol, food, tobacco products, coffee, etc.

Lost Feelings: thoughts of meaninglessness, enthusiasm replaced by “so what” attitude

Preventing Burnout

Prioritize: Ask yourself “What is really important to me?” and “What are you spending the majority of your time and energy on that?”

Life Path Planning: What is your plan for the next 12 months? 2 years? 5 years? 20 year?

Support Circle: Do you have someone (friends, coworkers, family, spouse) you can talk to and ask for help?

Realistic Expectations: Are your expectations of yourself and others too high? too low?

Appropriate Skills: So you have the right tools to do the job?

Stress Control: Do you know how to control and eliminate stress?

Spiritual Well Being: Are you getting in touch with yourself spiritually to gain new energy and purpose?
Traditional values guided the behavior of leaders. Leaders inspired their people and ensured their survival. One quality of Native leadership is to show appreciation and respect for those that came before us.

1. Spirituality was the center of Native life and all leaders were spiritual.
2. Leaders were generous, kind, and honored all living things.
3. Elders nurtured leaders of future generations.
4. Native leaders were humble and served the community.
5. Leaders were chosen by the people based on their contributions and accomplishments.
6. Different leaders emerged for different reasons, depending on the purpose, task, and situation, on the skills and abilities needed, and for different periods of time - sometimes for a lifetime.
7. The community could simply choose not to recognize leaders or follow him or her anymore.
8. The community could stop acknowledging a leader by simply choosing to not follow him or her.
9. Native leaders led by example rather than by authority or command.
10. Native leaders took their time when making a decision. When they gave their word on a decision it was final.
11. When tribal leaders discussed a matter, they sought agreement and understanding. This process is called consensus.
12. When resolving conflict, Native leaders focused on making peace.
Directions: On a separate piece of paper write in your response to each statement or question to the best of your ability.

Example:

1. Identify the decision that has to be made.
   What exactly needs to be decided?
   
   My supervisor is a bully. If I say something, I'm afraid I might get fired. I wonder if I should just quit.

1. Identify the decision that has to be made.
   What exactly needs to be decided?

2. What are the options?
   Identify all (or the main) choices that you could make.
   When does the decision have to be made?

3. Gather Information.
   Ask those you trust (elders, friends, family members, support people) for advice, prayers and guidance. Who will you trust to give you the best guidance?
   Conduct research using all of the resources you can: Internet, books, people, etc.. What resources will you use to help you make your decision?

4. Know the consequences.
   What are the possible consequences of each choice?

5. Attach some values.
   How would the people you care about react or respond to each choice?

6. Consider all the information.
   Look at and consider everything. Write anything else you need to consider.
   Only you can know what is best for you. Have you covered everything and made the best decision?

7. Make a decision and make it happen.
   Do It. Plan for it. When, where, and how will you do it?
   Tell others involved what you have decided to do. Who will you tell?
   Ask for feedback. Who will give you feedback?

8. Re-evaluate.
   After some time has passed, look at your decision again. Is it still a good one?
   Read just the decision over time if you need to. How does it need to be adjusted?
   Learn from your decisions, successes, obstacles, and mistakes.

Native Wellness Institute
Native Wellness Institute  
Training Evaluation  
Wellness in the Workplace  
Stress and Burnout Prevention  
September 18 - 20, 2018  
Aqua Kauai Beach Resort  
Lihue, HI

Please respond to the following statements and questions. Please circle one number for each statement or question. 
(Circle one)

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
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1. Did the workshop meet your needs? 
2. Trainer was informative and effective. 
3. Topics were relevant and helpful. 
4. Location of workshop. 
5. Training manuals (If used) are useful. 
6. Level of value you received by your attendance. 
7. The training is culturally relevant? 

8. Which topic was most helpful to you and why?

9. Would you recommend training to others? If yes, Why?

10. Provide feedback on the trainers using a 5 - 1 scale with 5 as best. 

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Knowledge</th>
<th>Preparation</th>
<th>Understand</th>
<th>Delivery</th>
<th>Helpful</th>
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</thead>
<tbody>
<tr>
<td>Robert Johnston</td>
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11. What other type of workshops or conferences would you suggest for the future?

12. Other Comments/Suggestions: