



*Feather Candelaria, San Felipe Pueblo
Love From New Mexico*

This piece symbolize many things that provide well being in my heart. I have a green chile pepper to symbolize my love for green chile and the sun represents where I come from which is New Mexico. New Mexico is where my home is located San Felipe Pueblo. I added the Earth to represent my love for Earth and Nature. Overall this piece represents what makes me happy and I believe the key to a good life is happiness so that's what I want to portray here, by showing people what keeps me going.



*Aundrea Koshiway, Cheyenne & Arapaho
Sleepy Town*

This piece represents a good night sleep and the colors are picked because it makes it seem dream like. They also remind me of the cover art for the song called funkytown.



This person has been attending several offerings in our program and gave permission to share this excerpt from an email they shared with their therapist. This student reports chronic suicidal ideation and was hospitalized for suicidality in Spring Semester 2021. *I just wanted to share this affirmation transformation piece that I did yesterday. It's the affirmation that I am leaving the old me behind, something I've been journaling about a lot. I'm treating it like a break up, breaking up with death. While also finding all these positive things to fill my time with when my mind wanders back to wanting to die. With this is feel a shift in my aura. It use to be yellow and orange, now I feel a lot of a turquoise/green/blue color coming on and some purple. The photo shows what I see, I feel a forward push that comes to a point which is the old me leaving, getting pushed out by the new me who is full of life and happy, creative, artistic, benevolent, and passionate. The red represents the bad or negative things I was hanging onto that were latched onto me; suicidality, mean, pessimistic, loss of interest, reinforcing unhelpful thoughts, just to name a few. The bottom with all the rectangles represents all of the boundaries that I have been putting into place. The boundaries are overlapping and intersecting bc that's how I see it, I have one because of another or this boundary effects this boundary, etc. some of them are; my boundaries with femininity, boundaries with my mom and sister, boundaries with not smoking so much weed, boundaries with not having so many women on hand that I can go see with a simple text whenever I want. All of it is supported by my spiritual fence that I recently put up, which is the big rectangle around all of them. I really like this piece, I might hang this one on the wall in my casita for inspiration and affirmation. So whenever those thoughts come up or when I wake up, it's the first thing I see. I want to be here, I just have parts of me that are latched onto death still. It's like a cancer that won't go away, but I'm not going to let it kill me. I want my family (chosen one) to see me walk across that stage at graduation and I want to go to graduate school. I want to found a nonprofit organization one day and produce film with deep meaning. I have dreams and I'm going to give them a chance.*



Start Up! Sessions

Start with a brief explanation of the time allotted for the activity. Remind children halfway through the session time, and again, remind them at the last 5 minutes that the activity will be wrapping up and that they will have time to share at the end.

Each Start Up! session consists of 6 key elements:

- Movement/Sound
- Breathing/Meditation
- Bi-lateral Scribble
- Bi-lateral Drawing
- Art Activity
- Closure/Discussion

Each element plays an important role in the neurobiological healing of trauma in the Start Up! curriculum, therefore it is important to complete each element within each session of the Start Up! curriculum. If you are working with younger children who find it very challenging to do the bi-lateral drawing, you can move onto the art activity directly after the bi-lateral scribble. If your time is tight, it is okay to shorten the time given to the each of the elements. Below you will find an explanation of each element.

Movement/ Sound (3 minutes)

Simon Says/Head, Shoulders, Knees and Toes/ Music Freeze (Auditory/Kinesthetic stimulation [hearing/ body] & Auditory processing- sensory activity, which helps to activate the cerebellum.) Children may keep moving due to lack of impulse control. Begin activities with one of these to activate the lower part of the brain.

Breathing / Meditation (3-5 minutes)

It is proven that 3 breaths physiologically relaxes the body. You can do this whenever a child is stressed or when the class needs calming. Include this before the art activity. You can work up to breathing for 2, 3, or 5 minutes. Instruct the children sit up straight, to close their eyes, and breathe in and out slowly through their nose (unless they have a stuffy nose). Have the class begin with breathing every time before the bi-lateral scribble.

Bi-Lateral Scribble (3 minutes)

This very effective technique engages both sides of the brain, incorporating drawing on both sides of the body, tactile stimulation (sense of touch) and auditory processing (sense of hearing). Children become calm and alert.