

Fono 2: Navigation activity instructions (30 min.)

Introduce *Fono 2*: Navigation activity (30 seconds)

This activity will help us nourish our *fonua* or *fanua*. In a Western context, we have many different opportunities to nourish our *fonua* or *fanua* or the space in which we live. This activity will help us gain skills to navigate the resources available in this Western space to encourage our *fonua* or *fanua* to thrive.

Pacific Islanders were master navigators (1 min.)

It is well documented that Pacific Islanders were master navigators who traveled the world by ocean voyages. On these journeys, they studied the ocean's wave patterns, the position of the sun and the stars, as well as the movements of the clouds, birds, and fish to decide which way to go. A person must be committed and dedicated to studying indigenous astronomy, marine science, meteorology, etc. to be a navigator. We must use and learn similar skills to navigate resources in this Western space.

Learning how to navigate health resources (5 min.)

Ask the village council members to consider: "How do I navigate health resources?" Turn to workbook p. 28. Ask a village council member to read, "How do I navigate health resources?" Explain that we have to navigate to find trustworthy health resources and the best way to do that is to ask five quick questions. Read "Navigating a health web site: Five quick questions."

Practice navigating (15 min.)

Explain there are resources to help community members nourish the *fonua* or *fanua*. But community members may not know about them and may need additional help (e.g., uninsured, do not speak English, need financial help, etc.). Your experience navigating resources can help others.

- Scenario 1: Getting to your healthy weight
- Scenario 2: Folic acid
- Scenario 3: Preconception health visit

If pairs end early, invite them to use more of the resources or complete another scenario.

The workbook contains group scenarios. Read the instructions carefully. Groups should use the list of resources in the back of the workbook to answer the questions. Ask them to go to at least one website and try to talk/text/chat with at least one representative. Tell group members to put themselves in the shoes of someone who has trouble accessing or navigating resources. Allow the council to break into groups and assign the scenarios. Let members know they will be asked to share what they learned, which resources they navigated, and how they knew the resources were trustworthy.

Discussion (8 min.)

Give each group 2–3 minutes to talk about their experiences navigating. Invite them to answer what information or resources were most helpful and what barriers (if any) they faced?

Conclusion (2 min.)

Explain again that your experience navigating resources can help others. It is important to develop your voyaging skills by understanding all you can about resources. Know their purposes, programs, and qualifications. You can become a master navigator for your community.