



Native American Curriculum Initiative

Teaching Artist Roster

The Arts Education Program of the Utah Division of Arts & Museums (UDAM) maintains a teaching artist roster as a resource for grantees, schools and communities (<https://artsandmuseums.utah.gov/teaching-artist-roster/>). Artists are accepted through a two panel process for artistic and educational merit. In 1996, the UDAM folk and traditional arts panel and the arts education panel ruled that folk and traditional artists may be recommended and approved as standard bearers in their art form by each respective and specific cultural community.

This new Native American Teaching Artist Roster has been established with help from Brigham Young University and their Native Curriculum Initiative. As tribal leaders guide this curriculum initiative, they are equally forthcoming identifying those that best present their songs, dances, stories, baskets, weavings and other art forms important to them. UDAM is delighted in supporting this initiative and in welcoming artists new to our state agency. For more information on BYU's Native American Curriculum Initiative visit <https://byuartspartnershipblog.org/category/native-american/>

Adam Conte

Filmmaking, photography



Adam Conte is from the Oneida Nation of Wisconsin and is part Mohawk. He wants people to know and believe that Native Americans are beautiful, smart, very talented, thriving, relevant and resilient. Currently, most online content is negative (suicide, missing indigenous women, drugs, alcohol, Covid victims, income disparity). There isn't enough focus on that which is good and demonstrates talent. There are athletes, entrepreneurs, scholars, attorneys, authors, visual artists, musicians, scientists, mathematicians, and college professors, all within the native community. Adam thinks it is important to raise awareness of the challenges, but know his artistic contributions are important. He want to emphasize that which is positive and show the Native people in a bright light.

Learners can expect a crash course in the development of content. First, what did content look like 10 years ago, 5 years ago and what does content look like now? Second, what do we want our end goal to be in our content? Do we want to raise awareness, or issue a call for action? Three, dive into various aspects to explore what can be done to create a feeling about an issue. Four, prepare three different soundtracks for the same footage. How does the feeling change based on each piece of music? How is the change reflected? Five, the process of filmmaking will explore editing, camera movements, settings, storyboarding, conceptualization and all components of pre-production. Adam's classes are for learners in 8th grade and above.

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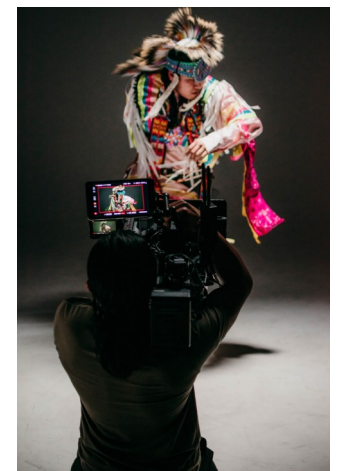
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Springville, UT

Available for:

School groups 8-12, Rural, Adults, Seniors, Workshops

For teachers, Institutionalized



Alan Groves

Native American beadwork and quillwork



Alan Groves is a member of the Northern Ute and Hopi tribes. Professionally, he is a high school teacher and also serves as a teacher coach in his school community as well. He earned a master's degree from Brigham Young University.

In his youth Alan primarily used drawing and painting as his preferred media for his artistic expression, but as he has grown older he has learned the traditional Native American arts of beading and porcupine quillwork. He makes and sells jewelry and also makes pow wow regalia for his family's personal use in their cultural practice.

Before contact with Europeans, Native Americans used natural media for their art and using porcupine quills was a very common practice. This changed after contact with Europeans because trading offered them other materials to use. The Utes were one of the first tribes to have horses which allowed them to trade for glass beads early on. Today, Utes are known for their intricate beadwork using glass seed beads.

As a teacher and an artist, Alan implements ideas from Native American culture and art in his classroom. He strongly believes exposure to a broad variety of perspectives will help our youth deal with the global issues that they will face.

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Springville, UT

Available for:

Art workshops (children and adult) with Native American groups, Secondary education cultural training and Native American curriculum integration



Crystal Begay

Beadwork moccasins, cultural presentation



Crystal is native Navajo and Tewa and is originally from the Navajo Reservation in Tsaile, Arizona. She earned a degree in History at Brigham Young University. While there, she nurtured her love for history and learned more about Native American cultures. As she became a mother, she started sewing and making things for her baby. She made her daughter's first pair of baby moccasins and was hooked. Since then, Crystal has gained a passion for creating beautiful things, and more than that, she has found a passion in contributing to the preservation of Native American cultures.

Crystal grew up traveling around to different Nations, and saw so much positivity in the beautiful things each tribe offers--every tribe is talented in something. Traveling around to see the variety of tribal art (weaving, beading, pottery, silversmithing, basket-making, etc.) continues to impact her art today.

Her presentations include a slideshow of visuals as well as physical examples of artwork significant to Native American tribes, and can include a demonstration of beadwork. While Crystal would like to reserve teaching the art of moccasin-making for Native students only, she is happy to show her art and demonstrate her beadwork with all students and teachers through her presentations. Crystal would love others to know that Native American people are alive and thriving today. Through her art, she wants to contribute to that learning and the understanding that Native people are here, and they have a future here with meaningful contributions. She hopes to enable teachers to teach appropriate information about Native American cultures today.

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Highland, UT

Available for: Schools K-12, Rural,
Adults, Workshops for teachers



Darren Parry

Cultural presentation, storytelling



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Paradise, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers

Darren grew up in Syracuse, Utah. While not growing up wealthy, he considered himself privileged. He served a mission to Manchester, England for the Church of Jesus Christ of Latter-Day Saints. Darren studied at the University of Utah and Weber State University, earning his teaching degree which he uses every day.

His Native American culture is very important to him, as is sharing the story of his people. He wants students to know that the Native American culture is still alive and vibrant; Native Americans are still here telling their stories of adaptation, survival and resilience. Darren learned the importance of history and the value of storytelling from tribal elder Feet of Grandma.

Darren brings a lot to classrooms and groups; cultural presentations focusing on culture, food, clothing, hunting and gathering, storytelling and seasonal migrations. He also offers hands on activity based presentations that include things like storytelling bear claw necklaces and dolls. Darren wants students to understand that all the tribes are different and unique, and sharing their histories helps everyone learn to celebrate differences and learn tolerance and patience. He believes that sharing our differences allows us to see other people and cultures in a new way and is vital to healing and moving forward as one nation.

Dovie Thomason

American Indian storytelling



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Harrisburg, PA

Available for:

Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Coming from the rich oral tradition of her Lakota and Plains Apache family, Dovie Thomason has had a lifetime of listening and telling the traditional Native stories that are the cultural “heartsong” of community values and memory. Both wise and mischievous, Dovie unfolds the layers of her indigenous worldview and teachings with respect, sly humor and rich vocal transformations. When she adds personal stories and untold histories, the result is a contemporary narrative of Indigenous North America told with elegance, wit and passion.

Her programs are a heartfelt sharing of Native stories she has had the privilege of hearing from Elders of many nations and are woven with why we need stories, how stories are a cultural guide in shaping values and making responsible choices, how stories build communities and celebrates our relationship with the Earth and all living beings. The oral tradition she gifts to listeners inspires delight in spoken language arts, encourages reading, supports literacy, can be used in classrooms to motivate better writing as students experience storytelling techniques, literary devices and effective communication. All of this takes place while they are exploring their own narratives and family values.

Dovie has represented the U.S. as the featured storyteller throughout the world. In 2015, she was honored as the storyteller-writer in residence at the Centre for Creative Writing and Oral Culture at the University of Manitoba in Canada.

Dovie has used her storytelling to advise the UCLA Film School on narrative in modern film, NASA on indigenous views of technology, the Smithsonian Associates’ Scholars Program and the premier TEDx Leadership Conference. Her role as a traditional cultural artist and educator has been honored by the National Storytelling Network’s ORACLE: Circle of Excellence Award and the Wordcraft Circle of Native Writers’ Traditional Storyteller Award.

Eleanor Tom

Native American storytelling, cradle board making



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Enoch, UT

Available for:

Elementary school K-6

Eleanor is a tribal elder from the Paiute Indian Tribe of Utah, a member of the Cedar Band of Paiutes. She is one of five remaining elders of the Paiute Indian Tribe of Utah who can speak the language. While she doesn't read in Paiute, she speaks fluently and teaches the language to others. The Paiute language is of great importance to the elders, and they, including Eleanor, want the children to learn as well. To help keep the language from dying, Eleanor is publishing books in the Paiute language with her friends Chloe and Ruthie. She knows a lot of the traditional Paiute stories, and is careful about when she shares them. She is a cultural bearer with a wealth of knowledge.

Eleanor was raised by her grandmothers, and they taught her the traditional ways of the Paiute. Along with learning the language, she learned the ways to collect materials and plants for Paiute basket weaving, including where to find the best willows. Eleanor continues to weave today by making cradleboards. In her own words, Eleanor said, "If I weren't able to live my culture anymore, I'd feel bad. When my grandmothers died, a part of me died with them. My art and culture are a way of connecting with my grandmothers, and my ancestors before them."

Eleanor loves working with elementary aged students. Her offerings include storytelling, sharing the books she's published, cradleboards, Paiute language, cultural knowledge, and teaching how to reverence sacred things and places. When presenting, she brings cultural items such as baskets, cradleboards, and her handmade drum, and she tells stories and sings to share cultural knowledge. Her cultural presentations are typically a one time visit, although she is willing to do extended visits (multiple days) if travel, accommodations, and food are paid for.



Elias Gold

Navajo arts, cultural presentation



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Provo, UT

Available for:

Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

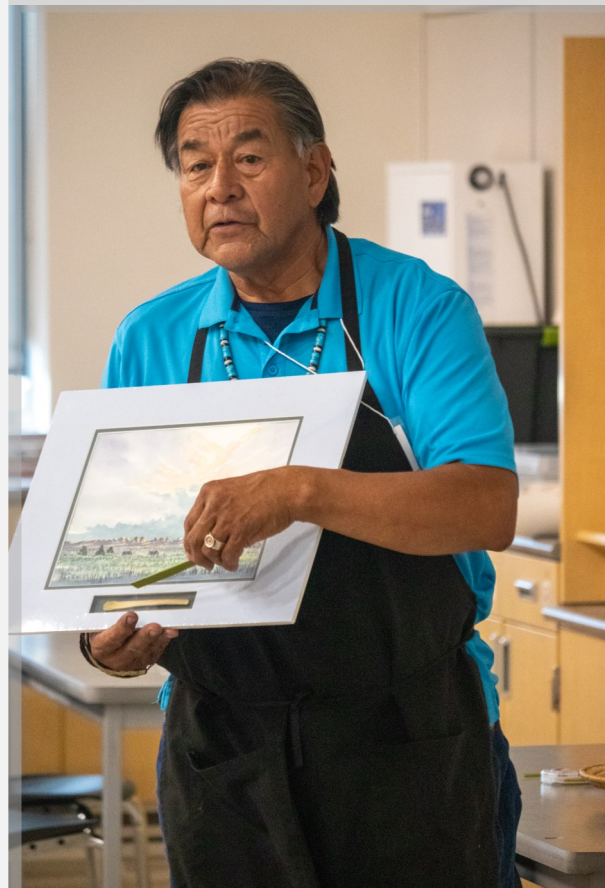
My name is Elias Gold. I am a Native American, Navajo from Shiprock, New Mexico. I'm an artist, filmmaker and storyteller and am graduating in Media Arts Studies (Film & Media) from Brigham Young University. I am always seeking to educate and tell others about my culture through my art.

I can offer opportunities to educate and promote discussion about Native American culture and perspectives by storytelling through the exhibition of my art (acrylic paintings, pen and marker, digital works). I use my art to tell people about Native American representation and history, answer questions and encourage people to bridge gaps with people of other cultures and backgrounds in a healthy way.



Elmer Yazzie

Navajo arts, cultural presentation



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Kirtland, New Mexico

Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized

Born in Rehoboth, New Mexico, Elmer is a member of the Navajo Nation. Boyhood days were spent on the reservation, where he was educated at Shiprock Elementary and Rehoboth Mission School. Later he graduated from Calvin University in Grand Rapids, Michigan.

Elmer began his career as a full time art educator for grades K-12 and then developed his own art while teaching. Since then he has captured the attention of art appreciators and students world-wide. Elmer's unique use of the yucca plant for his brushes has brought opportunities for presentations, lectures, exhibits and seminars. He has taught and exhibited throughout the world and is a recipient of numerous awards and honors. His finesse as educator and artist enables the learner to understand his culture as it relates to art. His presentations have been well received at all age levels.

Painting skies and symbolic life themes in a wide variety of sizes are his specialties; Elmer is especially gifted in creating images spontaneously from conversations, verbal presentations or life experiences. Demonstrations of this type transfer inspiration and encouragement to aspiring artists everywhere. Mural work has also strengthened his experience. His murals range in size from a 36 square foot mural in a private home to a 4,000 square foot mural in northeastern Arizona. Spirituality permeates Yazzie's life and his art. In his words, "Art is a spiritual journey".

Elmer resides near Moncisco Mesa, New Mexico, where he enjoys sharing food and drink next to a warm campfire. He is retired from teaching art and coaching runners.



Eva Keams

Visual art, dance, beadwork, cultural presentation



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Provo, UT

Available for:

Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

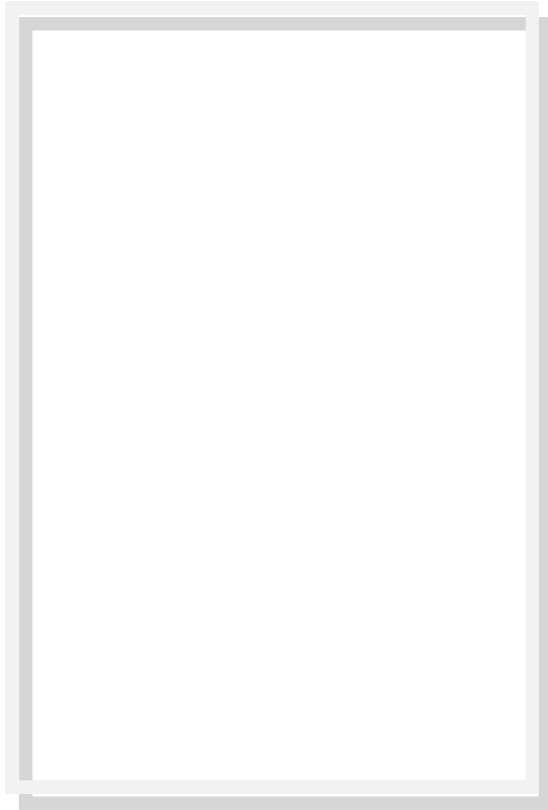
Eva has loved the arts since she was a child. She began dancing when she was four years old, and has always had a passion for the visual arts. Her father and grandfather are visual artists as well. She is Navajo, but grew up off the reservation and did not have a lot of Native American influence as a young child. As she's grown, she has reached out more and more to people to help teach and guide her in traditional ways, and in cultural ways so she can pass that knowledge on to her children. With her art and dancing, she wants to give her children the understanding and the visual space that she did not have. One thing that her Native teachers have always impressed upon her mind is the need for Native Americans to share their knowledge. One of the biggest Native life lessons she has found is to not hoard anything--you need to share your knowledge and talents. The accumulation of knowledge is a lifelong journey, and because of that, we have a lifelong obligation to share that knowledge. As Eva grows in learning, she wants to share that learning with others. She wants to break down stereotypes, build bridges, and create safe spaces to learn where there aren't stupid questions.

Eva offers a range of experiences for learners including Q&A sessions, hands on workshops K-12, group collaborative projects over the course of a couple days, dance performances with explanations of the dances and songs, presentations on how customs and traditions influence our everyday living. She likes teaching about plants or moccasins or traditional homes (traditional Native American cultures) and sharing legends with a hands-on activity or through the use of visual arts and dance. Her presentations are based on indigenous cultures in general, and explaining how traditions and customs affect us in everyday living, and how that might impact Native students in their classes.



Haven Miller

Illustration, cultural presentation



Haven Miller comes from the Navajo tribe in Utah. Interested in stories since childhood, her interest took her on a creative turn that turned into art. Haven's goal is to do children's' book illustrations. She's always been interested in Navajo stories and culture and would love to share with them with the world . She finds that some cultural differences are hard to get across and would love bridge those gaps in understanding and appreciation.

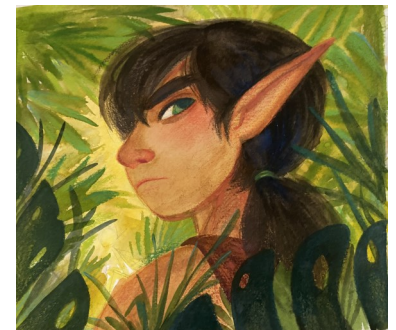
Influenced by the Navajo stories told by her uncle and mom growing up, she wants to share those with the world. She is able to teach students about Navajo culture and stories and drawing techniques.

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American Fork, UT



Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Jacob Crane

Cultural presentation



Jacob Crane is from the Tsuut'ina Nation located in Treaty 7 territory. An entrepreneur and performing artist by trade, he educates Utahns about the truth and reconciliation through conversations on what allyship and inclusion looks like from an Indigenous perspective, especially around the holiday season. He also wishes for Utahns to know that Indigenous peoples are thriving in today's climate. Although there are many successes in present society with bridging history, there is still substantial work to do regarding truth and reconciliation of the first peoples of Utah and the general public. He believes it is critical to eliminate gaps between the education system and Indigenous peoples. By creating this awareness, we can begin having conversations around allyship and building inclusive friendships with the first peoples of these lands at your next lecture hall, school meeting, or celebration.

What the audience can expect to gain is a brief history of the Indigenous people to whom these lands belong and how to practice allyship. First, we speak to what has happened within Utah—a short narrative of the eight tribes of the state. Second, how to have conversations around reconciliation in today's society (allyship). This includes opening space in your classroom or board meeting about Indigenous history, land acknowledgments, and conversations around the dinner table this holiday season. Three, how to contribute to living in a world of advocacy and bridging Utah's educational system with Indigenous peoples knowledge (ten steps for practicing inclusivity of Indigenous people).

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Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized



Jeremy Garcia Standing Soldier

Cultural presentation, Dance, Beadwork, Paiute language



My name is Jeremy Garcia-Standing Soldier. I am enrolled in the Cedar Band of Southern Paiute, which is part of the Paiute Indian Tribe of Utah, but am also Oglala Lakota and Navajo. I started powwow dancing when I was ten years old, learning from family and other teachers. As I learned, I danced and performed for Southern Paiute tribal events. I have been involved with many school assemblies and showcase performances over the years. In addition to dancing, I also sing and drum at these events.

Another art form I am willing to share is Native American beadwork. I have been beading for over half of my life. When I was 19 I started a beading workshop to teach members of the Cedar Band about the different styles of beading, and ran that workshop for seven years. Through this effort we were able to incorporate Native culture into the local after school program.

I am passionate about sharing my culture and keeping it alive. In 2016 I started doing language preservation with tribal elder, Vala Parashonts, working with her to write down the Southern Paiute language and create language learning materials for K-12 students. When she passed away, I started working with Eleanor Tom making language preservation recordings. I have documented and archived over 150 recordings of Eleanor speaking Southern Paiute. I want others to know the Southern Paiute tribe is still here and thriving in Southern Utah.

My presentations are between 30-60 minutes, or longer, depending on the audience. Presentations could include historical information about the Southern Paiutes, and my experiences in language preservation. I am willing to perform dances and songs while also sharing background about the songs and dances to give context. I am also available to talk about what it means to be a beadwork artist and designer within the Native American culture. Through beadwork I am able to preserve tribal designs, implement my own creativity, and bring this artwork into the future. If the presentation is scheduled for a longer time frame, I would teach participants about all the materials, where the designs come from, the stories behind them, and what they mean. I also provide opportunities for participants to make small beadwork projects.

In addition to providing opportunities for teachers to experience the art themselves, I am also available to help them plan out projects, including how to buy supplies, and can provide teachers with helpful learning materials (coloring pages with language, how to design beadwork, etc.) For Native specific audiences, I can share how to manage the costs of learning how to do beadwork, the benefits to individuals, and tips on how to become a working artist.



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Enoch, UT

Available for: Schools K-12, Rural, Adults, Seniors,

Workshops for teachers, Institutionalized

Jessica Wiarda

Digital arts, fabric arts, cultural presentation



Jessica Wiarda is an illustrator of Hopi and white descent, based here in Salt Lake City. She is known to explore her experiences living in two worlds as a bi-racial American.

“I have never quite belonged entirely to either world. As an artist, I think this gives me a unique perspective on life and I enjoy learning new things about both sides of my heritage.”

According to Wiarda, she loves exploring color and shape in her work and simplifying things like food and people to their most basic forms but still keeping them identifiable.

“Some things we think are “Native American” don’t have anything to do with any tribe at all so I invite you to explore my Hopi artwork and learn about a tribe that doesn’t see a lot of representation in mainstream culture,” she adds.

Jessica Wiarda was selected as Utah Diné Bikéyah’s Artist in Residence for 2022. Her artwork and apparel can be discovered at our art gallery located within the Leonardo Museum in downtown Salt Lake City.

To learn more about Jessica, visit her website: [JessicaWiarda.com](https://jessicawiarda.com)

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Salt Lake City, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Johnny Keams

Cultural presentation, storytelling



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Provo, UT

Inspired by his father's experiences in boarding schools, Johnny Keams tells stories to highlight Native histories and overturn stereotypes. He began presenting Native stories and histories during his time as Native Club President at BYU. Johnny Keams is Navajo and has a Bachelor's in Computer Science. He uses his platform to showcase differences between life on and off the reservation, as well as stories of Native struggles. While at UVU, he noticed that club associations needed people to talk about Native topics and he volunteered, presenting public discourses on Native Americans in media, common micro aggressions against Natives, and on mental health issues.

As a father of three, Johnny tries to teach his children about Navajo culture and instill in them the knowledge of his father and grandfather. As a presenter, he draws on his cultural heritage to encourage listeners to look past stereotypes and see the difference in Natives from tribe to tribe. Johnny isn't afraid to shy away from Native traumas, and shares his Dad's stories from boarding school. He says, "when my Dad was taken to boarding school, he was five years old. My son is six and it touches me to see the similarities." Johnny also showcases how negative media portrayals of Natives can have a huge effect on how Natives see themselves. His personal experiences and presentations open a dialogue of cross-cultural understanding and show how Natives' modern struggles stem from past traumas.

Available for: Schools 6-12, Rural, Adults, College students

Judy Mansfield

Cultural presentation, beadwork, dance, music



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Payson, UT

Available for:

Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Judy Mansfield was raised on the Yakama Indian Reservation where she grew up learning stories from her own family and other tribes. Today she uses these various forms and interpretations of native symbols in her craftmaking. Judy learned her beadwork from brothers and sisters and aunts growing up- not just the craft but the stories behind it. Judy is a former Miss Yakama Nation, Miss Congress of American Indian winner and the former Miss Brigham Young University.

She is a former math professor, having taught at the university level for 16 years. She has been doing cultural presentations for 40 years everywhere from North Dakota to Australia. She has experience teaching in universities, high schools, civic organizations, elementary schools and church groups.

Judy focuses on teaching learners the higher level thinking that Native Artwork contains. She uses storytelling, birdcall, puppetry, art and crafts during her presentations. She strives to teach learners not only the art but the sophisticated mathematical elements within the art.

Her specialty is working with teachers, sending out a survey before the event to ask what their specific needs and interests are. She presents on cultural awareness, sensitivity, and cultural mediation. Judy has presented her material at national education conferences.

Kee Miller

Filmmaking, production design, drafting, storyboards



Kee Miller is a Navajo with a prolific career in film and television. His art form is filmmaking, with an emphasis in production design and art direction; set design, drafting, and storyboards for film and television. He graduated from BYU with a BFA in Illustration Design and a Minor in Art Education. From there he fell into storyboards and set design. He has worked extensively in this field, including for the LDS Motion Pictures studio and drawings that include Indiana Jones 4. He has done work for all the major networks major studios.

Miller is a hands-on teacher and collaborator with years of knowledge in translating ideas into cinematic images and excels at helping students incorporate their heritages into their art. He shows a lot of his culture in his design work and uses tribal inspired and indigenous designs. Kee teaches storyboard and art direction classes at BYU, and career workshops in public schools.

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Provo, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Kendall Mansfield

Visual arts, jewelry, beadwork, basketry



I am from the Yakima Tribe, in Washington State. Creativity is the inside box of who I am. When I see that on the shelf, I definitely want to open up and enjoy it. There's so much in yourself that makes you an individual...being an artist helps you see and unravel your inner wonders.

I always think about diversity. Everybody has their own perspective of what indigenous is. I want people to be who they are, and be able to speak about it and their own experiences. I grew up with my maternal side of my family (Aunts, Grandmother, Mom) who are all passionate bead workers – they work with all colors, make powwow outfits, traditional works, and regalia. I associate those traditions with family themes. I center my beliefs around the family, and that theme resonates through my works.

I want children's lives to be inspired, and I would like to help them develop visual narratives they can use to express their own voices.

I can teach art projects with parents and adults as well. I would like to give new insights, challenge people to think deeper, and focus on family and community. For youth groups I would provide hands on projects, hand-outs, workshops, presentation and discussion. My visual art background includes work in acrylic and oil painting, photography, digital art, basketry, beading, and silversmith jewelry.

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Payson, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Kwani Winder

Painting, pottery, cultural presentation



Kwani Povi Winder is a Santa Clara Pueblo native artist with a passion for learning and creating. Her paintings are characterized by vibrant colors and loose impressionistic brushstrokes that work to infuse each piece with life. Her subject matters primarily include landscapes and native figures. Kwani calls herself a stay-at-home artist. She does almost all her creating with her daughters at her side, including painting en plein air. She loves the outdoors and takes every opportunity she can to paint and learn under nature's canopy. She is constantly searching and studying to identify how light and form create beauty.

Kwani's work is also heavily influenced by her Native American culture. She seeks to preserve, share, and educate about her unique heritage. She seeks to portray the native figure with authenticity and capture the spirit of every individual she paints. Kwani teaches the principles and elements of ART to start with and believes art is a skill that can be learned, regardless of talent. She also teaches about Native Art and the types of materials used. She helps teachers find activities to implement in their classroom.

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Ogden, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops
for teachers, Institutionalized

Kyle Reyes

Visual and clothing art



Kyle is a Native Hawaiian street artist who grew up in Los Angeles, California. 20 years ago, he joined a cultural dance group and became fascinated with the art form of storytelling. Through song and dance, he realized he wanted to be connected to his own cultural storytelling. He now does workshops called Walking With Your Story with Native American youth in hopes that they connect visually with their cultures. He has the youth apply their visual history to an article of clothing, which normalizes seeing their cultural patterns in everyday life. He emphasizes to the youth the importance of internalizing their story so that it has meaning for them.

Kyle is the Utah Valley University Vice President of Student Affairs and previously was a Professor to K-12 teachers in the university's education program. He also has experience in painting and illustration. Kyle's passion is empowering youth to find their story, and, more importantly, discover the courage to tell it. His workshop includes:

- Mapping their identity
- Researching colors, images, and patterns that represent an aspect of their story
- Deciding how to tell their story visually
- Sketching their design choice on clothing
- Going home with their finished product

Kyle has also taught teachers how to do this workshop for their own classes. He and his wife Michelle both love to share their Native American culture with others and help others do the same.

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Vineyard, UT

Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized



Lapita Frewin

Navajo and Native American arts



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Springville, UT

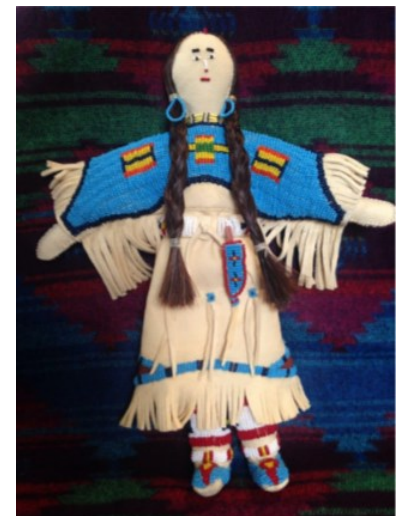
Available for: Evenings and weekends in schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

My name is Lapita Keith Frewin. I am a full-blooded Navajo born on the Navajo reservation. I left home at the early age of nine to live with a main-stream American family to get a better education. Returning home every summer, I was able to get the best of both worlds. After graduating High School I enrolled in Brigham Young University where I was able to get a Bachelors Degree in Social Work and a minor in Native American Studies. I currently am a Social Worker helping families of all cultures.

In my spare time I am able to fulfill one of my passions in life by preserving not just my Navajo Culture, but all Native American Cultures. I saw so much that was misunderstood in mainstream America that I decided to do as much as I could to connect that gap.

I love working with all ages. Kids are great because they don't know what is incorrect and I can enrich their young minds, and I love the teens and young adults because they are so eager to learn and I love working with adults because they appreciate and are respectful of Native Cultures. I am predominately a beadworker. Many museums have allowed me to study old specimens and I have tried to recreate those pieces using authentic materials. It is an awesome feeling when you bring something back to life knowing where it came from and knowing you can share and preserve this way of life.

Since I work full-time I try to keep my artist in residence projects close by, I have more time in the summer where I have 6 weeks off. I am open to anything from beadwork, moccasins, making drums to teaching language lessons through games.



Leo Platero

Painting, writing, silversmith



Leo Platero is a painter, writer and silversmith from the Navajo tribe. Many of his ideas came from his Dad who was a silversmith and his mom who was a rug weaver. Growing up out on the reservation herding sheep he saw lots of colors and shapes that inspired him in his art. Leo learned how to silversmith from watching his Dad. Leo studied Fine Arts at BYU and went on to teach high school art for 33 years.

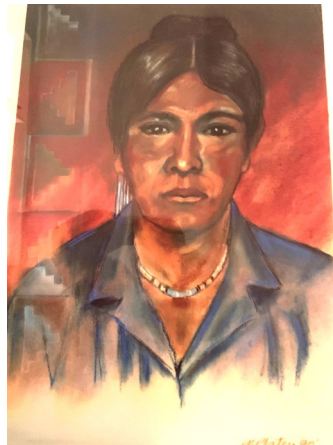
He has a long history teaching art to students as well as working with senior citizen groups. Leo is able to do presentations on art, as well as hands on workshops teaching art techniques.

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Draper, UT

Available for: Evenings and weekends in schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized



Lynne Marie Hardy

Contemporary digital media, visual arts



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Provo, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers

My name is Lynne Hardy, and I am Dine (Navajo.) I am from Grey Mountain, Arizona. I love my Navajo culture, and am grateful for the things I was taught by my parents and my grandmother. I believe my love for art is a gift, and I need to use it to share my culture with others. The stories of my ancestors are powerful, and I want to portray that in the art I create. My style is modern, bright, and colorful, because that is how I view my culture and life living on the reservation: bright and colorful. I try to portray Native American people as authentic as I can.

Growing up, I was always bullied for the way my nose looked, and for my cheekbones. The combination of the two didn't look good to me because I didn't look like my peers. It took a long time for me to realize that I look like my grandmother and her grandmother before her, and that they were absolutely beautiful. Through my art, I want to encourage other Native youth struggling with their appearance to know that they do not have to change themselves to fit Western European features. They are beautiful as they are, and that's what I want to portray in my art. Through my art, I hope to be a voice of change to how Native American cultures are represented. I want to make sure that the cultures are respected and preserved in my own way.

Although my art is bright and colorful, the history of Native Americans is not always bright and colorful. The genocide, assimilation, and colonization of Native Americans in the past and present are not easy topics to talk about. Native American youth know too well the issues and trials of the past, but I feel it is time for all youth to learn and be aware of these issues as they are responsible to learn and fix it. My artwork makes these difficult conversations accessible for children and youth.



Mandi White

Cultural presentation, seamstress



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Orem, UT

Available for:

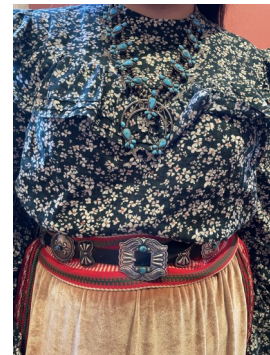
Schools K-12, Rural, Adults, Workshops for teachers,
Higher Education, Institutionalized

I am a college student who started sewing during the pandemic. As I started, my sewing took on another dimension and meaning: I learned about how I come from a long line of seamstresses, which is a skill that is dying out. Existing seamstresses are not sewing anymore because their vision is deteriorating. I decided to learn an ancient art form and modernize it with tiny but important details: cuter fabrics that are softer and easier to wear, elastic waistbands, pockets, linings, and washable, eco-friendly fabrics. Through my art form, I want to show that we are not a past-tense people; we are very much a present- and future-tense people. We are here and we are doing things.

Sewing is my way of keeping the past, present, and future. Sewing teaches me a lot about the personality of our Creator. Whenever I sew, I learn how the Creator works: that things take time, and I am reminded to trust the Creator's timing for me.

I believe in the idea of good medicine. When I sew, good medicine is very important. Good medicine means imbuing my clothing with good intentions, with love, with good thoughts, and with good feelings so that when a person purchases and wears my creations, they are blessed even when they are sad because my clothes carry my good medicine. As an artist, I only create and sew when I am absolutely happy. I say good-bye to each creation as I send it off as part of my good medicine.

I teach sustainability from an indigenous perspective: fabric and clothing should be an investment for our future and an intergenerational heirloom for our progenitors. I am passionate about textiles and fabric: I invest in fabrics that are good for the environment because these fabrics have greater longevity and will hold up across the generations. I teach a cultural presentation and hands-on workshop that includes information about sustainable fabrics and how to sew. I also teach about the symbolism behind the tiers of Native Navajo skirts. I offer Native insights about the symbolic and spiritual importance of clothing, and how lifestyle trends today are actually a reflection of indigenous practice, including minimalism, van life, and tiny-house living.



Meredith Schramm

Beadwork, Hoop Dance, Workshops



My name is Meredith Schramm and I am a member of the Omaha Tribe of Nebraska, from Omaha, Nebraska. I graduated from BYU in 2005 with an education degree and have been teaching ever since. With a passion for curriculum, I have been able to develop a new class at my junior high, Cultural Studies. This class allows me to implement traditions, stories, and customs from cultures all over the world, as well as my own culture. A few years ago, I received a grant that helped me write and publish a book of lesson plans about Native culture today. The book is used in classrooms across the country. I have been able to work with teachers on how to best teach Native culture, and what resources are out there for classrooms.

When I'm not teaching, I am Hoop dancing or beading. Both the beadwork worn, and hoop dancing are outward expressions of my personality, and culture. I have been dancing since I was young, but started hoop dancing when I was in college. I started beading so I could make pieces for my own regalia. Dance presentations would include stories about the dances, a performance, and student participation in learning some skills

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Lehi, UT

Available for: Schools K-12, Rural, Adults, Workshops
for teachers, Higher Education, Institutionalized



Michele Reyes

Navajo weaving presentation



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Vineyard, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers,
Higher Education, Institutionalized

Michele is a Navajo (Diné) weaver and artist. She comes from a line of weavers and uses it as a way of connecting her to her grandmothers, her culture and identity as a Diné woman. Michele believes that preserving this form of art is imperative. While traditional rug weaving is typically a way of life to support one's family, Michele weaves to continue that tradition and teach her children and others. Her style and method of weaving is slightly non-traditional as she has had to learn to weave with the use of one arm. She provides perspective of the power of creativity to continue traditions that promote Hózhó (balance and harmony) in life. She offers a presentation on the basics of Navajo weaving, culture and her own story to learners.

Michele's beautiful woven rugs combine traditional Navajo patterns with some of her own style. Michele first began learning to weave as a teenager from her grandmother. Not long after, she lost her left arm in a car accident, and thought her weaving days were behind her. Years later, her husband Kyle surprised her with a loom that he'd asked her brother to make. "Determined to figure out a way to make it work for me, I began to weave again. That rug took me quite a while to finish, but when I did it was one of my great accomplishments."



Mickaela Allison-Aliifua

Beadwork, cultural presentation, regalia, dance



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Instagram: @avie.daisy

Facebook: Mickaela Allison-Aliifua

Mapleton, UT

Available for: Schools K-12, Rural, Adults, Workshops
for teachers, Higher Education, Institutionalized

Ya'at'teeh, my name is Mickaela Allison- Aliifua and I am Navajo. I am currently a student at Utah Valley University. I teach Fancy Shawl and Jingle dress dances to K-12 students. I have a small business @aviedaisy which is named after my maternal and paternal grandmothers. They taught me how to be a strong Navajo woman. Through them my mom has taught me beadwork and the importance of sharing my culture and showing who I am as a Navajo woman.

I started a small beadwork business in Oct. 2020 and I make beadwork for my two dogs who are my biggest motivation. I struggle with anxiety and depression and they have really helped me. To honor them I made beadwork dog collars and sell them to others who also want to honor their pets. I started beading when I was in middle school, and learned from my mom loom beading, stitch beading, and peyote stitch. Along with beadwork I also learned how to dance when I was young. My first memory is dancing for my 2nd grade class and proudly sharing my Native American culture with them. This experience has led me to K-12 students in Alpine and Nebo School Districts, as well as Rowland Hall. Teaching about my art has taken me around the country and into Canada.

As a normally shy person, I don't like the spotlight but when it comes to sharing my culture it's something that is easy for me to do. I have danced, done cultural presentations and worked at This is the Place State Park sharing about Navajo culture which helped me develop good presentation and public speaking skills. Being part of the cultural ENVOY leadership program at UVU I was given more opportunities to share my culture and connect with Urban natives.

I strive to teach learners about being who they are and connect with them. I connect a lot with Urban Native students. My husband is Polynesian and Native American, and when I first met him he didn't know



N8tive Hoops

Hoop dance, storytelling, games,
songs



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Saratoga Springs, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers,
Higher Education, Institutionalized

The Goedel family, Terry, Erin, Michael, Tara, Heather, Joan, and Chante are world champion hoop dancers. The family is Yakama, Tulalip, and Lumbee. The group, known internationally as N8tiveHoops, has danced at the Olympics, for presidents, and in over 13 countries. No matter the size of the audience, the team loves to share their culture and heritage. The family incorporates storytelling and songs into their hoop dance performances, which they pride on being uplifting and inspiring for all who participate.

A love for teaching is also a family tradition: Terry has a Masters in Education, and Erin, Tara, and Joan hold Bachelor's degrees in Education. Michael is currently studying electrical engineering at BYU, and Heather recently released an album called Shine.

For the Goedels, hoop dancing is a "family affair." Terry has competed in hoop dancing competitions his entire life, and the family decided to join in. It is a way to share who they are, spend time with family, exercise, and connect with their roots.

"I struggled with identifying my native roots," said Terry Goedel, "[in] 1971 I saw the Lamanite generation perform, and I was inspired by three Hoop Dancers. The next year I learned the Hoop Dance and I've been sharing that light with people around the world ever since."

By showing the pride that they have in their heritage, they hope to inspire their audiences to find the same pride in their own roots and ancestors. N8tive Hoops introduces audiences to Native American songs and dances and allows them to participate and learn and ask questions about the stories and regalia associated with the dances. Their presentations can run anywhere from one day to two weeks, depending on the request.



Nino Reyos

American Indian dance and music



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Website: twoshields.com

Available for:

Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Nino Reyos is a member of the Northern Ute and Laguna Pueblo Indian Nations. He was born the youngest of 11 children, among the Ute People in North Eastern Utah near Ft. Duchesne, where he had spent the majority of his adolescent life. Nino holds a Master's degree in Social Work, the only member of his family to receive a degree of higher education. He is also a Native American Veteran, and received an Honorable discharge from the United States Marine Corp.

Nino is a Northern Traditional Dancer, carrying on the Tradition of the warrior, wearing the eagle bustles of past days. Nino is also a cultural presenter, educating and entertaining audiences of all ages. He has overcome his battle of alcohol and drug use and been on his road of sobriety since 1985 and has taught Native Culture and Philosophies with seminars on cultural aspects of living, substance abuse/prevention, musical healing. He has used his cultural background as a foundation for his teaching of indigenous craft, dance, stories, and music conducting workshops in the areas of flute playing, and influencing people of both indigenous and non-indigenous cultures.

Nino has performed throughout the United States, including the well-known Indian Summer gathering in Milwaukee, WI, as well as with musicians such as Douglas Spottedeagle and Bill Miller. Nino was one of five flute players selected to be part of the 2002 Winter Olympic Games Opening Ceremonies held in Salt Lake City, Utah. He also played at the 2007 Deaflympics Opening Ceremonies. He has released several cds, and is a Voting Member of the Grammy Awards.

His group Twoshields Production Co. has often been requested for larger events for Native American dance and song. They offer a full production of singers and dancers from different dance categories to smaller more intimate presentations depending on request and budget. The pow-wow dance group consists of: men and women Traditional, Fancy dance, Grass dance, and the always popular hoop Dance, Navajo bow and arrow along with the basket dance.

Patrick Willie

American Indian dance, cultural presentation, regalia making



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Orem, UT

Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized

I am Navajo/Dine' and grew up in the city without much connection to my people, but I have always had a passion and gift for dance. I was taught traditional Navajo dance through the Title VI program at my school and then family and friends shared their knowledge with me. Dancing connects me to my culture. It has pushed me to learn more about the language, how to do beadwork, and the art involved in regalia making. As I've learned about my Dine' culture, I can see there is a reason behind everything: why we dance, why we tell stories, why we bead. There is a story, lesson and meaning embedded in the art.

My art has allowed me to reconnect with my culture and share with others. It has taught me that I am not alone, that Native peoples and traditions still exist. I have been fortunate to travel the world sharing my dance. I have competed in the world hoop dance contest and have been consecutively ranked in the top ten in the world. I enjoy working with Native students, teaching them how to hoop dance as well as how to make regalia. I also have a Youtube channel, it's a blend of Native American humor mixed with tradition. It is aimed at the youth. I have more than 140k followers on social media, maybe half are Native.

As I present, I share cultural teachings, life lessons and address stereotypes and misconceptions of Native cultures. I share my experiences of being the only Native American in the classroom. I also give background on aspects of Indigenous ways such as why males wear braids. I am available to do 30 minutes to 1 hour presentations for all age groups and demographics. Presentations can include dance, storytelling, motivational speaking and sharing my passion for social media. My art residency on regalia building is for Native audiences and can last up to two weeks depending on the project.



Peggy Black

Navajo basket weaving



Born for the Many Goats Clan and to her maternal Arrow People Clan, Peggy Rock Black learned to weave from her mother, grandmother, and sister at the age of 10-years-old. In addition to the weaving technique, Peggy knows the natural plant dyes and occasionally uses them when coloring the sumac strips she uses in her baskets. She weaves contemporary baskets but leans toward traditional Navajo designs of balance. Peggy has won many awards at shows at The Museum of Northern Arizona in Flagstaff, and at the Gallup Ceremonials in New Mexico, but she does not think of herself as a competitive person. "I only want to try different designs," she explains. And then, in a sentence that sums up Peggy's personality as well as the reason her baskets are so dynamic, she adds, "I want to experience the designs."

Today, she is passing the difficult but rewarding lessons of the art along to her three daughters.

Learners will learn the step-by-step process of basket weaving.

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Mexican Hat, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers



Poamo Aliifua Gatewood

Hoop dance



Poamo is Samoan, Native Hawaiian, and Apache. He grew up doing Polynesian dance with his uncle's dance group in Hawaii and is well known in the competitive dance world. Growing up he knew he was Native, but had not done much with that culture until he met his wife, Mickaela, who introduced him to Native Dance. He then began dancing for the Cultural Envoy Leadership Program at Utah Valley University. Through Hoop Dance he feels like he is honoring his grandpa. Now he is sharing both sides of his culture.

Doing college gigs he shares about a young boy going out into the world. His goal is to influence others to have the chance to learn and better themselves. He believes that when we share our stories on how we progress and become better, we can inspire others to do the same.

In his presentations he would be willing to teach the necessities of why we dance and how we feel about dancing. He wants to show that despite culture dying, it is not lost. His desire is to help Indigenous youth to feel comfortable embracing their own culture (s).

With kids and youth he performs and talks about dance and brings a student out of the crowd. With the rest of the group they talk about what they saw in the hoops.

With groups of teachers he shares a different side of the story. He talks more on the history and the importance of hoop dance and what the dances mean to his people.

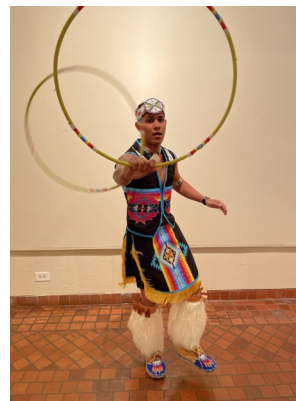
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Mapleton, UT

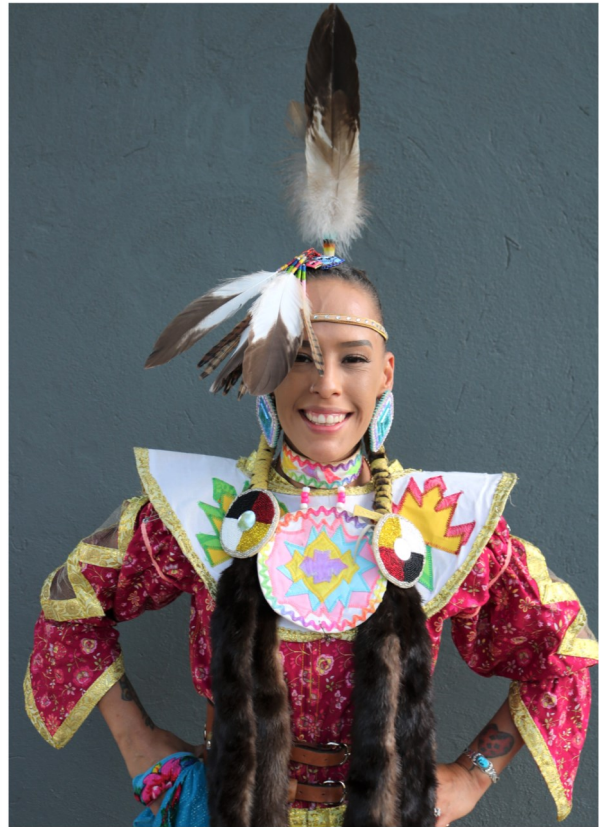
Available for:

Schools K-12, Rural, Adults, Seniors, Workshops
for teachers, Institutionalized



Rhonda “Honey” DuVall

Jingle dress and dance



Rhonda “Honey” Duvall is an inspirational advocate, R&B singer, powwow dancer and native american storyteller. She is Diné, from Blue Gap, Arizona and is proud to hold her clan and traditions close to her heart. She is Tangle clan, born for African American descendants, her grandfather is Coyote Pass clan.

She has performed for 12-15 years as a dancer and singer. When Honey performs the fancy shawl dance, she embodies the butterfly as it offers peace, love, and positivity in community, relationship, and our lives. The Jingle dress dance offers healing in the community and tells a story, offering words of restoration of the ancestors from the Ojibwe Tribe, in Minnesota. Honey honors the land on which she resides here is SLC, as the ancestral home of our Ute relatives, and acknowledges the five main tribal groups of Utah: Navajo, Shoshone, Ute, Paiute, and Goshute.

Honey believes that education is vital and she educates Native American culture in the way she was taught. As an advocate/R&B artist, she teaches that Indigenous cultures are still here among the cities and the lands we walk upon. She educates her audience that Native peoples are still alive and still educating through each instance and experience. This kind of artistic learning allows us to understand each other, the land we walk upon, and the hopes of generations to come. Through teaching others we understand each other. Artist Residency allows us to strive to be one with our communities and ourselves. Teaching starts within ourselves, allowing us to search inward, and then reach out to others. Art brings people together, education brings us closer.

Honey is available to engage participants in the round dance, do collaborative projects with participants, perform for audiences, and teach singing and storytelling to all age groups. She draws on audience participation as she explains the importance of her art.

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Kearns, UT

Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized



Rios Pacheco

Cultural presentation



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Brigham City, UT

Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized

My name is Rios Pacheco. I am the descendant of Tickamedakey (Tick-a-ma-dih-key) who is the only daughter in my mother's heritage that survived the Bear River massacre. I represent my mother's family. Growing up I went to different celebrations and ceremonies and because of this we were invited to others and brought back the knowledge to share. Most ceremonies are about caring for family and those around you, helping them to watch over and strengthen their families. I have made it my life's work to share with all people the stories of the Northwestern Shoshone way of life.

My presentation on the Northwestern Shoshone people includes sharing information on the communal hunts of animals, gathering roots, seeds, berries and pine nut harvests. How the Shoshone people traveled to hunt, gather, and what types of living structures they used in different seasons. I include the early history of the Northwestern Shoshone before contact with outside influences through present day. For presentations small groups are best. Large groups are hard because not everyone holds their thoughts.



Roger Clark

Musician, flute



The flute music of Roger Clark transforms listeners from the inside out. He says, “the flute touches the soul and heals the heart with magical powers.” With his passion he describes the differences between each flute in his collection, inviting listeners to “feel the vibration in their ear drums and let each flute speak to you.” His stories of the history of flute and flute making brings this instrument to life for musicians and non-musicians alike. Flutes began as a whistle, then were made of hollow bones. A desire for louder volumes inspired indigenous artists to hollow out small logs of wood and carefully place holes to make beautiful music. Roger uses them to change lives.

Roger is married with 5 children and 6 grandchildren who live in Utah, across the country and internationally. He serves his Paiute Tribe by working with their youth group coaching many Paiute youth to play and perform the flute for their personal pleasure, their families and their community.

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Cedar City, UT

Available for: Schools K-12, Rural, Adults, Seniors,
Community events



Samuel Jake

Film, video, photography



My name is Samuel Jake. I am part of the Navajo Nation (Diné) and grew up in Sandy, Utah. My father taught me lots about the Native way. I grew up being very involved in sports, art, and music. My parents were very supportive of my interests and expressing myself. They are still very integral in my development as an individual and artist. I have connected with others in my culture and am learning the dances and other traditional arts. This happened a lot through my photography as I worked with others.

My photography and filmmaking cover a wide range of avenues. I love working with cameras because I am able to tell stories and connect with people and places. For me, storytelling is important because traditionally that is how my culture has passed down our heritage. Culture and art are interconnected, and I want to tell people's stories that tell their truth. Photography has no limit--you can capture anything and appreciate anything. Photography is a beautiful opportunity to understand the world better. Memories are the only thing that connects us to the past. Having a photo or video of the past connects us to those memories. I have found that my art has no limitations.

In a teaching residency, I present cultural presentations for younger students that aren't ready to grasp the use of cameras and the photography concepts. Starting in upper elementary and middle school through adults, I bring in my camera and lighting equipment and have a hands-on photography session. I also bring a printer and do light painting in a dark room with students. I am willing to work and adapt presentations according to requests. My focus would be on helping others to tell their own stories. There are so many options. Reach out and we can figure out what will work best for you.

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South Jordan, UT



Available for: Schools K-12, Rural, Adults, Seniors,
Workshops for teachers, Institutionalized

Shoshana Begay

Multi-disciplinary



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Springville, UT

Available for: Schools K-12, Rural, Adults, Seniors, Workshops for teachers, Institutionalized

Shoshana is Navajo, from Mapleton, Utah. She graduated from BYU with a degree in Elementary Education. She has always been interested in her Navajo culture and loved to sing Navajo songs that she learned from aunts, parents, and grandparents. She has always loved to perform Navajo songs and dances.

In junior high school, Shoshana was introduced to the Title VI Indian Education program where she had the opportunity to learn about native culture and learned more Native songs, dancing, and Native American crafts. She has performed and done cultural presentations at big events, including the 2002 Olympic Games, and at different schools for students of all ages, Native American Leadership Conferences, and tribal ceremonies. Shoshana works for Nebo Title VI Indian Education where she helps Native American students learn about their culture, and shares Native culture with nonnative students.

Shoshana can teach about many aspects of Navajo and Native American culture including songs, dances, foods, stories, weaving, medicines, and other important aspects of Native American culture. She is also able to teach hands on activities including beading, quilting, leatherwork, moccasins, jewelry making and more. Shoshana believes that as a native teacher she has a responsibility to pass the information she has learned from her ancestors on to the next generation.

As a teacher, Shoshana is competent in multiple art forms and can present to anyone, anytime. She enjoys teaching literacy through Native American storytelling practice; as well as entire creative processes for a variety of hands-on presentations: how to dye wool, how to make fry bread, weave baskets, social Native American dance, etc. She can create an end-of-unit film for the unit or a slideshow for teachers to send to parents. She likes to create cultural opportunities for schools after completing hands-on presentations so that whole school can learn together. Her mother is her artistic assistant, Shoshana is the voice, her mother is the hands.



Terry L Goedel

Hoop dancing, cultural presentation



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Saratoga Springs, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers,
Higher Education, Institutionalized

Terry L. Goedel is a member of the Yakama and Tulalip tribes. He has a bachelor's degree from Brigham Young University and a Master's in Education Administration from Chapman University. An educator of 30 years, Terry has taught high school and junior high math, and coached basketball, volleyball, and track.

In 1972 he first watched three hoop dancers perform near Seattle, WA where he went to school. As a young man he struggled to identify with his native roots until that day. It was as if a light was lit inside of him and he found a love for his Native Heritage. A year later at the age of 16 years old he began attending Brigham Young University where he started hoop dancing with The Lamanite Generation. He has now been dancing around the world for 50 years sharing his culture and helping audiences of all ages to find the light within. He has performed for 3 presidents of the United States, Queen Margrethe of Denmark, twice in the Rose Parade, and the opening ceremonies of the 2002 Salt Lake Winter Olympics. His recent trip to China provided him the opportunity to dance on the Great Wall of China.

In his performances and workshops he shares the meaning and story behind the hoop dance. A story of a small eagle that grows and develops that parallels our own journey through life and educational process. The use of audience participation helps students to understand and experience the hoop dance while helping each participant understand their own unique potential. Terry is open to any creative opportunities you might have for him to share his culture, his dance, and his heritage.

To see Terry's hoop dance visit this link: <https://www.youtube.com/watch?v=-QMkn3uQQNc>

Ronald “Tonka” Chee

Flute, dance, storytelling, Navajo language



Ronald “Tonka” Chee, is a Navajo/Hopi Traditional dancer, storyteller, flutist, and healer from the Bears Ears region of Southern Utah. He is born for the Bitterwater clan and born to the Cliff Dwelling people. As a child, raised by his grandmother, he was born outside under a tree and taught storytelling, survival skills, and eventually art. As a 10 year old he began drawing and at 15 he began dancing as a way to share healing.

He has worked as a tattoo artist, helping to heal bad tattoos with new art, and he has taught survival skills in Boulder, Utah through Boulder Outdoor Survival Skills. He teaches Traditional dancing to a variety of age groups, and shares how dancing is a healing process rather than a competition. He shares stories, like the tale of Kokopelli, that teach how to heal from sorrow and challenge.

Tonka is available to engage participants in the round dance, do collaborative projects with participants, perform for audiences, and teach flute, singing, storytelling, and the Navajo language to all age groups. He draws on audience participation as he explains the importance of his art.

Tonka wants to help audiences understand the proper way to talk about Native Americans, that they are still here, engaging with the audience

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Phone: (435) 459-0908

Kearns, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers



Ty Allison

Flute making & performance, silversmith



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Provo, UT

Available for:

Schools K-12, Rural, Adults, Workshops for teachers,
Higher Education, Institutionalized

Everything I know about working with my hands and being creative I learned from my family. I carry the perspective that Native Peoples are not some museum exhibit: we are real people just like everybody else. I am a member of the Navajo tribe and have been playing the Native American flute for almost ten years. I work full-time as a flute maker and have been creating hand-crafted, unique, culturally-important flutes for over three years. I've always loved creating and working with my hands. The flutes I create are living heirlooms of cultural memory and world-renown for their unique construction and tonal quality. Symbolically, each flute is an extension of who I am and the lessons I've learned in life: some flute-makers throw out the wood if it has a flaw or a knot. I make the flawed wood whole, usable, and more beautiful by filling the knot with turquoise or silver and smoothing the joint.

I am also a skilled silversmith and enjoy designing and creating jewelry. Family has shaped what I make and who I am as an artist: my paternal grandmother was a silversmith and the stories my dad shared with me about her inspired my learning about jewelry-making.

I look forward to teaching people of all ages and backgrounds about the history, meaning, and practice of playing the Native American flute. Teachers can learn the history of the Native American flute and its cultural significance: I can teach them a song and round dance that they could share with their students and explain why these practices are still important. I engage the audience members with stories of the traditional flute; I teach kids how to play the flute and tell them the story of how the flute came to Native Americans. I can tell stories about and perform on the three traditional Native American instruments: drum, flute, and rattle. I enjoy telling stories about the origins of traditional songs and performing them; showing videos of how I make flutes. I teach on-site demonstrations of how to make a small wood carving; I can sing and play in collaboration with family members who are Native jingle, fancy, and round dancers and we often perform together. I can teach the round dance to large and small groups.

