Culturally Grounded Life Skills for Youth

[Your title replaces this]

Your logo goes here

**Facilitator Manual**

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**Acknowledgements**

The [Your title here] life skills curriculum was developed as part of the Healing of the Canoe Project (HOC). It is based on the *Canoe Journey/Life’s Journey manual, a life skills and substance abuse prevention curriculum for use with urban Indian youth* developed by G. Alan Marlatt and June LaMarr as part of the Journeys of the Circle research project, a partnership between the University of Washington Addictive Behaviors Research Center and the Seattle Indian Health Board. The HOC Project was developed out of a commitment to serve [Your Tribe/community here] youth, families and community. This curriculum has been tailored to address needs determined by the [your community] community. The [XX] community determined that preventing youth substance abuse was very important. Equally important, the [XX] community felt that the best way to support healthy youth was through cultural revitalization and an increased sense of belonging to the Tribe and community.

The intent of this culturally grounded life skills curriculum is to provide [XX] youth with the opportunity to develop skills to help them make choices that motivate positive actions, while avoiding the hazards of alcohol, tobacco and other drugs. These skills are taught in this curriculum using [XX] approved traditions, practices, beliefs, values, stories and teachings, and utilize the Tribe’s most valuable resources: Elders, youth, leaders, and other Tribal members.

No project of this magnitude is accomplished without the participation of many individuals. In this case, people from three programs collaborated to develop the [Your title] curriculum: the [XX Tribe/community], the Alcohol and Drug Abuse Institute (ADAI) at the University of Washington (UW), the Port Gamble S’Klallam Tribe, and the Suquamish Tribe. Project staff from [Your Tribe/community] who contributed to this curriculum includes [List your staff and contributors]. Staff from ADAI includes Dennis Donovan, Lisa Rey Thomas and Lisette Austin.

However, the real thanks and special appreciation go to those [XX] Tribal and community members who devoted their time, energy and caring to this project and curriculum. We wish to express our gratitude to [examples follow]:

• Members of the [XX] Advisory Board who gave careful guidance to each step of the process.

• Members of the past and present [XX] Tribal Council who granted authority for the collaborative research partnership and oversaw critical activities.

• Members of the [XX] curriculum review and adaptation group who attended weekly meetings to review, adapt and develop each and every chapter of the curriculum.

• The [XX] Elders who listened so respectfully and provided wisdom, and the [XX] youth for their willingness to participate and the hope that they provide for our future.

We must acknowledge the National Center for Minority Health and Health Disparities for providing the funding to carry out this project and develop this curriculum.

The entire team wishes to express their thanks and appreciation to the youth who participated in the research project that resulted in the curricula. They provided candid critiques and valuable insights into both the structure and content of the curriculum, and always reminded us that it is important to have fun and to respect each other.

**General Instructions**

**ABOUT THE CURRICULUM**

This curriculum is designed to teach life skills to teenagers in a group setting. However, the curriculum can be modified slightly for teaching adolescents individually. A facilitator and co-facilitator should teach the skills if they are presented in a group. If the chapters are presented individually, a co-facilitator is not necessary.

The curriculum is primarily in text format and instructions to the facilitator are italicized. The text in quotes is typically for role-play dialogue. At times, words are in bold to indicate particular points that need to be emphasized.

Traditional stories, tribal history, significant current events, cultural activities and language will be woven throughout each chapter to help develop skills, values, beliefs and practices in a meaningful and relevant manner. Guest speakers from the [XX] community will be invited as a valuable resource for enriching each chapter with their expertise and knowledge as well as provide mentorships and promote positive relationships within the Tribe.

This curriculum is a work in progress – we expect it to expand and change over time. Facilitators may also want to add resources and new relevant information to further enhance chapter topics. If you discover the need for further edits or additions to the curriculum itself, please contact [list your contact person here].

Each chapter has an accompanying checklist to assist with preparation for the chapter. These are found at the beginning of each chapter. It is also helpful to develop a list of cultural/traditional activities for each chapter (types of activities, speakers to invite, movies and stories to listen to). This list can then be used as a reference tool for each chapter. Activities will generally be dependent on season and material availability.

**DURING THE CHAPTERS**

• The chapters generally have a consistent format, starting with the goals of the chapter, the lessons, and ending with a chance to examine and write about what was learned in the chapter.

• Let the participants know that there will be breaks for snacks and for using the restrooms.

• During each of the chapters, try to encourage dialogue so that the facilitators are not the only ones talking.

• It will be important for the facilitators to be aware of non- readers or youth who may be having trouble with reading the handouts and to find a way to help without making it obvious.

• In general, facilitators should model appropriate behaviors (respectful listening, remaining calm during conflict, honoring diverse viewpoints, etc.).

• If the group tends to be non-participatory, the co-leader can respond and therefore avoid one adult doing all of the talking.

• It can be useful to post group rules (including how to respectfully listen to speakers) in a clearly visible location in the room.

• Each chapter will contain several handouts that go along with the discussion or follow the discussion. These handouts will be placed in the binders as the chapters progress. Having a binder with handouts allows the participants to reflect on what they have learned in the chapters.

**AFTER THE CHAPTERS**

• Collect all of the binders after each chapter. To maintain confidentiality, the participants can put a code name (or nickname) on the binder so that they can quickly identify it at the next chapter. After collecting the binders each day, place them in a locked cabinet until the next chapter.

• Informally check in with participants to make sure there are no unresolved issues.

**BEFORE EACH CHAPTER**

• Complete the facilitator checklist that appears before each chapter.

• Make sure you have a blackboard (dry erase board or flip chart) and markers to write down responses.

• Arrange the room in a way that every participant can be included without having to stand out.

• Have handouts and other materials prepared as needed.

• Confirm speakers.

**NOTE TO FACILITATOR:**

**Tips on Cultural Sensitivity**

• Keep in mind that some of the participants might be reserved and quiet. However, this does not mean that they are not listening. Many will exhibit normal teen exuberance.

• Have knowledge of [Your Tribe/community] and other Native American culture, traditions, values, and more.

• Have knowledge of the [Your Tribe/community] community, such as tribal officials, Elders, religious leaders, cultural leaders, customs, etc.

• Have knowledge of the importance of the family and extended family. Many of the participants will come from varying kinds of backgrounds (single family households, foster parents, other relatives, such as aunts, uncles, grandparents who might be raising the child). Be sensitive to this in language and examples used.

• Have knowledge of community resources, [XX] leaders or Native and non-Native service providers who are supportive of [Your Tribe/community] individuals.

• Have knowledge of the natural support systems in [Your Tribe/community] culture, such as extended family, spiritual leaders, religious and social functions, and Canoe Journey.

• Do not make stereotypical assumptions, ask questions.

• Be willing to share yourself. This is critical in developing rapport and respect. If you don’t want to share something about yourself, why should they be willing to share?

• Taking the time before each chapter to socialize and get to know each other is a good way to start things off. Allow ample relationship building time (humor, small talk, story-telling, etc.)

• Establish credibility and trustworthiness through genuine concern and respect. Participants are not likely to be impressed with education and degrees.

• Use active listening (reflecting, clarifying, restating, summarizing and empathizing).

• Confrontation, pressure and manipulation tend to be ineffective.

• Giving is part of the traditional behavior. It is deeply ingrained and should be respected and appreciated.

• Remember, all Native American families are unique and operate on differing levels of acculturation, which will affect response to interventions.

• [Add anything specific to your community]

**chapter 1**



**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

n

n

n

**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

n

n

n

n

n

n

n

n

**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Notes:

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**

**chapter 1**

**Four Seasons and Canoe Journey Metaphor**

The goals of this chapter are 1) to introduce and discuss the Four Seasons, a traditional [XX] concept used to frame daily life and teach life skills, and a schedule set by nature that [XX] livelihood revolved around; and 2) discuss the Northwest Native traditional Canoe Journey and how it can serve as a metaphor for life. Each chapter ends with a reflection back to this concept. Other traditional [XX] beliefs are also discussed. Information about alcohol is also included.

Each chapter has some life skill goals that we will be working on as a group. The goals for this chapter are:

• To learn how the canoe journey can be applied to life’s journey.

• To learn the concept of the Four Seasons and how they can teach us about [XX] Way of Living.

• To learn about the importance of traditional [XX] protocols.

**INTRODUCTION**

In these chapters we will discuss issues that are important to our Tribe, our families and to young people: who we are, who we will become, problem solving, defining our values, improving relationships and how to give and get support.

Teenagers have a lot to cope with. The purpose of these chapters is to teach skills that might help youth cope with life’s problems and live a happier and healthier life. This curriculum was developed specifically for [XX] Youth by [XX] community members, and includes ways of teaching healthy values and goals, [XX] culture and traditions, and the blending of two cultures. Many people worked and volunteered countless hours to provide direction on how to incorporate this knowledge into daily life, and provide essential skills to care for yourself and access support when you need it.

*Ask someone who participated in the development of the curriculum to come in to welcome students.*

*Add a* ***very brief*** *explanation of the chapters/curriculum here (how long it will last, how many chapters total, etc.)*

**INTRODUCE FACILITATORS**

The facilitators will be doing some talking but we would like to hear from you. We have something to offer to you, but we also know that you have wisdom to offer the group and us. Your ideas, questions and knowledge are valued, so please feel free to share some of your wisdom. We are interested in your feedback and suggestions.

Let’s start by getting to know each other. Let’s go around the room and introduce and state one interesting fact about ourselves. This can be a hobby, something that you like to do, your favorite subject in school, your favorite meal, or something you’re good at.

*Introduce yourself and the co-facilitator, and then ask each of the participants to identify themselves.   
Be aware that they are likely to follow your lead.*

**GROUP RULES**

Now before we get started, we need to think about how we as a group can make the best use of this time. So we need to set up a few rules that might make the chapters run more smoothly.

One of the rules might be: Any personal information shared in the group will be kept confidential. For instance, I might share something personal so I would like you to keep that information to yourselves. As we build upon our relationships, respect and trust will grow.

**Can you think of any other rules?**

*Generate a list of rules from participants and write them on the board.*

The list may include:

• Respect each other during and after the chapter.

• Turn off cell phones.

• Don’t interrupt if someone else is speaking.

• Don’t carry on a conversation with someone else when others are talking.

• Don’t make fun of one another’s responses.

• Don’t throw things at the speaker when he/she is speaking (just kidding!).

• When issues come up in our group – we can work together to resolve them

How about when speakers come to share stories and information with us? They will be taking part of their personal time to spend time with us, so we need to be respectful and help make the best use of that time. For instance, a speaker rule might be: When a speaker is talking we are good listeners.

**Can you think of any other speaker rules?**

*Generate a list of rules from participants and write them on the board.*

*Keep this list so that you can display it each time a speaker comes to share with the group.*

The list may include:

• Raise your hand if you have a comment or question when the speaker is speaking.

• Don’t carry on a conversation with someone else when speakers are talking.

• Be respectful and pay attention.

• Act respectfully (taking off your hat is an example of a sign of respect).

All of these are good rules and they will help us to get the most out of the chapters.

**FOUR SEASONS**

We are going to be using the “Four Seasons” as a way to teach the life skills that will be presented in these chapters. The

“Four Seasons” are very symbolic for [XX] people and for other Native people. They represent a variety of concepts.

**UNDERSTANDING THE FOUR SEASONS**

**How many of you are familiar with the Four Seasons? What do they mean to you?**

**In the** [XX] **language they are called “**[XX]**” literally meaning “time for something”**

*Allow the participants to discuss Four Seasons concepts. Also allow them to describe what they think the Four Seasons are before presenting one version of it. Generate a list of concepts and list them on the board.*

**Bring in the book [Use a book or other materials that are specific to your Tribe/community].**

Chapter 3 [example] specifically discusses [XX] traditions followed during seasons. Another book [example] is “The People of Cascadia” by Heidi Bohan. Both are great resources to learn about seasons and traditional activities practiced during these times.

**Seasons are cycles. Spring, Summer, Fall and Winter. What happens in the different seasons?**

*Make a list on the board from the responses.*

The following are additional responses to explore:

• Move us through time

• Tell us when it’s time for Tribal Journey

• Bring new life – plants and flowers

• Balance work and time to get things done.

• Gathering, hunting, harvesting etc.

• Provides social time for people from different Tribes

*Show pictures of different baskets and tools used for gathering at different seasons, such as clam, berry, water, salmon, cedar, roots etc.*

**FOUR SEASONS SIGNIFICANCE**

**“Traditional seasonal patterns that defined** [XX] **Life.”** *–Contributed by [name of contributors]*

**“A traditional way of life in rhythm with the seasons.”** *–Excerpt from [XX] history book.*

[XX] life, yesterday and still today, revolved around the seasons. Our ancestors knew the signs in nature to look for to know when to harvest food and materials. Tracking these seasonal changes in the weather, what was blooming, and animal migration and activity were all guides to keep track of time and prepare for the next phase.

Knowledge and information about the Four Seasons is typically passed down generationally. It is our hope to revive this knowledge so that all [XX] People may be able to live life the [XX] way.

➔ HANDOUT: The Four Seasons

*Distribute handout and discuss its contents.*

Examples of Four Seasons:

• Spring brings in light of sun, morning, new day, new year, new life. Time for gathering plants, medicine, food and preparing for winter.

• Summer represents our Ancestors, social kinship ties, teachings and spirituality. Time for hunting and gathering and preparing for winter.

• Fall is calming, about being relaxed (like the sunset). It is telling you to prepare for the winter. Time for hunting and gathering and preparing for winter.

• Winter is a time to slow our activities down – to teach and stay warm, rest, revitalize, strengthen for next phase of gathering.

**Invite Speaker who can talk about and explain the Four Seasons.** Review materials specific to your area, e.g. plants gathered at different seasons. Share pictures of traditional seasonal activities and any other local knowledge and materials about the seasons.

We need to revitalize Four Seasons concept in a positive way, in a good way. The Four Seasons are central to who we are and how we live yesterday, today and tomorrow. They can represent the strength and pride of being [XX].

**EXAMPLES OF [XX] AND OTHER NATIVE LEADERS**

Now we are going to talk about a couple of important Native People who have become public symbols of Native culture and values.

**Historic [XX] Leader – [Provide example of leader from your Tribe/community].** Discuss where he/she lived and what he/she was known for.

**Ask youth if they are familiar with Sacagawea and who she is.** Google search to get a bio about Sacagawea and her contributions.

Modern day [XX] leaders [provide examples of leaders from your Tribe/community and describe their contributions]

*Check [XX] Tribal Archives for more reference. Invite [Local leader] as a guest speaker.*

**Art Project: Sacagawea $1 coin necklace.** You can request coins from a local bank. Although, we heard they are going out of circulation so may become less available. Share the stories of [XX] Chiefs/leaders.

**[YOUR CURRICULUM TITLE HERE] – CHAPTER TOPICS**

➔ HANDOUT: Chapter Topics

Now we are going to talk a little bit about the chapters and about how the canoe journey can be used as a teaching tool for life.

*Go through the 12 chapters for a general description of the course*



Photo: Tad Sooter

*Ask students if they’ve been on the Canoe Journey, if so what they know about it. Let them know that they will be able to share their stories and knowledge about the canoe throughout the 12 chapters.*

Another image that we will use in teaching the life skills is the Northwest Tribal Canoe Journey. For thousands of years the Indigenous people of the Northwest were dependent on the traditional dugout canoe for fishing, whale hunting, travel, and all aspects of life. The

canoe, or [XX] in the [XX] Language, was the very foundation of the Northwest Native culture. The canoes took people places and helped them find food, such as salmon and other sea life. Sometimes war canoes took the people to fight their enemies. More often canoes brought communities together to sing, dance, share stories, build social networks and kinship ties, which we still practice today.

**RESURGENCE OF THE CANOE JOURNEY**

The resurgence of the canoe journey began around the time of the “Paddle to Seattle,” in 1989. A series of Journeys occurred after that. Northwest Tribes began returning to the great tradition of the dugout cedar canoes and soon many Tribal communities were inspired to build canoes and revitalize the canoe journey.

**Review Native Magazine: The Arts and Lifeways, Winter 1993.** This issue includes Canoe Journey information.

**Review Emmett Oliver (Quinault) Narrative.** View Northwest Indian News #36, location Cowichan to see Canoe Journey footage.

**View Films:** ‘Waterborne – Gift of the Indian Canoe’ and ‘Paddle to Seattle the Emmett Oliver Story’.

**MODERN CANOE JOURNEY**

A modern day Canoe Journey is initiated for reasons other than survival.

*Ask youth what they think the reasons are.*

One Elder wrote about the canoe journey: **“We see the canoe journey as a vehicle for the rediscovery of ourselves and the ways of our ancestors.”** Canoe Journeys have been referred to as **“Following the Traditional Highways of our Ancestors.”**

The purpose of the modern-day Canoe Journey is first to honor the ancestors and secondly, to learn and continue traditional customs to promote self-discovery. The Canoe Journey provides a way to picture the journey we take through life. Just as a canoe journey can be difficult, so too is life’s journey. Both journeys require courage, stamina, determination, and strength of spirit and character. They require using all the aspects of ourselves: our minds, emotions, spiritual beliefs and physical bodies to complete the journey. Canoe journeys are also fun!

**Are any of you familiar with what is involved in going on a canoe journey? What do you think is needed to have a successful canoe journey?**

*Generate a list from participants and write it on the board.*

The list should include some of the following:

• Spiritual preparation (prayer, “ceremonial state of mind”).

• A sturdy canoe – putting your heart and soul into it.

• Pullers who are strong, fit and flexible.

• Good communication with others in the canoe.

• Teamwork to paddle and pull together.

• Having clear goals and having a way to achieve those goals.

• Knowing where you are going and how to get there.

• Commitment and how to maintain it.

• Knowledge to handle problems or emergencies that arise.

• Cold water safety class, paddles, life jackets.

• Swimming skills – knowing how to flip the canoe and climb back into it.

• Drinking plenty of water and eating healthy foods, using sunscreen.

• Rest and be ready to go when called upon.

• Knowing and respecting canoe protocols.

• Taking breaks, sharing the job equally.

• No drugs/alcohol or cigarettes.

• Being prepared.

• Supporting and respecting each other.

• Following directions and listening to the skipper – not arguing.

• Making wise decisions while on the canoe.

• Ground crew to transport gear, help set up camp, prepare food, participate in protocol.

• Support boat to carry supplies and provide safety upon the water.

• Be responsible for your belongings.

• Have a vested interested in sharing songs, dances and culture.

• Respect others space and belongings.

**JOURNEY STORIES**

**Bring in a map of current Canoe Journey.** Invite speaker who can tell stories and information about the canoe journey and how it has impacted their life. Ask students to share any of their own Canoe Journey experiences. **Share 2011 New York Times article with photo.** Watch appropriate digital stories.

**HELPERS ON JOURNEY**

There are many people who participate in the Journey besides the people who are actually in the canoe. The others are helpers who travel by land to the different sites to set up camp for the pullers after they reach their destination for the day. The **ground crew** helps dismantle and load the entire camp every morning while the pullers go on their way. They help set up tents and the kitchen. They help with preparing the meals to keep our pullers nourished; their work is hard and often unmentioned or overlooked.

Each canoe has special songs that are sung throughout the journey on the water, or in the longhouse. These songs are respected and shared like a prayer would be. They are introduced with proper recognition of ownership and origin.

On the journey the pullers stop at several tribal communities along the way to their final destination. The tribal communities know that the pullers are coming and wait on shore to welcome them to the community. Each canoe asks permission to come ashore and is individually greeted into the community. It is a great honor to be a hosting community. There is much honor in helping the success and enjoyment of a Canoe Journey by serving and contributing however you can.

**LIFE IS A JOURNEY**

**Why are we talking about canoe journeys?**

*Ask youth for ideas before continuing.*

**“It’s about the journey, not the destination.”**

We are comparing the Canoe Journey to life’s journey for several reasons. We mentioned the courage and stamina that it takes. Canoe Journey can also serve as a metaphor for life. It can provide [XX] Youth the skills needed to navigate through life without being pulled off course by alcohol or other drugs, with tribal culture, traditions, and values as compass and anchor. By learning about strengths our [XX] People have, we can combat the pressures of substance use and abuse among our youth.

**Can you think of other ways that a canoe journey is comparable to life’s journey?**

*Generate responses from participants and write them on the board.*

The list should include some of the following:

• It’s about the journey, not the destination.

• Sometimes things happen on the water and you have to overcome those challenges.

• Setting small goals (i.e. rest stops) – markers in life, long-term goals being reached in small steps.

• Points of transition – asking permission to transition from one stage of life to the next.

• Stopping to celebrate and honor each stop along the way, each transition, arriving at each destination.

• Being humble, serving others, gratitude.

• Other people…you are not alone.

• Everyone carrying his or her weight in the canoe.

• Importance of your canoe partner – similar in strength and size.

• Leadership in seat one.

• Protocol – humbleness.

• Following the steps of our ancestors.

The point is that you can do life without a plan, without preparation, without the skills to get through, without meaningful goals, without a good plan for taking care of yourself. But where does that get you?

**What does not having a good plan for life’s journey lead to?**

*Generate responses from participants and write them on the board.*

It can lead to depression, drug and alcohol abuse, anxiety, poor physical health, being stressed out.

So by comparing our journey through life with a canoe journey, we can benefit from knowing what is needed to complete an actual traditional canoe journey.

**So how can we make our lives like a well-planned Canoe Journey?**

*Allow for responses from participants.*

One small way is by learning what is taught in these chapters. We can think of the skills that we learn as tools or paddles that we can use to complete our journey, just as the paddlers use many paddles to complete their journey. As with learning to handle a canoe, skills in all areas of our lives must be learned and practiced. *Refer to Chapter Topics handout*

****

Photo by George Jones

**[XX] PROTOCOLS**

*Traditional [XX] protocols will be woven throughout* the *curriculum. Protocol is similar to “etiquette.” Talk about protocols – both our own and a hosting community’s protocols. For example, when you are a guest in another community, there are certain ways you introduce yourself and your family. Sometimes there can be gender differences (women do one thing, men do another). Discuss canoe roles and positions earned in the canoe. Discuss collaboration as a team or family; help or reach out for help when needed.*

**Have an Elder come in to discuss traditional protocols.**

Use role playing as a way to practice protocols.

Ask the youth to come up with example of protocols that they have observed or participated in.

**OBSTACLES ON JOURNEY**

In our journey through life there are many obstacles that can hinder us from progressing on our journey.

The list may include:

• Weather

• Canoe leak/damage

• Paddlers getting tired/exhaustion

• Skipper not knowing his/her job

• Someone on the canoe is not willing to do his part

• Bad weather

• Negative attitude

• Broken paddle

• Blisters

• Injury/sunburn or dehydration

• Everyone wants to quit

• Catastrophic events (death on journey)

• Poor communication or directions

**Include youth canoe journey stories and photos of youth on Canoe Journey.**

Survival Stories: Interview youth in your community about their experiences.

Use photos from youth participating in past Canoe Journeys.

**USE OF DRUGS, TOBACCO & ALCOHOL**

One obstacle that is a problem for many young people today is the use of alcohol, drugs and non-ceremonial tobacco (cigarettes, smokeless tobacco, chew, etc.). We will be addressing issues related to drug, alcohol and tobacco use throughout these chapters.

As we mentioned earlier, we have twelve chapters. Besides the topic of each chapter, we will also discuss:

• [XX] beliefs that are associated with living a balanced, meaningful and happy life.

• Various drugs and the risks associated with using them.

• What we have learned in each chapter using the Four Seasons.

**TOBACCO AND SMOKELESS TOBACCO USE**

Some Tribes, mostly East and Central U.S., used tobacco for traditional ceremonial purposes only and never abused it. Tobacco should only be used in this way, because if it is abused it can be addictive, harmful, and can prevent you from being in balance. Later on we will talk more about tobacco.

**ALCOHOL USE**

➔ HANDOUT: Physical Effects of Alcohol

*Distribute handout.*

I know that in school you receive a lot of information about alcohol and drugs. The handouts that we have for these chapters provide some of the same information but hopefully may add more to what you already know.

Before we look at the handout, let’s see how much you already know about the physical effects of prolonged use of alcohol.

**If you use alcohol for an extended period of time, what are some of the ways that it will affect your body?**

*Allow for responses.*

Before we look at the next handout, let’s see how much you already know about alcohol dependence and the dangers of drinking too much.

• **What is alcohol dependence?** *(Allow for responses.)*

Alcohol dependence has four symptoms: 1) Craving (a strong need or urge to drink), 2) Loss of control (where the drinker can’t stop drinking), 3) Physical dependence (leads to withdrawal symptoms) and 4) Tolerance (the need to drink greater amounts of alcohol to get “high”).

• **What are the danger signs of overdose?** *(Allow for responses.)*

Symptoms of alcohol poisoning include vomiting, unconsciousness, cold, clammy or bluish skin; slow or irregular breathing.

• **How do I know if a friend has consumed too much alcohol?** *(Allow for responses.)*

If they start showing the symptoms listed above.

• **How do I know if a friend has a problem with drinking?** *(Allow for responses.)*

If they start showing the signs of alcohol dependence listed above.

➔ HANDOUT: Alcohol Use/Abuse

*Distribute handout and briefly discuss*

Invite [Community member] to come in to discuss, community norm changes (for substance abuse) over  
 the last few decades.

**Would we want to take alcohol on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**Do I want alcohol to be a part of my life’s journey?**

*Allow participants to think about this question, and then ask for a few responses to the question, and the reasons behind their response.*

**JEOPARDY GAME (OPTIONAL)**

*Prepare to play Jeopardy with the participants. The Jeopardy games are two sets of PowerPoint slides that you will need to access via a computer – projecting the game onto a slide screen or a blank wall. You will be playing BOTH Jeopardy games. Divide the group into two teams and give a bell to each team. Be sure to hang up the poster of the categories and scores on a wall where it is easily visible.*

We’re now going to play a game, which is similar to the game show Jeopardy, but this game is specifically designed to teach about the dangers of drugs. Here’s how we’re going to play.

*Show participants the poster. They will need this because it won’t show up on the computer as you go through the questions.*

These are the categories for the Jeopardy game. *(Name the categories listed on the poster.)* As you can see, they are worth a variety of points. Normally, in Jeopardy, you would request a specific question, but we’re not going to play that way. Instead, we’re going to simply go down the rows, in order, beginning with Tobacco *(or Marijuana, depends on the game)* and ending with Miscellaneous, which could be about any drug.

I’m going to read the question on the screen and the first team who dings one of the bells will get the chance to answer. Do not blurt out the answer, but wait until I call on your team. If that team answers incorrectly, the next team gets the chance to answer the question.

If a team answers correctly, they get the number of points listed on the poster. If neither team gets the answer right, then I will say the correct answer and no one gets any points.

Some of the questions are multiple choice and some require you to come up with the answer. (You do *not* need to answer with a question, like they do on the TV game show.) The team with the most points at the end wins. We will have prizes for everyone at the end of the game.

Here are a few ground rules:

• Do not ding the bell until I have read the entire question.

I will not call on a team that rings the bell before I’m done reading.

• If I call on your team, please say what you think is the right answer, but don’t worry if you get it wrong.

• Please avoid conversation during the game. We can discuss the questions afterwards.

**Does anyone have any questions about how to play?**

Okay, let’s start with Tobacco *(or Marijuana)* for 100 and work our way down. If you forget where we are, please refer back to the poster.

**Let’s play!**

*Pull up the first question on the computer and begin reading. After you finish the first round of questions, move on to Jeopardy game number two.*

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**What could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, give participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:

• It is important to choose who is in your canoe and in your life.

• Sometimes you don’t get to choose who you paddle with. You either learn to live with that person or go to your Skipper with your problems/issues.

• It is important to make good decisions about alcohol and drugs.

• It is important to be prepared for the canoe journey and life.

• How to understand the different parts of who you are –

physical, emotional, mental, spiritual.

*Allow participants time to complete the What Did You Learn handout and discuss some of their ideas.*

**What [XX] protocol(s) have learned in this chapter?**

Notes:

**chapter 2**



**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

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NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**

**chapter 2**



**Who I Am: Beginning at the Center**

Participants will learn about [XX] values, traditional ways to introduce oneself, self-awareness, genealogy, family ties and integrity, and how to use the concept of the Four Seasons as a part of self-definition. Participants are encouraged to explore the idea of a physical self, mental self, emotional self and spiritual self. Information about marijuana is also included.

**GOALS**

• To learn about how the Four Seasons contribute to who we are.

• To learn about the meaning of [word for “who I am”].

• To learn about tribal and family connectedness, communal lifestyles.

• To learn about [XX] values.

• To learn about “self-awareness.”

• To learn what “integrity” is.

• To learn about [XX] protocols.

• To learn about the harmful effects of marijuana use.

**Chapter activities could include:** genealogy research and family tree or genogram using family books from [XX] archives, ancestory.com and art project emphasizing ‘root names’. Example: model longhouse with many fires. Practice introducing one using [XX] language and protocols. Drawing a photo or writing a poem that represents oneself and then discussing it. Personality Drawing Test (instructions attached) intended to bring personal awareness about family relationships.

**INTRODUCTION**

Before we continue, do you have any questions or comments about the last chapter?

[XX] member quote: [Insert an appropriate quote]

[XX] value: [Inert appropriate value]

Address question: Who am I as part of my Tribe/family/community?

[XX] stories: [Insert appropriate stories].

*Discuss cultural differences in introducing yourself publicly, using examples of Navajo, Maori and [XX]. What names mean – hereditary, awarded, given, born. We have a number of ways of knowing who we are.*

Historical Reference: The [XX} people occupied the largest portion of what is now the county bearing their name. [Describe territory, history, etc.]

**On a canoe journey, what do we need to know about ourselves when undertaking the journey?**

*Allow for responses.*

**Why would it be important to know about ourselves before we start the journey?**

*Allow for responses.*

In order to experience true learning, each of the four dimensions of our being, the physical, the mental, the emotional and the spiritual, must be addressed. These four dimensions can also be paralleled with the four seasons.

We learned in the first chapter about the Four Seasons and how each season can be related to the spiritual, mental, physical and emotional sides of many things, including ourselves.

*Refer to Four Seasons handout from chapter 1.*

*Draw a circle on the board like this:*

**In real life, are we this balanced? Each of us has different strengths and areas to work.**

**What kind of person does this diagram represent?**

MENTAL

SPIRITUAL

PHYSICAL

EMOTIONAL

*Have participants guess.*

Yes, this is a person who is mostly focused on the mental aspect of him/herself and maybe he/she is the kind of person who works at Microsoft.

**And what kind of person does this diagram represent?**

EMOTIONAL

SPIRITUAL

PHYSICAL

MENTAL

*Have participants guess.*

Yes, a very emotional person.

Now I would like each of you to draw a diagram that best describes what you are like. I will do it first.

*Draw your diagram then ask each participant to try the exercise.*

*Invite them to draw their diagrams on the board or individual sheets of paper.*

*Distribute the next handout.*

**DEFINING OURSELVES**

➔ HANDOUT: Defining Ourselves with the Four Seasons

What I would like you to do with this handout is to identify the different aspects of yourselves and write them down in the different sections.

So ask yourself…

• What is your **spiritual** self?

• What is your **mental** self?

• What is your **physical** self?

• What is your **emotional** self?

You’ll notice that the handout has some examples if you are finding this difficult.

*Generate responses and include some of the following if the participants can’t come up with their own.*

**Mental might include:**

• I think about who I am

• I think positive thoughts and negative thoughts

• I think about my future

• I think about doing things that are not good for me

**Spiritual might include:**

• Anything that is unseen

• Believing in the Creator or a Higher Power

• Thinking that we have a purpose in life

• Honoring our inner values

**Emotional might include:**

• I am a sensitive person

• I am sometimes moody

• I am sometimes happy

• I am a loving and caring person

**Physical might include:**

• I like to be physically fit

• I like to feed my body healthy food

• I like to do things that are relaxing

• I don’t like exercise

While most of us have physical, emotional, spiritual, and mental aspects, each aspect is not necessarily divided evenly.   
It depends on who we are.

Have youth color in different aspects of themselves. Let them know that they can journal about these concepts or take photos that represent the different aspects of themselves — share what they want to share with the group — not mandatory.

From this exercise we have learned more about you. But more than that, we have learned how you perceive yourself.

**FAMILY**

Family not only includes blood relatives, but also people who we choose to call family. “Who becomes your family?” We are bonded with other people in the community — ties that go beyond blood.

Meaning of “[appropriate word/language]” is “Friends and Family.” All are encompassed in one word.

*Describe how traditional [XX] houses were built — with multiple hearths under one roof. Each immediate family had*

*a hearth, but children probably ate at multiple hearths throughout the day. All are members of one home, an example of a communal lifestyle. “It takes a village to raise a child.”*

**Activity:** Building a longhouse with many fires diorama. Share examples of how family members have taken care of one another, during an emergency, or celebration or just everyday life.

Example of a traditional practice or cultural norm: “When an Elder mentions they have been hungry for oysters, by evening shucked and cleaned oysters would be delivered to their door, usually done anonymously.” Another example is harvested seafood donations for large community events.

➔ HANDOUT: What is important to me? What are my values?

*Distribute handout. Allow time for youth to write and share their responses. Write some of their responses on the board*

**What are some [XX] values? “Ideas we hold to be important.”**

*Write responses on the board. List the following on the board if they don’t come up with them themselves:*

• Differences of wealth (acquisition vs. giving away)

• Importance of Elders

• Respecting women

• Respecting two different opinions (OK to disagree)

• Listening

• Learning traditions

➔ HANDOUT: Cultural Beliefs

*Distribute handout and discuss contents.*

**Have an Elder tell a story** (or use a story from Tribal archives) that illustrates traditional cultural values, strengths and integrity

**CHARACTER STRENGTHS**

➔ HANDOUT: My Character Strengths

*Give youth time to fill out the handout.*

**PROTOCOLS**

*Share examples of protocols followed during Canoe Journeys that teach about responsibility and sharing the floor from farthest traveled to closest, expected behavior, such as asking permission to arrive and depart, serving elders, gifting etc.*

**What protocols have you witnessed or performed?**

**MARIJUANA**

The next drug that we will be addressing is marijuana. Before we look at the handout, let’s see how much you already know about marijuana. What are some other names used for Marijuana?

*The list may include: chronic, weed, joint, Mary Jane, ganja etc.*

**What is marijuana?** *(Allow for responses.)*

Marijuana is a greenish-gray mixture of the dried, shredded leaves, stems, seeds and flowers of Cannabis sativa, the hemp plant. Most users smoke marijuana in hand-rolled cigarettes called joints; some use water pipes called bongs. The major active chemical in marijuana is delta-9-tetrahydrocannabinol (THC), which causes the mind-altering effects of marijuana intoxication.

**Is marijuana addictive?** *(Allow for responses.)*

Long-term marijuana use can lead to addiction for some people. Many continue to use marijuana even though it often interferes with family, school and activities. When you use marijuana regularly, you begin to think that you can’t feel normal unless you are high.

**What are the effects of heavy use?** *(Allow for responses.)*

Drowsiness or stupors state, lack of concentration, loss of motor coordination, a distorted sense of time passage, tendency to overestimate time intervals, trouble with thinking and problem solving, problems with memory and learning, distorted perception (sights, sounds, time and touch), depression or panic, hallucinations from large doses, increase in heart rate (up as much as 50 percent)

**What are the effects of long-term use of marijuana?** *(Allow for responses.)*

• Use can impair thinking, which can affect the ability to learn. Impairment can affect reading, comprehension, and memory, verbal and mathematic skills.

• Use can have a permanent, harmful effect on attention span, judgment, and logical thought.

• Users typically inhale the smoke deeply and hold it in their lungs as long as possible to get the full effect of the drug. Because the smoke is in contact with lung tissues longer, it can damage the lungs.

➔ HANDOUT: Marijuana

*Distribute handout and briefly discuss its contents.*

**Would we want to take marijuana on a canoe journey?**

*Allow for participants to respond.*

So that leads to the question that each of us should ask ourselves,

**Do I want marijuana to be a part of my life’s journey?**

*Allow participants to think about this question, and then ask for a few responses to the question, and the reasons behind their response.*

It is important to remember that regardless of state and federal law, marijuana is a controlled substance under the [XX code, if appropriate], and use or possession of marijuana is a criminal offense. There is no exception to this law, not even for medicinal use.

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons Concept, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, draw on the board and give the participants a few examples of what they may have learned from this chapter.

• **Mental**: We have examined what kind of individuals we are. We have examined our values. We have also learned what

“integrity” is and how it pertains to us.

• **Spiritual**: We have examined what we value in others. We have learned about what values are important to us. We have considered what integrity is and how a lack of integrity can affect our spiritual side.

• **Physical**: We have learned how our physical presence matches with what we are on the inside. In examining who we are, we have considered how important the physical aspect is.

• **Emotional**: In thinking about who we are, we have considered how important the emotional aspect is. We have examined how a lack of integrity affects our emotional side.

*Allow participants time to complete the handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter**

**CULTURAL ACTIVITIES / FIELD TRIPS**

**chapter 3**



Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

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NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**chapter 3**



**How Am I Perceived?**

**MEDIA AWARENESS AND LITERACY**

This chapter focuses on how American Indians and Alaska Natives and specifically [XX] are portrayed in the media. Participants learn how to recognize when stereotypes are being used, how AIAN culture has been exploited, how AIAN history has been misrepresented, and how to stand up against stereotypes. Information about prescription drugs is also included.

**GOALS**

• To learn about how American Indians and Alaska Natives are portrayed in the media and advertising (especially regarding alcohol & drugs).

• To learn about stereotypes.

• To learn how to spot when stereotypes are being used.

• To learn how AIAN culture has been exploited.

• To learn how AIAN history has been misrepresented.

• To learn how to stand up against stereotypes.

• To learn about the harmful effects of prescription drug misuse and abuse.

Chapter activities might include going through movies, magazines, etc. and creating a list of typical stereotypes. Another idea is to create and perform a play, or make a comic book. [Community member] would be a good guest speaker. Share the [example] book “XX” to show examples of perceptions made of people from your community.   
[Example] Movie: ISHI California Native, circa 1913-15.

**INTRODUCTION**

Before we continue, do you have any questions or comments about the last chapter?

**Story about experiences with stereotyping, racism.** Youth could write down an experience they’ve had with stereotypes and then share it with the group.

Early media, like books, film and newspaper, were often racist in how they portrayed Native Americans. If you have ever seen older films of Native American people, many of the films used images that simplified us, used outright false information about who we are or were based on ignorant and hateful stereotypes.

*Ask participants if they have seen an example of this. Allow time for discussion.*

Do any of you know the definition of the word ‘stereotype’? Stereotypes are generalizations about a group of people. Through stereotyping a defined set of characteristics are given to a person or a group of people. These stereotypes can be either positive or negative. Many of the stereotypes of Native people were negative, or were idealized images of how we lived and our culture. Today Native people are often shown as docile, stoic and standoffish.

**ACTIVITY**

Advertising uses many ways to sell a product. This industry knows that advertising is a powerful way to tap into the way a person feels about themselves, and uses this to get people to buy their product.

Think about the last car television commercial you saw. What kind of a car was it? If a convertible car, what kinds of images were used? Usually this kind of car is described as fast, fun, and sexy. If you see an SUV commercial, what kinds of images are used? Are the images the same?

Drug and alcohol advertising uses the same techniques. Think about the last beer commercial you saw on television. What did the people look like? Were they young or old? What was happening in the commercials? How did the commercial try to portray the beer? Were the people drinking the beer happy or sad? Does this really happen when people drink alcohol?

We can do the same thing using magazines. Here are a few popular magazines. *(Blender, People, car magazines, Rolling Stone, etc.)*

Look for advertisements that are selling a drug. This can be any drug such as alcohol, tobacco or pharmaceuticals. Cut out the article and glue the article on the construction paper.

On the side write what the drug is, and what are they trying to sell you. How does the drug really affect a person?

**STEREOTYPES**

*Bring in samples of stereotypes: costumes, YouTube clips, cards, and dolls.*

Stereotypes are often difficult to recognize because many are deeply ingrained and widely accepted. Some stereotypes are easy to spot, while others are not as obvious. The use of stereotypes in the media is widespread especially in advertising.

**Do you think it is possible that we have stereotypes about ourselves?**

*Allow for responses.*

**Do we have stereotypes about others?**

*Allow for responses.*

**What are some stereotypes about Native people? What are some stereotypes about Caucasian people?**

**About other types of people?**

*Allow for responses.*

**How does this influence how we see ourselves and each other?**

*Allow for responses.*

**Are there stereotypes we haven’t discussed?**

*Allow for responses. Make sure the discussion includes stereotypes about women and Native women in particular.*

**How are these stereotypes “kept alive” in the media?**

*Allow for responses.*

**Story of history that challenges stereotypes.** Historically American Indian/ Alaska Natives have often been depicted as “victims” when in actuality we were often successful and strong, surviving great challenges. Distribute handout with summary of [appropriate examples of this from your Tribe/community].

**Other people don’t teach us our identity – we create our own identities.**

**MOVIE**

**Show movie that portrays stereotypes about Native people,** i.e. Fast Runner, Avatar, the “noble savage,” Smoke Signals, Indian in the Cupboard, Peter Pan.

The media’s job is to make people feel a certain way. Alcohol, cigarette and prescription drug advertisements are supposed

to make people think that they are cool or daring or good-looking if they use their products. Stereotypes of Native Americans have been used to sell products or “promote” sports teams. Media uses these stereotypes to “entertain” people.

Is media all bad? No, it’s fun to watch movies and TV. It’s fun and interesting to play video games, read magazines, and surf the Internet. One can learn from and be entertained by media.

Fortunately, you can think about what you are looking at and make your own decisions about media images. You can say to yourself, “Is this true?” You are learning about the real consequences of alcohol and drug use.

The opposite of stereotypes are role models. Role models are real people either in your life or in history. People like [provide examples from your Tribe/community] can be role models, or your parents (even your brother or sister!) can be role models. Role models are real people who help us deal with the real world. From role models, we can learn about our history and our culture and ourselves. We’ll learn more about role models in our next chapter.

**Ask participants to create an advertisement for themselves, their family or the [XX] Tribe.**

**Ask participants to write down words that describe the [XX] Community.** Later can create a Wordle using these qualities.

**METHAMPHETAMINE USE**

The next drug that we will be addressing is methamphetamine. Before we look at the handout, let’s see how much you already know about methamphetamine.

**What is methamphetamine?** *(Allow for responses.)*

Methamphetamine is a stimulant that affects the central nervous system. It is a white, odorless, bitter-tasting powder that can be smoked, snorted, injected or swallowed. It alters mood in different ways, depending on how it is taken. Immediately after smoking or injecting the drug, the user experiences an intense rush that lasts only a few minutes. Snorting or swallowing the drug produces euphoria – a high but not an intense rush.

**How is methamphetamine made?** *(Allow for responses.)*

Methamphetamine can be made with inexpensive over-the-counter ingredients, so methamphetamine users and sellers are often able to create “meth labs” in their homes. The chemicals used to make methamphetamine are lethal and very toxic, and include battery acid, drain cleaner, lantern fuel and antifreeze.

**Is methamphetamine addictive?** *(Allow for responses.)*

Methamphetamine is a highly addictive and very potent drug. Smoking methamphetamine leads to a very fast uptake of the drug in the brain, which in turn increases the chance of addiction and negative health consequences. Methamphetamine most often is used in a “binge and crash” pattern. Because the pleasurable effects of the drug disappear quickly, users try to maintain the high by taking more of the drug. In some cases, abusers binge so much they do not eat or sleep for several days.

**What are some long-term effects of methamphetamine use?** *(Allow for responses.)*

• Tolerance and psychological dependence cause an increased need for more of the drug in order to experience the expected high.

• Overdose or long-term use can result in paranoia, delusions and/or hallucinations.

• Changes in brain structure and function

• Psychotic symptoms can sometimes last for months or years after methamphetamine use has ended.

• Changes in brain structure and function, causing emotional and cognitive problems.

• Severe dental problems and weight loss.

• Increased risk of stroke can lead to irreversible damage to the brain.

➔ HANDOUT: Methamphetamine

*Distribute handout and briefly discuss.*

**Would we want to take methamphetamine on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**Do I want methamphetamine to be a part of my life’s journey?**

*Allow participants to think about this question, and then ask for a few responses to the question, and the reasons behind their response.*

**CONCLUSION**

➔ HANDOUT: What did you learn?

**Using the Four Seasons, what could we say that we have learned in this chapter?**

*Distribute the handout and encourage the participants to write what they have learned.*

If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:

• **Mental**: We learned about the importance of critical thinking when reading, watching, or learning from others about [XX] and other Native people.

• **Spiritual**: We learned that our beliefs and understanding of [XX] values can help us to cope with misguided perceptions about the [XX] way of life and culture.

• **Physical**: We learned ways to be active in changing stereotypes and how to identify when stereotypes and exploitation of Native people occur.

• **Emotional**: We learned how to cope with stereotypes, and learned healthy ways to regard the portrayal of [XX] and other Native people.

*Allow participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter?**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

**CULTURAL ACTIVITIES / FIELD TRIPS**

Contact person(s) for field trip(s):



**chapter 4**



**chapter 4**

**Community Help and Support**

**HELP ON THE JOURNEY**

Participants learn about the importance of community, how they are a part of many communities, and the importance of giving back to their community. Youth learn how to identify where they can go for help in their own community. Participants also learn about what it means to be a mentor and how they can become mentors for those around them. Information about club drugs and stimulants is also included.

**GOALS**

• To learn the importance of community

• To learn how you are a part of many communities

• To learn the importance of giving back to your community

• To learn what a mentor is

• To learn how you can become a mentor

• To learn about protocol in your community

• To learn about the harmful effects of club drugs and stimulants

**Possible Chapter Activities**

Assisting with community event

Food preparation (salmon and clam bake, bread in sand, Goeduck chowder)

Gift preparation (collecting cedar, making baskets, beading, carving)

Collecting traditional recipes from family, friends, Elders

Working on a restoration or other community project

Visiting community offices (HR, Food Bank, etc.)

Attend Tribal government events; visit Tribal Court and public hearing meetings

Go through a list of Tribal Resources

Sitting in on Tribal Director’s meeting and/or Tribal Council meeting

Visit Tribal Archives

Plan a community event – which includes learning about what it takes financially and the volunteers needed to make event happen.

Bonding activities, icebreaker and ‘get to know you’ games.

Interview someone important in the community about how they successfully coped with a tough time

Go around the community and take photos of tribal services and the community in general

**INTRODUCTIONS**

Cultural Story and /or Invited Speaker

So far, we have talked about the canoe journey and the part or role that you play on the journey. Now we’re going to talk about others who are in the canoe with you, who is pulling along with you and helping you out on your journey.

**In the [XX]language [XX] is a term meaning ‘canoe partner’**. **Why is it important to think about who is in the canoe with us? Why is it important to think about who we choose as friends?**

*Generate responses and write them on the board.*

List should include:

• There will be problems if you don’t like others on the trip.

• If you don’t like them, you won’t work well together.

• If you don’t like them, you won’t enjoy the journey.

• If you don’t like them, you might get into an argument with them.

• You don’t always get to choose who is in the canoe.

**Why are others important on a canoe journey?**

*Generate responses and write them on the board. “Clear heart, clear mind” needed when pulling in a traditional canoe. Attitudes must be positive and protocols followed.*

List should include:

• Others can help us.

• It takes others to complete a long canoe journey.

• Others can be companions.

• Others can provide encouragement.

• Others may have skills that you don’t have.

• Others may be able to guide the canoe.

• Others are needed in dangerous situations.

In thinking about people you may want to have on your life journey, we are going to discuss:

• Family/Extended Family

• Community

• Mentors

**FAMILY SUPPORT**

The traditional [XX] teaching says that family is the primary source of support. In the past, family and extended family were so important that they were considered critical to survival. As you may know, Native families tend to extend beyond the nuclear family of parents and children. The extended family usually includes grandparents, aunts, uncles, cousins and even friends. Extended family members share the responsibility for the whole family. These large families provide social, financial and emotional support. The family also shares in the care of the children and helps in times of crisis.

**This teaching shows just how connected people are and how important family is.**

**TRIBAL SUPPORT**

Members of a tribal community work closely together for the good of the community. The tribal community is thought to be a large family where everyone is considered a relative, to a greater or lesser degree.

**[YOUR TRIBAL/COMMUNITY] VISION & MISSION STATEMENTS**

**Vision Statement**

[Insert your vision statement here if appropriate]

**Mission Statement**

[Insert your mission statement here if appropriate]

*Ask youth how this supports the idea of community.*

**CANOE FAMILIES**

Many of the participants on canoe journeys are related to one another but there are also others on the journeys that are from other families. Yet they call themselves “canoe families.”

**Why do you think that they would call themselves “canoe families?”**

*Allow for responses.*

The point is that they work together as a loving and supportive family would.

**The Canoe family embraces everyone on the journey.**

Talk about how important it is to be in the canoe, being prepared – your physical, mental, emotional, spiritual states. You need to get yourself in the healthiest place you can be so you can help strengthen others. The importance of positive attitudes and being the right frame of mind before you enter the canoe. That’s a protocol – a belief.

**[XX] Language examples of encouragement:**

**[Provide appropriate examples in the appropriate language]**

**Discuss the importance of canoe practices. Why do you think practicing is important?**

*Allow for responses.*

Canoe practice is a place to learn about the importance of teamwork, where one learns responsibility. Regular participation in canoe practice is important to build up the physical stamina and strength but also to build the emotional, mental and spiritual healing and strengthening being in the canoe can bring.

Canoe practice is a place to learn about the importance of teamwork, where one learns responsibility. Regular participation in canoe practice is important to build up the physical stamina and strength but also to build the emotional, mental and spiritual healing and strengthening being in the canoe can bring.

**COMMUNITY SUPPORT**

We can think about who is with us on our life journey in terms of our “community.” Community can mean a lot of things.

**Who would you include in the community of people on a canoe journey?**

*Generate a list of responses and write them on the board.*

The list should include:

• Pullers

• Skippers

• Ground Crew

• Support Boats

• Singers & Dancers

• Tribal Officials

• Tribal Staff & Community Support

• Cooks

• Elders

• Extended Family

**Why are all of these parts of the community important for the canoe journey?**

*Allow participants time to respond.*

**COMMUNITIES AROUND YOU**

**Can you think of some different communities you are a part of?**

➔ HANDOUT: The Communities Around You

*Distribute handout. Write the word “community” in the center of the board. Write the responses around it.*

The following is an example of how the illustration should look.

**THE COMMUNITIES AROUND YOU**

SCHOOL, FRIENDS, CO-WORKERS

TRIBE, GOVERNMENT, LAWYERS

NEIGHBORHOOD

ELDERS, YOUTH COUNCIL MUSIC

FAMILY

CHURCH

MUSIC

SPORTS, CLUBS TRIBAL PROGRAMS

(YOUTH DEPT, WELLNESS)

TRIBAL PROGRAMS

**COMMUNITY SKILLS**

*Play the web game activity using yarn to show why connections are imports.*

In each of these communities, there are certain things you need to know in order to do well in that community; certain skills that help you get by in that community. For example, at school, you need to know how to get there on time, how to talk with your teachers, and lots of other things in order to do well.

**Can you think of other things you need to know or skills you need to have in order to do well in school?**

Write down responses next to the appropriate word.

**THE COMMUNITIES AROUND YOU**

SCHOOL

(get along with teachers and students, make good grades, participate in school events, etc.)

FAMILY

CHURCH

CLUBS

FRIENDS

SPORTS

MUSIC

NEIGHBORHOOD

ETHNIC GROUP

Have you ever noticed that in order to do well in a community, you have to know the language of that community? Have you noticed that the language for one community may not be the same for another community? For example, the language you use with your friends may be quite different from the language you use at home, at school or in church. When you do this, you are displaying skillful behavior in different social situations.

**What are other things you need to know or skills you need to have in order to do well in other communities?**

*Allow for responses.*

There are even differences between local Tribes – for example, coastal Tribes can have different beliefs and ways of doing things than Puget Sound Tribes. This is an excellent example of how you can need to use different skills when in communities that at first may seem like they would be the same.

**COMMUNITY SUMMARY**

Knowing how to do well in different communities is really important for our life journey because it gives us the chance to take something from each of these areas. Making the journey alone would be really hard, so it is important to know how we can draw something from each of these communities so that we can make the journey easier.

**TEACHINGS & GENEROSITY**

• Learn about related protocols in the community.

• Honoring the earth.

• Respecting and appreciating resources.

• Honoring our Elders, (served food first, reserved seating).

• Provide for Elders in community (sharing of fish, clams, firewood).

**Have activity where youth are taught a skill by Elders and then have event where youth gift and serve the Elders in return.** Mentors can ask youth what they want to learn to make, and then have the youth make that item for the Elders.

**MENTORS INTRODUCTION**

Now going back to our canoe journey, we are going to get more specific and talk about the actual person paddling next to you or in front of or behind you in the canoe. When you think about whom you want in the canoe with you, you might think of a lot of people. You might think of your friends because you have fun with them and trust them. We will also talk about older people that you might want paddling with you or helping to guide your canoe.

**Who else might you like to have in the canoe with you besides your friends?**

*Allow participants to respond.*

**Is there any reason that you may want Elders on the journey with you?**

*Allow participants to respond.*

**Does anyone know what a mentor is? What are the things that a mentor could do for you?**

*Allow participants to respond.*

List may include:

• Someone who cares.

• Someone you trust.

• Someone you respect.

• Someone who is an authority.

**In what ways are mentors similar to teachers and Elders?**

*Allow participants to respond.*

List may include:

• Someone who can guide you.

• Someone who can teach you important life skills.

There are some differences among teachers, Elders and mentors but there are many more similarities.

Many traditional Native Americans/[XX] people believe that Elders are to be honored and respected because of the lifetime’s worth of wisdom they have acquired.

**SELECTING A MENTOR**

**Who is, or who could be a mentor to you?**

*Write responses on board. Make sure to raise the issue of trust and how you know how to trust an older person.*

List may include:

• A teacher

• A counselor

• A pastor or minister

• A parent or friend’s parent

• A relative

• An elder in the community

• A coach

• Another student

• A friend

• A Skipper

**MENTOR ATTRIBUTES**

**So what are attributes of a good mentor? How would you like your mentor to be?**

List may include some of the following:

• Has wisdom, understanding and experience.

• Is a good listener.

• Understands the person’s beliefs.

• Possesses and uses faith.

• Is comfortable to be around.

• Is good-natured and happy.

• Possesses self-confidence.

• Is patient, honest, trustworthy and caring.

• Has a loving, caring attitude.

• Is supportive and encouraging.

• Gives honest feedback.

• Sets high standards.

• Shows confidence in you.

We can see by this list that one mentor might not do everything for us. We can have different mentors who guide us in different areas of our lives. Just like there might be someone who is better at navigating the canoe, someone who is an expert in organizing the journey, or someone who is better at guiding the crew through rough waters. We can have many mentors who mentor us in different areas.

*Give examples (e.g., a teacher who discusses your future educational goals, a coach that works with you on your skill in a sport, an aunt or an uncle who is there to listen to you).*

**BEING A MENTOR**

Mentors can be older but you can be a mentor regardless of your age.

**Who could you mentor?**

*Write a list of responses on the board.*

List may include:

• Friends

• Younger relatives

• Fellow classmates

• Team mates

• Neighborhood children

**MENTORING**

➔ HANDOUT: Mentoring

*Distribute handout.*

Write down what you would like a mentor to do for you. This will help you to think about who might be good mentors for you. Then write down what you might do to mentor someone.

**In what ways can you be a mentor? Or, what qualifications do you have that would make you a good mentor to someone?**

You can also write down whom you would like to mentor at the bottom.

*After participants complete the list, have them share some responses.*

List of responses could include:

• Be a good listener

• Be supportive

• Serve as a role model

• Teach the skills that you know

People in the community are watching you and therefore you are mentoring people you don’t even know. When you are genuine in helping your community, people notice. You serve as an example. Adults and staff are mentors all of the time, on or off the clock.

**CLUB DRUGS**

The next drug that we will be addressing is club drugs. Before we look at the handout, let’s see how much you already know about club drugs…

**What is a club drug?** *(Allow for responses)*

The term “club drugs” is a term used for illegal substances, that are usually found at nightclubs, bars, and raves (all night dance parties). These drugs can either be stimulants, depressives or hallucinogens and are smoked, snorted, injected or swallowed.

**What are some of the common club drugs?** *(Allow for responses)*

MDMA or Ecstasy, Ketamine, Rohypnol, GHB

**What is a date rape drug?** *(Allow for responses)*

A date rape drug is a drug that is usually a depressant or sedative – it makes people feel relaxed calm and or drowsy (similar to alcohol), which in turn can make them more vulnerable. GHB and Rohypnol are two drugs that are commonly linked with date rape.

➔ HANDOUT: Club Drugs

*Distribute handout and briefly discuss contents.*

**STIMULANTS**

Before we look at the stimulant handout, let’s see how much you already know about stimulants.

**What are stimulants?** *(Allow for responses)*

Stimulants are chemicals that speed up activity in the brain and increase heart rate. At the same time, the drug is narrowing blood vessels that are trying to handle the additional flow of blood, thus reducing the flow of blood and oxygen to the heart. Common stimulants (amphetamines, methamphetamines, cocaine, crack) Can be sniffed, smoked, injected or swallowed.

**How do stimulants make you feel?** *(Allow for responses)*

Increased alertness, increased energy, euphoric feeling, decreased appetite, sleeplessness, confidence, anxious.

**What are some negative effects of stimulants?** *(Allow for responses)*

Addiction, heart attacks, strokes, loss of coordination, irregular heartbeat, delusions, liver, kidney and lung damage, respiratory problems/failure.

➔ HANDOUT: Stimulants

*Distribute handout and briefly discuss.*

**Would we want to take club drugs or stimulants on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**Do I want club drugs, stimulants, or other similar drugs to be a part of my life’s journey?**

**Invited speaker** – talk about their experience or an expert who could discuss the dangers of club drugs and possibility of date rape.

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons, what could we say that we have learned in this chapter?**

*Distribute the handout and encourage the participants to write what they have learned.*

If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:

• **Mental**: We learned about the importance of community. We learned about the communities around us. We considered how we can be a part of many communities. We examined what makes a good mentor and how we can become a mentor.

• **Spiritual**: We learned that working together in a community can help us with our spiritual journey through life. We learned that we are all on a spiritual journey and having others alongside of us makes the journey more meaningful.

• **Physical**: We need to become physically involved in our communities by getting out and participating. We learned how we can benefit from having many communities.

• **Emotional**: We learned how being a part of communities helps us to feel supported and cared for. We, in turn, can be supportive and caring to others. We considered how a mentor can contribute to our emotional well-being. Having someone to turn to can be very comforting.

*Allow participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter?**



**chapter 5**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

n

n

n

**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

n

n

n

n

n

n

n

n

**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 5**

**Moods and Coping with Emotions**

In this chapter, participants learn about different emotions and positive and negative self-talk. They also learn about depression and suicide, how to cope with negative emotions and difficult situations, and how to find a safe person or place to express emotions. Information about inhalants is also included.

**GOALS**

• To learn about human emotions

• To learn about the relationship between thoughts, feelings and actions

• To learn about the signs of depression and suicide

• To learn about ways to cope with negative emotions

• To learn about ways to seek help for you or someone you care about

**Invite an Elder or community member in to share a story** about how they got through a tough time in their life. Example could be the outpouring of love and concern at funerals.

Have youth interview an elder or mentor.

**CANOE THEME**

**Going back to the canoe journey, how important do you think it is to have your emotions in control on a canoe journey? What do we mean by emotions?**

*Allow for responses.*

• List of emotions to control on the Journey might include: If people get depressed, they won’t be very helpful

• Arguments and fights might break out

• A person’s fear of water might interfere with being on the canoe

• Negative emotions may interfere with progress on the journey

• Share the role of the skipper and how one person’s emotions can be felt by the entire canoe

➔ HANDOUT: Ten Rules of the Canoe

*Distribute handout and briefly discuss.*

**Can you think of how the Ten Rules of the Canoe might apply to this chapter on emotions?**

*Allow for responses.*

All humans are emotional beings. We all have a number of emotions we deal with on a regular basis. Let’s try to name as many as we can.

*Ask the participants for a list of emotions and write it on the board. Participants typically think this is an easy task but soon find that it is harder than they think. Share the Face Expression handout with sample emotions.*

There are many ways that people act and feel with different emotions.

**How do you behave when you are happy?**

*Generate a list.*

**Where do you feel it in your body?**

Generate a list.

**How do you behave when you are angry?**

*Generate a list.*

**Where do you feel it in your body?**

*Generate a list.*

**How do you behave when you are sad?**

*Generate a list.*

**Where do you feel it in your body?**

*Generate a list.*

The point is that we behave in different ways depending on the emotion. We also feel differently depending on the emotion we are feeling AND we actually have distinct bodily reactions (or physiological reactions) depending on the emotion we are feeling.

All emotions are OK, but some behaviors as a result of emotions are not.

WHAT CAUSES EMOTIONAL REACTIONS

Emotions come and go but what causes that to happen?

Allow for responses.

Emotions are reactions to events that happen in the outside environment (e.g., a death in the family, a relationship break up, the birth of a child, a slap in the face).

OR…emotions can be reactions to events that occur inside of us. In other words, a person’s own thoughts, behaviors, and physical reactions can cause emotional responses to occur.

ANGER

Anger is an important emotion to examine because it alerts you that something might be wrong and has the potential to create a lot of problems.

If you were a person who loses your temper often and acts out aggressively when you are angry, how long would you last on a canoe journey?

*Allow for responses.*

Comment on how losing one’s temper could be disruptive on a canoe journey.

Is there anything wrong with feeling anger?

No, anger is a normal, natural emotional response to being hurt, frustrated or feeling disrespected. There is nothing wrong with feeling anger but it becomes problematic if we deal with it in unhealthy ways.

UNHEALTHY ANGER RESPONSES

• What are two unhealthy ways that many people deal with anger?

• They stuff or repress their anger (What does that mean? How does that feel?)

• They act out by becoming violent

Why is stuffing or repressing our anger unhealthy?

*Allow for responses.*

It is not healthy to hold anger in or pretend that we are not feeling angry. Stuffing our anger is a problem because it means that we are denying our feelings. In some individuals, it can lead to depression. Some individuals keep thinking about what makes them angry and it builds up until they explode.

Why is violence not a healthy way to deal with our anger?

*Allow for responses.*

Anger is an emotion and violence is an inappropriate way to deal with anger. When we act out our anger aggressively, there is a risk of harm to self and others.

APPROPRIATE RESPONSES TO ANGER

We need to learn to direct our anger in appropriate ways.

The first way to learn to deal with anger is to recognize when you are feeling it.

How do you feel when you are angry? Where do you feel it in your body?

*Allow for responses.*

Possible answers:

• Tension in neck, chest, arms, legs, face and stomach

• Heart starts pounding

• Breath faster

• Blood rushes to your face

Let’s say that you are in a situation where you find that you are angry. What should you do?

There are many effective ways to deal with your anger and the following are just a few of those ways:

• Count to 10. Many people dismiss this simple way to deal with anger but it actually works because it distracts you from your anger. It is difficult for any of us to concentrate on two things at once. When you are thinking about something as simple as counting, you stop thinking about what is making you angry.

• Reason with yourself. The way you do this is to talk yourself out of being upset. So you ask yourself questions to determine if your anger is worth an aggressive action.

• You might ask:

– Is the matter worthy of my continued attention?

– Am I justified in feeling the way I do?

– Do I have an effective response?

• Time-out. Leave the situation until you can calm down.

• Learn to direct your anger appropriately to the appropriate person by using assertiveness skills.

• Assertive behavior can help stop aggressive behavior.

• You state how you feel and then express what you need.

– I feel angry that…

– I would like…

• If you can’t talk to the person who you are angry with, talk to a friend or therapist about your anger.

Can you think of other ways to deal with out-of-control anger?

*Allow for responses.*

Knowing what we are feeling and thinking and having strategies for dealing with our out-of control behavior can be very helpful in coping with anger and other feelings.

MAKING MISTAKES

When we make a mistake, we can think many different thoughts about ourselves, both positive and negative.   
“Oh, I’m so stupid, I never do anything right.”

“Well, that was a mistake but everybody makes mistakes so that’s ok, at least now I will know what I should do next time.”

The point is that thoughts, feelings, and actions are related and we can make the decision to change our thoughts so that we can think more positively and feel better in our lives.

DEPRESSION

Now I would like to talk about a problem that affects a lot of young people: depression.

What kinds of events bring out sadness or a depressed mood in us?

• Death

• A sad movie

• Someone else’s sadness

• Addictions

• A relationship breakup

• Friend problems

• Moving away

• School

• Trying to get a job

• Being broke/in debt

• Physical illness

• Self esteem

• Helplessness

**How do you know if someone is depressed? What is their behavior like?**

*Allow for responses.*

Let’s look at some of the typical symptoms of depression.

➔ HANDOUT: Symptoms of Depression

*Distribute handout and read its content.*

You’re probably thinking, “Hey I have some of those symptoms, I must be depressed.” All of us get some of these symptoms sometimes, but that doesn’t necessarily mean that we are depressed.

To be diagnosed as having clinical depression, you must experience at least five of these symptoms for more than two weeks. And if you find that you have five of these symptoms for more than 2 weeks, you should seek help (e.g., talk to a doctor, mental health professional, parents, a teacher or a mentor).

**All of these symptoms are uncomfortable, but which of them can be life threatening?**

• Thoughts of death and suicide

Sometimes when people feel sad, they may think that life is hopeless or not worth living.

**SUICIDE DANGER SIGNS**

**How would you know if a friend wanted to kill him or herself?**

*Allow for responses.*

➔ HANDOUT: Suicide Danger Signs

*Distribute handout and read the danger signs. Generate discussion.*

**WHAT TO DO?**

**If you see a friend displaying any of these behaviors, what should you do?**

*Have the participants generate a list of things to do.*

List may include:

• Tell a teacher or counselor

• Tell a medical professional

• Tell a parent, or mentor

• Call a crisis line *(list them on a board or in a handout)*

• Go with them to get help

**Remember:** Suicide is a permanent solution to a temporary problem, and there are a lot of things that can be done to solve the problems that are making the person feel hopeless.

**SELF-MEDICATING BEHAVIOR**

We have spent a good deal of time talking about negative emotions and how to identify them. Now let’s talk about things that we can do to cope with negative feelings and emotions.

Some people might choose **self-medicating behavior**.

**Does anyone know what self-medicating means?**

*Allow for responses.*

This means using drugs or alcohol as a way to cope with the negative emotions we are feeling.

For example we might….

• Drink alcohol to deal with the pain of a parent’s divorce

• Smoke weed to try and relieve loneliness

• Get high to feel good and forget

• Is this an effective way to deal with our feelings? Can anyone think of why this might not be a good solution to our problems?

• Allow for responses and create a list.

• The list might include:

• Not a real solution, ‘problems’ still exist

• Stunts emotional maturation

• Don’t learn healthy/productive coping behaviors

• Could become dependent on alcohol/drugs

• Drugs/alcohol can make things like depression worse

Trying to avoid feelings by using alcohol or other drugs is tempting, but ultimately accepting and feeling the sadness (or any other negative emotion) is the only way to get through the experience.

**CHANGING OUR ACTIONS**

We have talked about coping behaviors that might have consequences we don’t want.

Now let’s talk about what we can do to change our actions in other ways to help cope with situations where we feel sad, angry or anxious.

Besides changing our thinking, we can also change our actions as a way to cope with situations where we feel sad, angry or anxious. Sometimes, there is something wrong with the situation. We can think about what we can do to change the situation.

Our mind or thoughts affect our brain, which trigger a physical response. When we have negative thoughts or feelings, studies have shown that these emotions will only last seven minutes. If we can find a way to distract or change the scene or situation, or by taking a time out, this will help ease these emotions. Can you think of other effective ways of changing the scene or taking a time out?

**Use XX quote about change.**  
 Share how during Canoe Journey the group comes together in a talking circle to address or “make things right.” The “family” talks about it, identifies the issue and resolves it. Sometimes people need to ask forgiveness for their actions.

What does this [XX] belief say about change?

Allow for responses.

**Invite [appropriate people from community] to discuss traditional ways of coping with difficult emotions.**

Example: [Provide example of traditional coping practices].

Look into archives or ask an elder about [traditional ways of coping with challenge].

If possible make a small basket, necklace or other traditional cultural project.

Could include seven beads to remember the seven minutes needed to work through an emotion.

**KEEP LIFE IN BALANCE**

Remember that many people believe that in order to be well we must maintain balance in our lives:

spiritual, emotional, physical and mental.

We can actually start feeling depressed or sad when our life gets out of balance. This happens if we have nothing to do or when we are too busy. Sometimes we can start feeling sad or depressed just because we aren’t doing many fun activities or getting together with friends to do positive things.

**EXERCISE**

Exercise is one great way to change your mood and feel better again. When you exercise, you not only have something to do, but you also help your body stay healthy. Exercise also releases chemicals in the brain called *endorphins*, which are natural mood enhancers; that is, they make you feel happier.

Exercise should be fun!

*Have the participants generate a list of fun ways to exercise and write them on the board.*

Things to keep in mind about exercise:

• It’s best to have more than one type of exercise, so that if something gets in the way of your regular exercise (like it’s raining too hard to hike) you can do something else easily.

• When you first start exercising it’s sometimes not as fun as it will be later. Give it a little time, start slow, and don’t expect to be perfect.

• Adding exercise to your lifestyle can be one of the best things you ever do because you will be strengthening your body as well as helping your mood.

• And later on you can use exercise to cope even in situations where you really can’t fix the problem.

**RELAXATION**

OK everybody – let’s see what it feels like when our body and muscles are tense.

*Have participants tense up their muscles (hunch shoulders, clench fists, etc.).*

**When have you noticed that you feel this way?**

*Allow for responses.*

When people get upset, so do their bodies. When a person gets upset or angry, changes in his body lead to an increase in heart rate, tense muscles, sweating, etc.

Learning to relax can help you be aware of the tension in your body and help you control and calm down your breathing, heart rate and muscle tension. Relaxation exercises can also help you deal with negative thinking and feelings.

Deep breathing is just one relaxation technique. You can use deep breathing for practice or for daily stress relief by doing it for about 10-15 minutes.

*Do one of the next two exercises, either the deep breathing or mindfulness.*

**DEEP BREATHING**

Doing deep breathing is a great way to relieve stress.

Find a comfortable room and a comfortable chair to sit in. Place yourself in a comfortable position. Arms and legs should be uncrossed. Hands should rest on the stomach.

Breathe in through your nose for a count of four, filling your stomach with air. Place your hands on your stomach region and notice your stomach expand. This means that you are breathing much deeper breaths.

Exhale the air slowly through your mouth for a count of six.

Do this about 10 times when you are trying to calm down.

**MINDFULNESS**

There is another strategy that can be used to cope with negative feelings and thoughts; it is called “Mindfulness.”

Mindfulness is a strategy used to experience and observe exactly what is happening in the moment. The idea is to focus the mind and awareness on the current moment’s activity. Achieving such a focus requires constant control of attention.

It is helpful because many times our minds are preoccupied with worries, so much so that we become tense and anxious. Mindfulness allows you to take a break from those worries.

**M&M EXERCISE**

We are going to do an exercise that will help us practice mindfulness. I am going to give you one M&M (with peanuts) to eat.

*(If any of the participants can’t eat peanuts, have something else available to do the mindfulness exercise.)*

I would like you to eat the candy differently than you may be accustomed to eating it. I want you to place it in your mouth and be mindful or aware of the experience of eating one M&M. When you place it in your mouth, be aware of the movement of placing the candy in your mouth and observe how it feels in your mouth, what it tastes like, and maybe even your emotional response to it. I would like you to eat it very slowly, being aware of everything that is happening as you are eating it. You may even peel the crunchy layer off of the top and be aware of how the crunchiness feels in your mouth. Observe and be aware of the smoothness of the chocolate inside the shell. Observe and be aware of how it tastes and feels in your mouth. Then, after you have eaten the chocolate, experience the sensations involved in eating the peanut inside. And as you are doing all of this, breathe gently and deeply.

Close your eyes and place the candy in your mouth.

**So what is it like to eat an M&M mindfully?**

*Encourage several responses.*

**When you were eating the M&M, how much time were you able to spend thinking about other things?**

*Allow for responses.*

So can you see how using mindfulness can give you a little rest from your anxieties and worries?

*Note: You can choose to use any type of food to do the mindfulness exercise. You can also choose to do any other activity that involves using one of the five senses.*

**CAN’T CHANGE A SITUATION**

**What if you have a situation you can’t change? How does this make you feel?**

*Allow for responses.*

This can often be the case when you lose or are losing someone because they have died or are dying, your parents divorce, you have to move, or if you decide to end a friendship.

**ACCEPTANCE**

In these cases, sadness and grief are natural, and it’s impossible not to experience these feelings. It’s hard to believe but acknowledging and accepting feelings of sadness, pain and grief, even though it’s very difficult, is the only thing that will make you feel better in the long run.

*Discuss the Four Faces of Loss: Disbelief, Anger, Sadness, Acceptance. This resource can be found online through a Google search.*

You can’t keep your parents from divorcing, but you can:

• Do things to improve your relationship with your parents and find ways to see each of them.

• You can understand that what’s happening in your family is not your fault.

• You can understand that it has to do with the adult relationship and not with anything you did or didn’t do.

**SOCIAL SUPPORT**

Another thing you can do is to continue to keep in touch with your family, friends, and the adults in your community. Use your supports even if you don’t always feel like it.

*Discuss importance of community and refer youth back to what they learned in chapters 3 (Who I am) and 4 (Community Help and Support).*

**OTHER COPING STRATEGIES**

**What are some other activities that can help you cope with sadness?**

The list should include:

• Talk to a friend

• Read a book

• Take a bubble bath

• Listen to a favorite song

• Take a walk

• Do some shopping; buy something that you have wanted

These are important to do even when you don’t feel like it.

**EXPRESSING YOUR FEELINGS**

**What are some ways to help you express your feelings and keep from becoming overwhelmed?**

*Generate a list. The list should include:*

• Writing about what’s happening in a journal or a poem

• Drawing or painting pictures about what’s going on

• Sing, drum, dance or pray

**INCREASE INVOLVEMENT**

Increasing your involvement with family and community helps provide support in stressful times. Enjoy pleasurable activities with them. Putting some regular coping skills like exercise or meditation into your routine can also help with almost any problem that comes up in your life.

All of the strategies that we have talked about will help with depressive feelings and grief but they can also be useful in dealing with anger and stress.

Going back to **The Ten Rules of the Canoe** handout, let’s look again at how the rules might apply to this chapter on emotion.

*Review the handout and discuss.*

**INHALANTS**

The next drug that we will be addressing is inhalants. Before we look at the handout, let’s see how much you already know about inhalants…

**What are inhalants?** *(Allow for responses)*

Inhalant use refers to the intentional breathing of gas or vapors with the purpose of getting high. Inhalants are legal, everyday products that have a useful purpose, but can be misused. Some common products inhaled include: spray paint, liquid correction fluid, hair spray, paint thinners, felt-tip markers, glues and adhesives, fabric protectors, acetone products, carburetor cleaner, gasoline, and propane gas. There are literally thousands of products that can be inhaled.

**What are the risks of using inhalants?** *(Allow for responses)*

• Inhalants can damage the brain, heart, liver, kidneys, blood, bone marrow and other organs.

• Inhalant use may cause violent behavior, unconsciousness, and even death.

• Inhalants can product heart failure.

• Inhalants kill brain cells. Result: permanent personality changes, memory impairment, learning disabilities, loss of coordination, slurred speech, tremors and uncontrollable shaking.

• One in ten users will not survive the first time experience.

• Repeated use of spray paint as an inhalant can cause lung damage.

• Inhalants can cause damage to nerves in the back and legs causing polyneuropathy (lack of feeling).

**Are inhalants addictive?** *(Allow for responses)*

Yes, inhalants are physically and psychologically addictive, and users suffer withdrawal symptoms.

➔ HANDOUT: Inhalants

*Distribute handout and briefly discuss contents.*

**Would we want to take inhalants on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**“Do I want inhalants to be a part of my life’s journey?”**

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:

• **Mental**: We learned about the relationship between thoughts, feelings and actions. We learned how to know when someone is suicidal. We learned how to cope with negative thoughts. We learned how we can be in control of ourselves.

• **Spiritual**: We learned about depression and its symptoms. We examined how to help someone who is suicidal. We learned that if we remain spiritual, it will help us control our thoughts and feelings.

• **Physical**: We examined how depression can affect us physically. We learned that there are things we can do to change our moods, such as exercise, relaxation and meditation, changing the scene and accepting the emotions.

• **Emotional**: We learned that we can control our thoughts, feelings, and actions. We learned that we can interpret situations in life in different ways. We learned that interpreting events in a more positive light can help us with a depressed mood.

*Allow the participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter?**

n

n

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**chapter 6**

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

n

n

n

n

n

n

n

n

**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Notes:

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**

**Note to Facilitator(s)**

*The following suicide prevention and intervention chapters are important to the HOC curriculum. Although our intent is to focus on strength and hope, the topic is still very sensitive and can be difficult to facilitate. Some participants (and adults) may have had experience with suicide in their family, community, or personally so they may be especially sensitive to the discussions. Here are some suggestions to assist you in feeling prepared – please see the training manual for a more complete list.*

* *Be sure to carefully and thoroughly review both chapters before working on them with the participants – the more familiar you are with the chapters the easier it will be to facilitate the difficult parts.*
* *Send a letter home to parents/guardians explaining the two chapters, how it will be facilitated (strengths based) so participants’ families are aware that the sensitive topics are being discussed. A sample letter is in the appendix of the training manual.*
* *If any of the materials is confusing or makes you very uncomfortable, work with your co-facilitator ahead of time or another team member to become more comfortable in preparation for discussions with the participants.*
* *Review the suggested videos or those you might find on You Tube in advance so you know what to expect when they are shown.*
* *Be aware of local and national resources so that you can direct individuals to them if needed.*
* *If you have mental health counselors available to you, it might be helpful to review the two modules with them to give you pointers and answer questions you may have.*
* *If you have mental health counselors available and it is comfortable for everyone, you can invite the counselor to be present during the sessions focused on suicide awareness and prevention to provide support, answer questions, and let participants know that resources are available to them if needed.*
* *Be flexible with the timing of the two suicide chapters. If participants are beginning to feel overwhelmed by the topics you may need to discontinue the discussion and take a break – do a physical activity inside or outside, have a snack, engage in a cultural activity, go for a walk, etc. It may be that more breaks than usual are needed so that participants can work with the materials – therefore it is likely that it will take a number of sessions to complete the two chapters.*
* *Have hands on activities available to the participants during these discussions – stringing beads, working with play dough, etc.*
* *While facilitating these two chapters on suicide, you may want to refer back to the previous chapter on Moods and Coping with Emotions where there are some relaxation/mindfulness exercises that can help participants navigate the difficult emotions and/or distress that may arise.*
* *Check in with yourself regularly during these sessions to make sure you are feeling grounded and positive – if you are feeling overwhelmed, take a break and do another activity with the participants.*



**chapter 6**

**Staying Safe: Suicide Prevention**

The focus of this chapter is to talk about suicide prevention and what that means. Participants will learn what increases and decreases the chance of suicide (in themselves and others) and will learn how to help themselves and others stay safe. Participants will find out about local resources and also talk about what role alcohol and drugs play in increasing the risk of suicide.

**GOALS**

* To learn about suicide prevention
* To learn about risk and protective factors, and what decreases the chance of suicide
* To learn how to help ourselves and others stay safe
* To learn about cultural teachings that can help us stay emotionally healthy
* Find out about suicide prevention resources

**Include a story, invited speaker, and or a movie.** Example story focus: Has there been a suicide in one’s family, in the community? Were people aware of the individual’s struggles and that he/she was at risk? What impact did the suicide have on friends, family, community? What, if any, changes resulted in the community around suicide issues? For a list of suggested videos, please see training manual appendices, page 67.

**INTRODUCTION**

We are going to be talking about and learning about suicide prevention – why is this important to discuss? *[An example metaphor for this chapter could include the idea of a life preserver on a canoe journey]*

**Do you see a need for suicide prevention in your community?***Ask youth to talk about what they are seeing or hearing about in their community. Discuss and explore their level of concern.*

What is Suicide? It is when a person ends their own life before their journey is complete. It has sometimes been said that “suicide is a permanent solution to a temporary problem.”

Suicide is a major issue, particularly among youth, and even more so among American Indian/Alaska Native youth. Often those closest to those who complete suicide are unaware of the struggles the person is having. Other times they may be aware of the problem, but choose not to say or do anything about it, or they may not know what to say or do. If we are better able to identify situations that may lead to suicide attempts or death, we may be able to help prevent them from occurring.

That’s what suicide prevention is all about – becoming more aware of the risk factors (in oneself or in others) and taking steps to help the individual who is struggling – to keep them from harming themselves, and to get them the help they need to deal with the issues that are putting them at risk.

Fortunately there are a lot of resources out there that can help us prevent suicide. We are able to learn from studies that have identified things that can increase, and also decrease, the chance of suicide in someone’s life.

**NATIVE AMERICAN YOUTH AND SUICIDE**

Suicide rates among American Indian/Alaska Native people are more than double that of the general population, and Native teens experience the highest rate of suicide of any population group in the United States.

**AI/AN**

Also, the percentage of Native female students reporting suicidal thoughts and behaviors has been shown to be higher than that of White female and Native male students.

Even though there currently are higher rates of suicide in Native communities, there was never a word in our language for ‘suicide’ as it did not occur. Also understand that forms of abuse to yourself or others are not culturally acceptable (*this is important to include if it is true for your community).*

*Information about suicide rates by race/ethnicity and age group and other suicide statistics can be found in the training manual appendices, page 63.*

**WHY SUICIDE?**

**Why do you think people have thoughts about suicide or harming themselves or** ending their own life?

*Generate responses, and then discuss the following.*

* They cannot bear their psychological pain (e.g. stress, anxiety, depression, despair).
* They feel hopeless, like things will never get better
* They are experiencing self-doubt or overwhelming grief
* They feel alone, that no one can understand or help them
* They are victims of emotional abuse (bullying, cyber bullying, chaotic/violent family or community situation)
* They’ve seen friends or family members attempt suicide
* They think suicide will take away their pain
* Those under the influence of alcohol or drugs are more likely to attempt suicide than those who are not
* Some say it is an impulsive behavior, however even if under the influence of alcohol and drugs, they usually have thought about it in advance
* It’s not just a “cry for help”

**METHODS USED FOR SUICIDE**

The different methods of suicide, and availability of those methods, impacts suicide rates among different population groups, and in different areas of the world.

In the United States, firearms are the most common method of death by suicide, accounting for a little more than half of all suicide deaths. The next most common methods are suffocation (including hangings) and poisoning (including abuse of prescription medication). There are gender differences in the methods chosen to complete suicide. (*If you want to share specific statistics, see training manual appendices, page 63).* The greater availability of firearms in rural parts of the country also contributes to higher suicide rates in the rural Western states.

**LIFE PRESERVER METAPHOR**

**Using the Canoe Journey as a metaphor, what things might lead a puller to fall into the water or the canoe to capsize?***Allow time for responses. Include some of the following if participants don’t come up with them on their own.*

* If the canoe is imbalanced
* Being sick or ill
* Being under the influence of drugs or alcohol
* Being on the water too long
* Being in rough water or in a storm

**How do those in the canoe prepare in advance to avoid falling in or capsizing?***Allow time for responses. Include some of the following if not generated.*

* Practice
* Being well prepared (plan for the rocky paths or stormy seas)
* Prayer and song
* Having done all the training, building skills

**What might help them stay afloat if they fall into the water?***Allow time for responses.*

* Their life jacket or life preserver helps them stay afloat
* The people around them who could throw them a life line
* Having a support boat
* Having a rescue plan in place
* Coldwater training
* Capsize training, knowing how to turn your canoe or back up

Our goal is to help you identify risk factors in advance and develop your own “life preserver” and a plan that can help you stay afloat during your life journey, when you are navigating waves of emotion and stormy seas.

**RISK AND PROTECTIVE FACTORS**

**What is a risk factor?**   
*Allow time for responses.*

Risk factorsfor suicide refer to personal or environmental characteristics that are connected to suicide. People affected by one or more of these risk factors can have a greater chance of suicidal thoughts or behavior.

**What is a protective factor?** *Allow time for responses.*

Protective factorsare personal or environmental characteristics that help reduce the chance of suicide. Protective factors can buffer the effects of risk factors. The ability to resist the effects of risk factors is known as resilience.

*Distribute handout and discuss.*

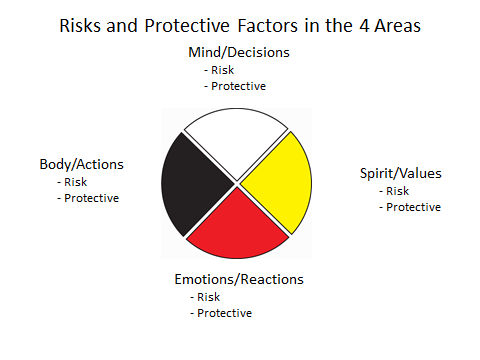
➔  *HANDOUTS: Suicide Risk Factors & Suicide Protective Factors*

There are four areas of self: Mind, Body, Spirit and Emotions. This is a Native world view. (*Refer back to the first chapter).* Each can play a role in contributing to the risk of suicide or help to protect the individual from suicide. The goal is to try to achieve and maintain balance across these four areas of self, just like you need balance in a canoe in order to keep you from capisizing. Balance is protective. When a person starts to get way out of balance, problems often begin to develop, including depression and the risk of suicide.

*Distribute next handout and discuss.*

➔  *HANDOUT: Risk and Protective Factors in the Four Areas*

**Activity:** Have participants fill out the Risk and Protective Factors in the Four Areas handout, grouping risk and protective factors into the four areas of Mind, Body, Spirit and Emotions. You could also ask them how someone they know would score on this list. Start with a celebrity, then maybe someone they know more personally. You could also do this together as a group activity.



When risk factors outweigh protective factors, people are at higher risk for suicide or suicidal behavior. Because of this, suicide prevention plans and programs are designed to reduce risk factors and enhance protective factors. The goal is to help the person achieve and maintain balance across the mental, emotional, spiritual, and physical parts of the self.

Risk factors may add together to place a person at even higher risk. The more stressful episodes and on-going life stresses that people experience, the greater their risk of suicidal behavior. Depression and drug or alcohol abuse is a particularly risky combination.

**ALCOHOL, DRUGS & SUICIDE**

Alcohol and drug use is a major risk factor for suicide. The use of alcohol and drugs is often an attempt to cope with stress and other negative feelings, such as depression and hopelessness. Substance abuse is related to suicidal thinking, attempts and deaths. It is important to pay attention to the connection between alcohol and drug use and the higher rate of suicide.

**Have you seen any connection between alcohol, drugs and suicide in your community?**

*Allow for responses and discussion.*

**Invited Speaker:** Have an Elder, mental health counselor or someone else in the community come in to speak about alcohol and drug use and its connection to suicidal behavior. Talk about why recognizing warning signs and risk factors is so important.

**SUICIDE RISK FACTORS IN NATIVE COMMUNITIES**

Studies have shown that there are some additional risk factors for suicide among American Indians and Alaska Natives that other ethnic/racial groups may not experience.

**What do you think some of these risk factors might be?***Allow time for responses and generate list. Include the following:*

**Historical Trauma**

* Cultural distress e.g., loss of cultural traditions, values, and culture
* Cultural disruption e.g., dramatic and rapid cultural changes
* Negative boarding school experience
* Assimilation and genocide infliction

**Social Factors**

* Poverty, unemployment, geographic isolation
* Discrimination
* Geographic isolation
* Cluster suicide: one or more suicides within a community can trigger additional suicides and suicide attempts, particularly among the family members and close friends of those who first took their lives.
* Stigmas attached to substance abuse and mental health disorders
* High rates of alcohol and drug use in community

**Family Disruption**

* Intergenerational trauma
* Mental, emotional, physical, spiritual abuse
* Feeling disconnected from family and community
* Being placed out of home adoption, foster care raised by extended family
* A feeling that one is of little use to his or her community or a burden to others

**CULTURE AS PREVENTION/PROTECTION**

Many of our cultural practices have also been found to reduce the chance of suicide among Native people, and Native youth in particular.

**What do you think some of these cultural protective factors might be?**

*Allow time for responses.*

* Caring family relationships
* Strong family ties
* The opportunity to discuss problems with family or friends
* Feeling connected to family, knowing your lineage
* Close-knit community e.g., village life
* Strong community connection, feeling you belong
* Positive emotional health
* Supportive Tribal leaders
* A strong spiritual orientation and connection
* Communities that work to preserve their heritage and realize their own destinies
* Cultural continuity (the extent to which the language, traditions, values, and practices of a culture have continued over time and are likely to continue into the future)
* Traditional and cultural activities
* Traditional foods and medicine
* Preservation and perpetuation of culture
* Canoe Journeys, pow-wows, community celebrations
* Sweats, fasting,
* Tribal Language
* Song and Dance
* Tribal arts and activities
* Sharing common goals and purpose

**Activity:** Discuss specific cultural teachings in your community that could help with suicide prevention in the four areas of Mind, Body, Emotional and Spirit. Examples – Physical**/Body**: Making regalia, harvesting traditional foods & medicine, carving, art. **Emotional:** Endurance, bad things will eventually change. How will this affect my family? Think about the disappointment and regret the loved ones and elders may feel once I am gone? Feel grief, cry, laugh, eat together and respect extended family supports and Elder roles. Canoe represents life journey and cultural traditions. **Mental**: Tell stories about each other, recall what tribal members did or said, pass down cultural and ancestral stories. **Spirit/Values:**  Rituals, protocol, sharing songs, drumming, dancing, praying, blessing. Youth are the Future. Life is Sacred. “Take care of your property” - culture, songs, dances, family, stories, natural resources, traditional foods and medicine, language, tribal arts, territory. Discuss research/statistics around families who eat meals together at dinner table. Modern vs. Traditional home life: Provide an activity to get a mental image of longhouse, canoe and people. Envision a supportive healthy village working together.

**Many traditional activities increase resilience and serve as protective factors. What might some of these activities be? Do you participate in any of them? Which ones and how often?***Allow time for responses. Generate list.*

*Distribute handout and discuss.*

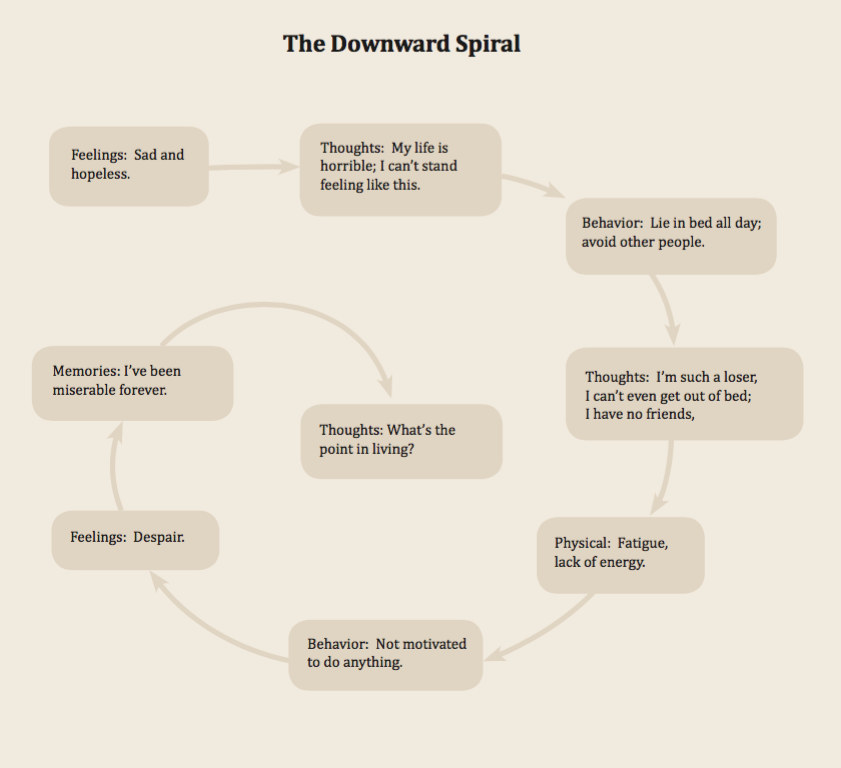
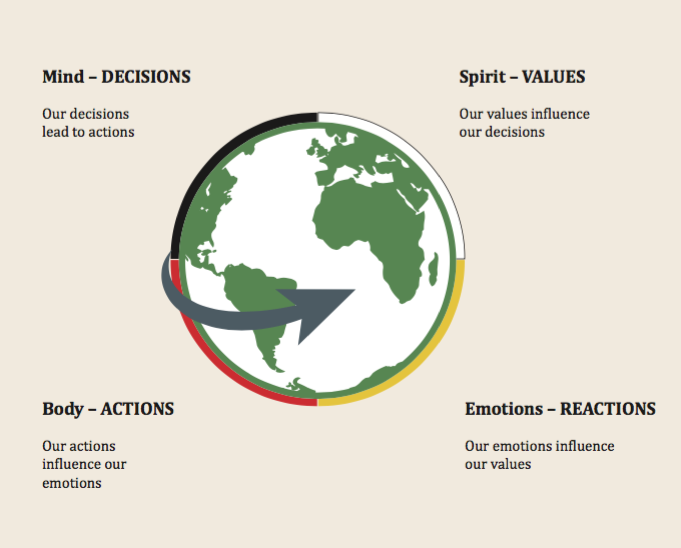
➔  *HANDOUT: Cultural Activities Known to Contribute to Resilience*

**PREVENTING SUICIDE**

**If you were trying to develop a suicide prevention program, which do you think would be more effective/successful -- decreasing risk factors or increasing protective factors? Why?***Allow time for responses.*

Research has found that increasing protective factors is equally or more effective than decreasing risk factors when working on reducing suicide among Native youth. Where do we see this balance occur? (During cultural, traditional, community driven efforts)

*Distribute handout and discuss.*

➔  *HANDOUT: Interactions of Mind, Body, Spirit and Emotions*How we feel, act, think and believe all interact, sometimes creating a vicious cyle and downward spiral.

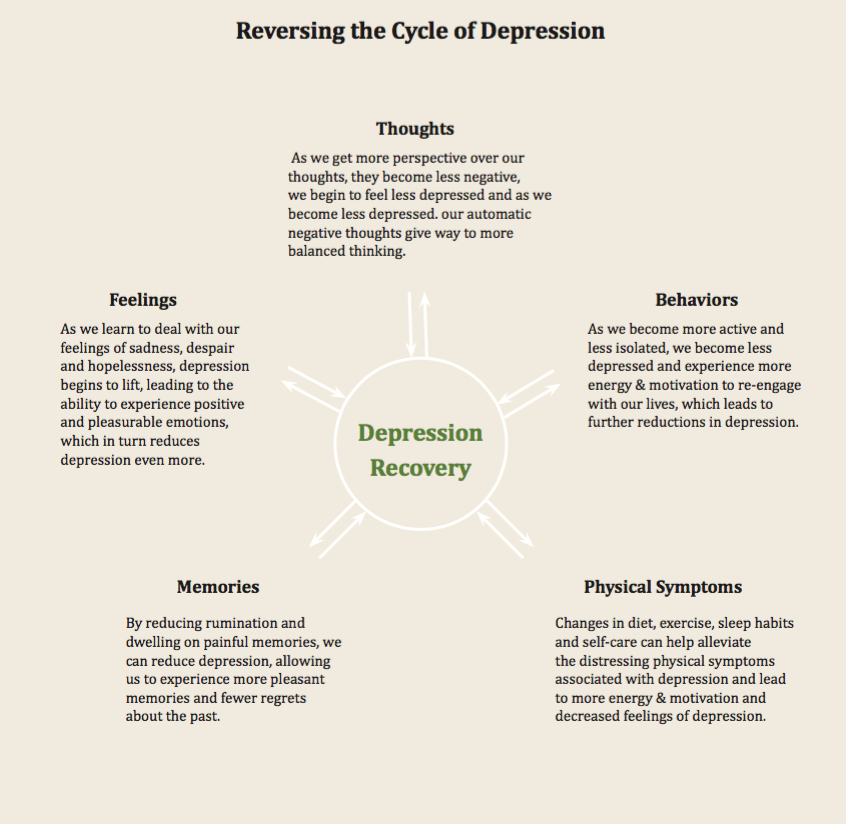
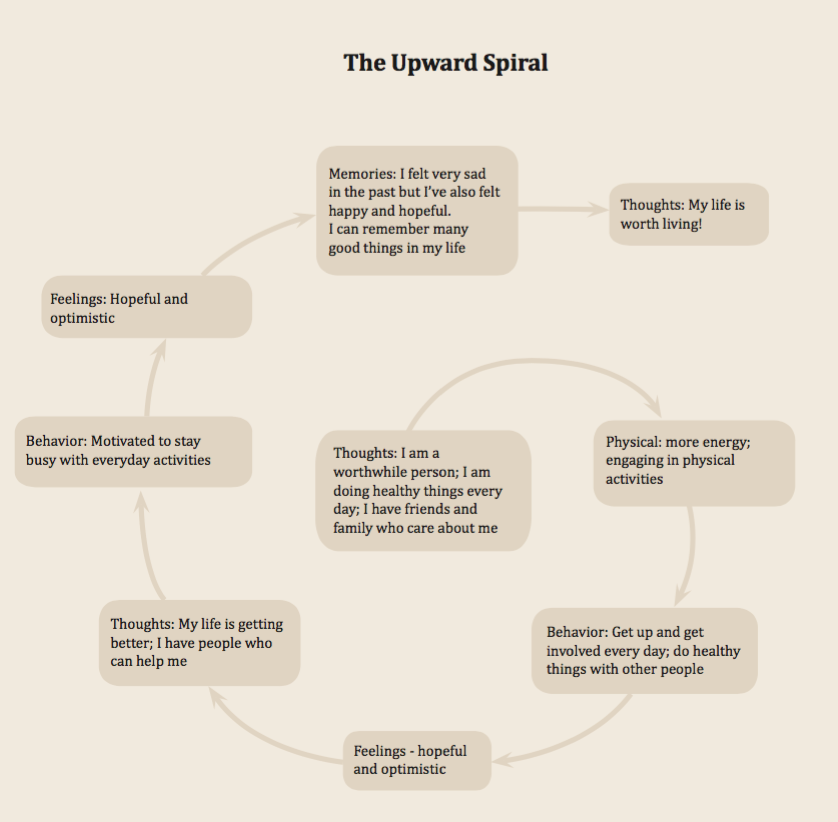
www.robinafinowich.com/rezoning-nature/ www.guelphtherapist.ca/blog/downward-spiral-of-depression/

**What skills or traits could help a person avoid this type of downward spiral?***Allow time for responses. Generate list and include the following if not mentioned by participants.*

* Effective communication
* Problem solving skills
* Depression and stress management
* Anger regulation
* Building self-esteem
* Self-efficacy (a sense of confidence in one’s ability to handle problems successfully)
* A sense of optimism and hope for the future
* Identifying feelings, emotions, and life stressors
* Recognizing and eliminating self-destructive behavior
* Having supportive friends and family
* Planning for the future, goal setting
* Knowing your resources and who to ask for help
* It is important to seek help, it is the stronger choice

**How can someone reverse the cycle of depression and begin moving in an upward spiral?**

*Distribute handouts and discuss.*

****➔  *HANDOUTS: The Upward Spiral, Reversing the Cycle of Depression*

www.guelphtherapist.ca/blog/downward-spiral-of-depression/ www.guelphtherapist.ca/blog/reversing-cycle-depression/

**IMPULSIVE DECISION MAKING**

There are other ways that suicidal thoughts surface. Sometimes thoughts and behaviors can be extreme and impulsive. Youth can be prone to making impulsive decisions and having high highs and low lows. This can be especially true during puberty, or with stress factors such as bullying and poor self-esteem.

Decision-making influenced by strong feelings can sometimes lead us off course. It is better to avoid making important life choices and decisions when under stress.

**STAYING SAFE**   
*[Can reintroduce the life preserver metaphor or use another metaphor]*

It is very important that we stay safe – use our “life preservers” – and have a plan if we or others fall into rough emotional waters.

**Looking at what we have learned so far about risk and protective factors, how can we help ourselves (and others) stay safe from the possibility of suicide?**

*Allow for responses. Generate a list that should also include the following.*

* Self-care and positive self-esteem
* Staying in shape
* Rest
* Having and using resources
* Having mentors
* Cultural teachings
* Staying away from alcohol and drugs
* Reducing stress and anxiety
* Use problem solving tools

*Self-care –* An important aspect of staying safe is learning how to take care of oneself. In the canoe journey, one must be prepared. It requires being in good physical condition – strength, stamina; well rested; no alcohol or drug use; mentally and spiritually ready for the journey. The same is true as a means of reducing the risk of suicide on one’s life journey.

*Resources, mentors, cultural teachings* – To make a successful journey, one needs to have resources. Family, friends, fellow pullers, a skipper – all of whom can help you prepare and support you on the journey. Cultural traditions and values help you to prepare mentally and spiritually. You need to have a direction and a way to get to where you want to go. You need to know how to correct your path if you begin to drift off course. One of the things that is helpful on the canoe journey is to learn from others who have gone before you – Elders and mentors who have been on the journey and have survived.

*Reducing stress and anxiety.* The journey can be stressful and can cause some anxiety with many challenges that confront you and that you need to deal with. Problems arise, and you need to solve them. Your abilities will be stretched. At times you feel exhausted and think about quitting. It is important to learn the skills needed to be an effective problem solver; to cope effectively with challenges; to manage stress, anxiety, depression, and anger so that they don’t overtake you; to work collaboratively with your fellow pullers; to have your goal/destination in mind and have optimism that you will reach it.

**CULTURAL TEACHINGS AND VALUES**

Each tribal community has cultural teachings that can help prevent suicide and promote emotional health and well-being. One example of a cultural teaching like this, is the idea that youth are sacred because they are the future of the community. They should be protected at all costs.

*[Insert your own community’s cultural teachings and values that prevent emotional distress/suicide and promote emotional health and well-being.]*

*Example: Traditional way was to release your burdens at ceremonial sites or other special place to get centered. To meet with spiritual leaders for prayer and medicine. To have a cleansing or be smudged or brushed off. To be ‘lit up’ in the Shaker way.*

**What does your family do to help you and others stay emotionally healthy?***Allow time for responses.*

*Example: Be Comical, make each other laugh. Cook a favorite dish or meal, play game together, spending quality time together.*

**What things does your community do that helps individuals feel supported and healthy?***Allow time for responses.*

**SUICIDE PREVENTION RESOURCES**

One doesn’t make a successful journey alone. There are many others who help out along the way, providing support and direction. If you are thinking about/ have a plan/or intend to harm yourself, it’s time to turn to someone for help.

**Where could you get help?***Allow for responses. Generate list and include the following.*

* Parent, friend (who is not overwhelmed), or relative
* A trusted Elder or mentor
* School guidance counselor or nurse
* Pastor or another adult you trust
* Counseling services/Wellness program
* Youth Services Program

**National Suicide Prevention Lifeline: 1-800-273-TALK (8255)**

It's free, confidential, and available whenever and wherever you need it (24/7). Trained counselors provide safe, supportive help thru Lifeline's network of more than 150 local crisis centers. So, when you call your calls are sent to a crisis center that's near you. And, if you want or need referrals for services, those will be near you, too.

You can also reach out to talk to someone online through chat, texting or a suicide prevention app:

* Lifeline Crisis Chat: [www.suicidepreventionlifeline.org/gethelp/lifelinechat.aspx](http://www.suicidepreventionlifeline.org/gethelp/lifelinechat.aspx)
* Crisis Text Line: Text START to 741-741 to talk to a trained counselor. It's free, confidential, and available 24/7
* MY3 App for iPhone and Androids. MY3 lets you stay connected when you are having thoughts of suicide: <http://www.my3app.org/>

*Have youth pull out devices and enter resources directly into them/download app.*

**Know your local resources for suicide prevention. Does your Tribe or county have its own crisis line?**

*Have a prepared handout that lists local resources. An example resource list can be found in the training manual appendices, page 74.*

*Distribute handout and discuss briefly.*

➔  *HANDOUT: Local Suicide Prevention Resources*

**FINDING** HELP FOR YOURSELF

Sometimes it’s really hard to ask for help, especially if you’re already feeling bad.  Here are some steps you can take if you realize you need help.

*Distribute handouts – take time to review*

➔  *HANDOUT: Finding Help for Yourself & Asking for Help Form*

**Choose a safe person to approach** - someone who likes and understands you and who is trustworthy.  This might be a parent, teacher, coach, mentor, Elder, minister, favorite aunt, guidance counselor, school nurse, etc.

**Take time to plan what you want to say to them** - if you are prepared then you will be able to clearly tell them what you need and there will not be misinterpretations of what you are saying.

**Think about what you would like to get out of the conversation** - if you have ideas of what you think could help your situation, it will be important to share them.  They want to help you feel better and giving them ideas on how to do that may make the process easier.

**Make an appointment** - ask for a time where there won’t be interruptions or distractions. Especially if you’re going to talk to your parent, ask for time in the evening when dinner is over, the little kids are in bed, and things are calmer.

**Bring a friend for support** - sometimes having someone with you makes the idea of getting help easier. Do what is best for you.

**Fill out the Asking for Help Form** - this form was created so that you could fill it out and give it to the person you’ve decided to talk to.  Allow him/her time to look it over before you start talking.

**Be honest** - it can be hard to talk about difficult feelings and situations, but being honest and seeking help is one of the first steps to creating solutions.

**Listen** - to what your parent(s) or other trustworthy adult has to say in response to your concerns.  Remember that they care about you and want you to feel better.

**Congratulate yourself on doing something positive for yourself** - it takes a lot of courage to ask for help.

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**What could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

*If necessary, give participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:*

* We learned about the risk and protective factors for suicide
* We learned what can help decrease the chance of suicide
* We learned about the importance of staying healthy
* We learned about some of the cultural teachings that prevent suicide

*Allow participants time to complete the What Did You Learn handout and discuss some of their ideas.*



**chapter 7**

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Notes:

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 7**

**How Can You Help? Suicide Intervention**

The focus of this chapter is to learn how to identify suicide warning signs, and how to help someone who wants to harm or end their own life. The chapter also talks about the importance of reaching out for help if you find yourself struggling. Finally, participants will learn about ways to cope with the reality of suicide and its impact on the community.

**GOALS**

* To learn how to identify suicide warning signs in others (e.g., friends, family members)
* To learn about how to help someone who is struggling
* To learn about the importance of reaching out for help and for providing help to others
* To learn ways to cope with suicide and its impact on the community

**Read or summarize article about drowning.** Drowning story is published here: <http://gcaptain.com/drowning/> and/or show the YouTube video entitled “Drowning Signs aren’t like the movies” (<https://www.youtube.com/watch?v=X1mVcSUttX4>). Both illustrate how people can be drowning in plain sight of others nearby – because those around them don’t know what to look for and don’t understand the warning signs. These stories stress the importance of knowing what to look for.

Just like when someone is drowning and people around them don’t realize it, people who are suicidal often are surrounded by parents, friends, and community members who don’t recognize the signs of what is happening – until they slip under “water.” You can become like a lifeguard who learns to recognize the signs, call out for help, and throw them a life line.

In the metaphor of the canoe journey, you learn what to do if someone falls overboard or the canoe capsizes. You practice and know the “person overboard” drill and water rescue procedures. You may be on the support boat and throw a person who is struggling to stay afloat a lifeline, helping to keep them alive.   
  
**TRADITIONAL LIFE SAVERS**

**What traditional lifesaving methods might there have been in your community?***Allow for responses. Generate list and include the following.*

* Cedar ropes to throw to people overboard
* Floats made of seal skin, other animal skins
* People in canoes who focus on safety – they are prepared and know how to read the sea/tides/currents and how to navigate safely in the ups and downs of sea swells
* Canoeists and whalers were selected/chosen not only due to unique qualities/skills but also due to their preparation and dedication to the process physically, emotionally, mentally, and spiritually

It is individuals like these who we hope will be our lifeguards, or in our support boat, willing and able to throw a life preserver or a lifeline to someone they see struggling to stay afloat (risk of suicide).  
*[Insert your own community traditions/beliefs/history around saving lives]*

**SUICIDE DANGER SIGNS**

**How would you know if a friend wanted to kill him or herself?**  
*Allow for responses.*

**How do these compare to the risk factors and warning signs that you learned about in the previous lesson on suicide prevention?** *Allow for responses.*

*Distribute handout and read. Generate discussion (we suggest you review this list with a mental health provider beforehand who can come up with examples of what might be a serious danger sign and what might not – especially in your community).*

➔ HANDOUT: Suicide Danger Signs

Some additional things to think about are:

* Has this person attempted in the past or even recently?
* Does the person have a current plan?
* Does the person have access to ways to hurt him or herself (guns, prescription pills, etc.)?
* Has this person seen a counselor in the past that could help with getting this person help now?

**WHAT SHOULD I DO**

**If you see a friend displaying any of these behaviors, what should you do?**  
*Allow for responses. Have the participants generate a list of things to do. Be sure to include the following.*

* Tell a teacher or counselor
* Tell a medical professional
* Tell a parent, or mentor
* Call a local or national crisis line -- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
* Go with them to get help

**LEARN – HOW TO HELP SOMEONE YOU KNOW WHO MIGHT BE THINKING ABOUT SUICIDE**

[](http://www.washington.edu/news/files/2016/09/LEARN-graphic-w-border.jpg)

**LOOK for warning signs**

* Are they feeling hopeless, helpless, trapped, and/or alone? “There is nothing I can do”, “It will never get better”
* Are there serious changes in their behavior? For example not doing activities that they enjoy, spending more and more time alone, giving away things that are very important to them (electronic devices, pets, etc.)
* Are they engaging in more risky or impulsive behaviors? For example doing dangerous activities such as abuse of alcohol and other drugs or playing with weapons such as knives or guns.
* Listen for threats – “Everyone will be better off without me” “It doesn’t matter if I’m alive or dead”

**EMPATHIZE and listen**

* Talk to the about what is going on – really listen and give them your full attention.
* Don’t try to minimize the situation or say everything will get better – let them know you are there for them.
* Some questions you can ask
  + “How are things going?” “You seem upset, do you want to talk about it”
  + “I care about you. You are going through a lot. Let’s talk about it”
* Continue to listen and make them feel *heard* and *understood*. Some things you can say
  + “That sounds like a very difficult situation”
  + “I would be upset about that, too”

**ASK the person clearly, directly, and kindly about suicide**

* It is important to ask about suicide in a direct and kind way.
  + “Are you thinking about ending your life?” “When you say that, do you mean you are thinking about ending your life?”
* Asking about suicide does not increase risk and does show that you care.
* **If they say yes, it is important to remain calm**. Ask them if they have plans (when, where, how) and if they have the means (weapons, pills, rope).
* **Ask them if there is a grown up that they trust that you can call right away**.

**REMOVE the danger**

* If they told you that they had, or had access to weapons, pills, rope, etc. it is important to work with grownups, friends, law enforcement to remove them. Ask for help to do this and let them know you are doing so because you want them to be safe.

**NEXT level of care**

* Let them know you care, you are concerned, and you want to help them in the next steps of safety.
* Ask again if there is a grown up that you can call.
* Ask if they want you to sit with them while they call the local or national crisis line or text.
* Ask if they have a counselor or youth worker that they trust that you can call and take them to that person.

**If someone is at immediate risk for suicide call 911**

Do not keep suicidal thoughts or a concern about a person who may be contemplating suicide a secret, tell someone you trust or a professional.

Rescuing a person who has fallen overboard includes someone who throws a life line or flotation device, but it also requires a support boat.

Have youth do a role play of how a youth might talk to a parent or another adult about a friend who is suicidal. Then also do a role play of how to talk to a parent or another adult if they themselves are suicidal. Facilitators could go first and do a role play themselves as a way to break the ice.

Have an Elder, mental health counselor, or another invited speaker. Talk to them beforehand to know what their story is and to encourage them to talk about the difficulties, how they handled them, how they overcame them – example of resilience.

Suquamish Elder response to the issue of suicide (as an example).

* It is essential that the person making first contact knows the suicidal individual
* There needs to be community members who are trained as lifelines, to be there to make that first contact
* Deciding on the right person to help and be with the suicidal individual is important
* You can’t talk about suicide without also talking about substance abuse and historical trauma
* In this elder’s personal experience helping a suicidal individual, it was important to speak to the person about how suicide would negatively affect their children and this elder felt it was their job to just sit with this person and “keep them alive” until help arrived (i.e., police, mental health professional, etc.)

**FINDING HELP FOR A FRIEND**

Sometimes it's difficult to get help for a troubled friend because you do not want them to be mad at you for "telling" on them. And while your friend might be angry at first, you'll feel better knowing that your friend is receiving the help they need. Silence places you both at risk - your friend for suicide and you for the loss of a friend.

*Distribute handout and discuss.*

➔ HANDOUT: Finding Help for a Friend

This page was created to try to make it a little easier for you to approach an adult for help when you become aware of a friend or family member who is potentially suicidal.

1. **Choose a safe person to approach** - someone who likes and understands youth and who is trustworthy. This might be a parent, teacher, coach, minister, favorite aunt, guidance counselor, school nurse, etc.
2. **Take time to plan what you want to say to them** - if you are prepared then you will be able to clearly tell them what you need to share about your friend and there will not be misinterpretations of what you are saying. Be sure to tell the adult everything you know about the situation including if your friend has a plan, what the plan is, and if your friend has access to a gun.
3. **Think about what you would like to get out of the conversation** - if you have ideas of what you think could help the situation, it will be important to share them. The adult wants to help your friend feel better and giving them ideas on how to do that may make the process easier.
4. **Make an appointment** - ask for a time where there won't be interruptions or distractions. Especially if you're going to talk to your parent, ask for time in the evening when dinner is over, the little kids are in bed, and things are calmer.
5. **Be a support to your friend** - being available for your friend to talk to is important. Listen to your friend without judgment. You can offer to go with your friend to seek help from an adult and if your friend won't go with you, then go by yourself. The most important thing is not to keep this a secret.
6. **Complete the Asking for Help Form** (this form was created so that anyone with concerns that are difficult to discuss could fill it out and give it to the trusted person they have identified). Encourage your friend to fill this out and share it with someone or you could do it based on the information that you have. Make sure to allow him/her time to look it over before they start talking. Offer to go to this person with your friend or go on their behalf.
7. **Be honest** - it can be hard to talk about difficult feelings and situations, but being honest with your friend, telling them you are worried about them and seeking help is one of the first steps to creating solutions.
8. **Listen** - to what your parent(s) or other trustworthy adults have to say in response to your concerns. Remember that they care about your friend and want them to feel better.
9. **Congratulate yourself on doing something positive for your friend** - it takes a lot of courage to ask for help.

*Distribute handout and discuss.*

➔ HANDOUT: When You Suspect Someone Is Thinking About Suicide

**WHEN YOU SUSPECT SOMEONE IS THINKING ABOUT SUICIDE**

Sometimes people may feel depressed or overwhelmed by their problems. Some may even think about killing themselves. A suicidal person may feel that he or she can't stop the pain, think clearly or see any other way out. They need help to cope with feelings of hopelessness and to gain control. Suicide is preventable, and anyone can help a suicidal person get the help they need.

**What is helpful:**

* Listening to what your friend has to say without judgment
* Repeating what you have heard in your own words so the person knows you understand them
* Asking the person if they have a plan and a way to carry out the plan
* Telling the person that you will help them to get help
* Involving other people who are trained to deal with people in crisis

**What may be harmful:**

* Ignoring or minimizing the issue
* Acting shocked or embarrassed
* Challenging, bargaining, or daring the person
* Giving harmful advice, such as drinking and drugging, to run away from the problem
* Promising to keep suicidal plans a secret

If you suspect that a friend is suicidal, the three steps below may save a life. We've given an example of how to express each step, but feel free to use your own words.

1. **Show you care - listen carefully - be genuine.**  *"I am concerned about you, about how you're feeling."*
2. **Ask about suicide - be direct but non - confrontational.**  
   *"Are you thinking about suicide?"*
3. **Get help - do not leave the person alone.**  
   *"You are not alone. Let me help you. Let’s call the crisis line."*

Never promise to keep information about suicide a secret. It isn't tattling to get help for a friend - it's caring enough to help them find options that they haven't been able to identify.

**WHEN REFERRING A FRIEND TO GET HELP**

* + - Tell the person you care and feel that they need additional help to help get through this tough time and that you will still be there for love and support
    - You cannot care for this person by yourself; it is a group effort and okay to ask for help in any situation - even if your friend will be mad at you
    - Ask the person to go into a clinic with you or to go to a trusted adult or elders’ house to talk about their feelings and reasons for wanting to die
    - If they won’t go with you, ask them to be on the phone with you while you make the appointment or while you schedule a time to talk with a trusted adult or elder
    - Ask the person if they are safe right now – no access to a gun or prescription pills, etc.
    - Ask the person how you can keep them safe until getting them to speak with a professional or to a trusted adult or elder

**WHAT IF THE WORD ‘SUICIDE’ IS HARD TO SAY?**

Some communities or families may have a difficult time with the word “suicide.” You may find it hard to use that word with someone you suspect of being suicidal. There are other ways to talk about suicide – you can ask “Are you wanting to end your life.”

*Brainstorm other ways to talk about suicide that might be more culturally or community appropriate.*

Remember: Suicide is a permanent solution to a temporary problem, and there are a lot of things that can be done to solve the problems that are making the person feel hopeless.

**Include a story, or a movie**

How to help Someone Who is Suicidal: <http://youtu.be/CAMAnPRLMH8>.

Visit the SAVE.org website or other online resources.

**ACCESS TO LETHAL MEANS**

Every effort must be made to remove access to lethal means from a suicidal person, while keeping yourself safe. *Lethal means* is defined as an instrument or object used to carry out a self-destructive act like a firearm, poison, medication, rope, alcohol, chemicals and/or other hazardous material. It is very important to help parents or caretakers understand the need to remove access to lethal means, and give them all the information you have such as what the lethal mean is, where, when and how the person plans to use it.

Here is a list of lethal means for suicide. If you know someone is in danger and has access to one of these, it is very important to let a trusted adult know so they can take action. Even though it is not possible to completely "suicide proof" a house, action can be taken to keep a suicidal person safe during a time of crisis.

* Firearms
* Hanging (ropes, extension cords, etc.)
* Medications (prescription and over the counter medicines that are not locked up)
* Alcohol
* Poisons

**Which method is most common among men?***Allow for responses.*

**Which method is most common among women?***Allow for responses.*

**REACHING OUT FOR HELP**

What if we ourselves are feeling suicidal? It’s very important to reach out for help if we feel that we are struggling and find ourselves having suicidal thoughts.

**What might keep someone from reaching out for help?***Allow for responses. Discuss.*

**What if you feel ashamed or embarrassed?** *Allow for responses. Discuss.*

There can be stigmas around suicide and suicidal thoughts. A *stigma* is when there is a set of negative and often unfair beliefs that a society or group of people have about something. Sometimes people can feel that no one wants to hear or talk about suicide, that it’s too shameful or wrong – so they keep how they are feeling to themselves.

Also, in many communities there is stigma attached to seeking mental health services – people may think you are weak or “crazy” if you need or want mental health counseling. Yet, if you look at many of the risk factors involved with suicide (e.g., depression, anxiety, stress, problems in coping), they are the types of issues that can be helped by counseling. Don’t let stigma get in the way of getting help!

*Discuss stigmas around suicide. Is it something openly discussed in their family? In their community?*

*Discuss stigmas around seeking mental health services. Is it something openly discussed in their family? In their community?*

It’s very important to identify one or two people you feel safe telling anything to. One day those people could become your life saver if you ever find yourself struggling to stay afloat.

**Who is your life saver?***Ask participants to generate a list of who they could talk to if feeling suicidal or depressed.*

*Refer to the MY3 app that is available for mobile devices: www.my3app.org.* **HOW TO COPE WITH A SUICIDE**

Unfortunately, the reality is, sometimes people will choose to end their own lives and an intervention wasn’t possible. Suicide and its aftermath can be very devastating for families and communities.

**How can we cope and support each other if there is a suicide in our community? How does your community cope and respond to a crisis?***Have participants generate a list.*

* Self-care
* Resources
* Coping skills
* Stages of grief

# WHEN A FRIEND OR FAMILY MEMBER COMPLETES SUICIDE

First and most important of all understand that **it was not your fault**. The only person responsible for the decision to kill him/herself is that person. Expect to feel lots of emotions including shock, denial, sadness, anger, guilt and shame. Don't be afraid to talk to people about your feelings, journal, etc.

Doing something positive to remember the person lost to suicide can be very comforting (i.e. writing a poem, song or letter; attending the funeral service; making a scrapbook; etc.)

Grieving is hard work and the grief associated with suicide lasts longer than other kinds of grief. Seek out people who will support you during this difficult time.

Some days may be more difficult (i.e. the person's birthday; anniversary of their death; holidays, etc.) Be gentle with yourself on those days.

It's OK to have and share good memories of the person and it's OK to laugh. These are signs of healing.

**Beware: The “Ripple Effects” of Suicide on Families and Communities**

* There are higher rates of suicide among survivors (e.g., family members and friends of a loved one who died by suicide).
* The risk of cluster suicide increases in communities that are closely linked to each other. This is particularly true in American Indian/Alaska Native communities.

**WHAT ARE YOUR RESOURCES**

It’s important for you to know the people and places in the community where you can get support/help if and when needed.

*[Facilitator should prepare list of resources prior to session]*

*List resources on a board or distribute in a handout. Review and discuss.*

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**What could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, give participants a few examples of what they may have learned from this chapter. The list may include some of the following responses:

* It is important to look for suicide warning signs in people around us
* If someone seems to be struggling, tell someone – ask for help
* If you yourself is struggling, reach out to your life saver
* How to cope with the aftermath of a suicide

*Allow participants time to complete the What Did You Learn handout and discuss some of their ideas*



**chapter 8**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 8**

**Who Will I Become? Goal Setting**

The focus of this chapter is to explore what kinds of goals are important and to learn a step-by-step approach to setting goals. Participants will begin to understand the importance of goal setting and learn how to cope with obstacles that might hinder achieving set goals. Information about hallucinogens is also included.

**GOALS**

• To learn why it is important to have goals

• To learn the steps to goal setting

• To learn how to cope with obstacles that may prevent you from achieving your goals

**Include an invited Speaker, story and/or movie in this chapter.**

Invite someone from your Tribe/community that can share a story about setting and achieving a big goal, March Point Documentary [example], hands on activity (collages). Take a trip to a special place. It’s all about inspiration and motivation.

**INTRODUCTION**

Talk about how it’s not just achieving a goal – there are other dimensions to this: spiritual, mental, physical and emotional. Make sure the journey is enjoyed as much as the destination. What does a goal encompass? What kinds of goals do you want to set for yourself? How does it affect you and the community, your family?

Goals are like spiritual journeys: hunter, fisherman, weaver, medicine man. It takes a long time to achieve their goals and accomplishments.

There are a lot of ways to think about setting a goal and what it means to achieve it. For example, if I want to run a marathon

I can’t just go out the door today and run one. I have to prepare for it.

**What are some ways I’ll need to prepare?**

*Brainstorm what needs to be done to train for a marathon.*

**How will I know if I’ve achieved my goal of running the marathon?**

*Brainstorm.*

**Are there other things I need to be thinking about when I set this goal?**

*Write responses on the board.*

The list might include:

• How my goal might affect my family, friends, schoolwork, etc.

• Are there mental things I must prepare for? How about spiritual things?

Canoe Practice:

• build strength

• teamwork skills

• partnership

• build confidence

• face your fears

• endurance

• pull your weight

• pull both sides

• balance

• weather ready

• power strokes

• respect

*Brainstorm practical, physical, spiritual, mental, emotional things that must be done to prepare.*

Goals can also be like spiritual journeys. Think about traditional ways of being, like hunting, fishing, weaving, carving, pulling, etc. There is the “actual goal” of getting meat or fish, finishing a weaving or carving project or completing a journey. But there are other things involved (spiritual, mental, physical, and emotional). **Can you think of any of these?**

Be open to suggestions from the youth – everyone has learned different things and may understand this differently.

• We need to decide what we want. What is our goal?

• We need to decide how we will reach our goals.

• We need to figure out the smaller steps we must take to achieve our bigger goals.

• We need to think about what kinds of things are important to us and what we value.

• We need to think about what obstacles may hinder progress toward reaching our goals.

• We need to think about how goals will impact our family and our community.

• Think about being mentally, physically and emotionally prepared

• Surround yourself with people who will help you achieve your goal.

• Remember that each person is different in the goals they set and how they achieve them.

This chapter is about setting goals, goal planning, and examining the steps it will take to reach your goals.

**GOAL SETTING**

➔ HANDOUT: Goal Setting and Planning

*Distribute handout and go over steps of goal setting.*

We often daydream about what the future holds for us. Fantasy and imagination are fun because there are no limits to what we can imagine for ourselves.

**What are some dreams that you have had? Where would you like to see yourself in the next few weeks, months, years? How do you see yourself as an elder?**

*Generate responses and write them on the board. If participants are reluctant to respond, give them a personal example of your own dreams and goals.*

**Why is it important to have goals and why is it important to make plans to achieve them?**

*Allow for responses.*

Present a canoe story, quote from interviews, invited speaker or skipper experience to show the importance of preparation and following protocols.

**CANOE JOURNEY GOALS**

Let’s use the canoe journey as an example for following these steps.

**WHAT ARE SOME GOALS RELATED TO AN ACTUAL CANOE JOURNEY?**

List may include:

• To prepare physically for the journey

• To prepare emotionally for the journey

• To prepare spiritually for the journey

• To prepare mentally for the journey

• To complete the journey successfully

• To stay safe and complete the journey

**PLAN: DEFINE AND PLAN THE GOAL:**

Let’s select the goal, “To prepare physically for the journey.”

*Ask each of the following questions and generate responses.*

• Why do you want to be physically fit for the journey?

• How will you accomplish the goal of getting in shape for the journey?

• Where would you go to get physically fit for the journey?

• Who will help you to get fit?

• When will you start working on getting physically fit?

• What are some of the obstacles that may hinder your progress toward reaching your goal?

**DO IT:** Follow through with the plan for completing the journey.

**CHECK YOUR PROGRESS:**

• Are you on schedule?

• Do you have all the necessary resources?

• Do you need to change any part of your original plan?

**ACT:** Make any necessary changes and continue with your plan or assess the situation to decide if you should change course.

**CELEBRATE!** This is the last thing you should do after reaching a goal. You should also celebrate when you are making progress. Enjoy the recognition you get at the end of the journey – whether public or more quiet recognition.

Watch digital story or brief movie about someone setting and achieving a goal.

Goals are usually not reached without all of the steps in the middle. One way to accomplish a larger goal is to set smaller goals and intermediate goals.

**GRATITUDE.** Remember to thank those who have been helping you achieve your goal. An example of this is when we gift during protocol or canoe honoring dinner. Thanking and recognizing contributors to reaching our accomplishment.

**SMALLER GOALS**

**Why do you think setting smaller goals will be helpful?**

*Generate responses.*

List may include:

• Might not have the dedication without the smaller goals

• Might feel overwhelmed by having only long term goals

• With smaller goals/steps you can see your progress

• Smaller steps make the goal not seem impossible to achieve

**On an actual canoe journey, what smaller goals might be set to achieve the final destination?**

*Generate responses.*

List may include:

• To get to that day’s destination

• To paddle your two hour shift

• To become better in working as a team

• To spend time thinking, focusing, self-reflecting

• To get from one point to the next (just around the corner)

• To get through the first hour

Remember to look at the distance you have traveled, not only at the distance left to go. Always take note of your progress!

Everyone is different – what is a small goal for you might be a large goal for another.

**OBSTACLES**

When thinking about goals it might be helpful to consider any obstacles that might prevent you from reaching them.

**What are some obstacles that might hinder progress in reaching goals?**

*Generate responses and write them on the board.*

List may include:

• Drugs and alcohol

• Not being focused

• Bad relationships

• Not being prepared

• Distractions, drama

Keeping these kinds of pitfalls in mind will help you avoid them.

**HALLUCINOGENS**

The next drug that we will be addressing is hallucinogens. Before we look at the handout, let’s see how much you already know about hallucinogens.

**What are hallucinogens?** *(Allow for responses)*

Hallucinogens are drugs that cause hallucinations – profound distortions in a person’s perceptions of reality. Under the influence of hallucinogens, people see images, hear sounds, and feel sensations that seem real but do not exist. Hallucinogens affect regions of the brain that are responsible for sight, hearing, coordination and thought processes. Some hallucinogens also produce rapid, intense emotional swings.

Hallucinogens (also known as “psychedelic” drugs) include LSD, mescaline, psilocybin (“magic mushrooms”) and ibogaine.

**What are some adverse effects of hallucinogens?** *(Allow for responses)*

Hallucinations, feelings of panic or a “bad trip”, flashbacks, increased heart rate and blood pressure, irregular breathing, loss of ability to separate fact and fantasy, distortion of sense, paranoia, violence, rapid mood swings and emotional shifts.**What are dissociative drugs?** *(Allow for responses)*

PCP and Ketamine are dissociative drugs that have mind-altering effects. Dissociative drugs give the user a feeling of detachment from the environment and self. They produce distorted perceptions of sight, sound and initiate “out-of-body” experiences or “near-death” experiences.

➔ HANDOUT: Hallucinogens and Dissociative Drugs

*Distribute handout and briefly discuss contents.*

**Would we want to take hallucinogens or dissociative drugs on a canoe journey?**

So that leads to the question that each of us should ask ourselves,

**“Do I want hallucinogens or dissociative drugs to be a part of my life’s journey?”**

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

*Draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter.*

The list may include some of the following responses:

• **Mental**: We learned why it is important to have goals. We examined the steps to goal setting.

We considered obstacles that may hinder us from reaching our goals. We learned why short term and intermediate goals can help us reach our long-term goals.

• **Spiritual**: We learned that goals come from our dreams and hopes for the future. We need to examine our spiritual motivation for reaching goals.

• **Physical**: We learned that setting goals may involve some physical activity. We must be active in order to set goals and achieve them.

• **Emotional**: We learned that setting goals involves having motivation to follow through with the goal. We learned that in order to accomplish our goals, we need to stay in balance.

This involves determination and perseverance.

*Allow participants time to complete the Four Seasons handout.*

**What [XX] protocol(s) have you learned in this chapter?**



**chapter 9**

Notes:

**Facilitator Checklist**

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 9**

**Overcoming Obstacles: Solving Problems**

Participants learn how to define a problem, brainstorm solutions, pick the best solution, make and act on a plan, and review and revise the plan if needed. Information about nicotine is also included.

**GOALS**

• To learn how to recognize when we are having a problem

• To learn how to problem solve systematically and effectively

• To learn how to make good decisions

• To learn about where to go for support and help

• When a mistake or error is made, learn how to make it right

**Include a story, invited speaker, and or a movie.**

Share canoe journey stories about overcoming obstacles.

**CANOE THEME**

Let’s go back to our theme of the canoe journey.

Each day before the pullers place their canoes in the water, prayers are said to ask for a safe and problem free trip, to set the day in a positive way. Connect our spirits and release negative energy.

**What are some of the problems that can occur on a canoe journey?**

*Generate a list of problems and write them on the board.*

The list may include:

• A leak in the canoe or water over the sides

• People not getting along

• Losing your way (fog)

• Too much rain or too much sun

• Needing to go to the bathroom

• Not enough pullers

• Skipper becomes ill

• Fear of tipping

• Bad weather that causes delays

• Not having the proper equipment – including lunch

• Someone falling overboard

• Canoe weight not balanced, ballast issues

• Miscommunication with ground crew, pullers and support boat

• Not enough people to pull or work as ground crew

• When you or someone else makes a mistake

• Losing your paddle

• Death/loss in canoe family during Journey

**And why do you think having a strategy for problem solving would be helpful?**

*Allow time for responses.*

In real life, people often make choices out of habit without carefully going through decision-making steps. They are more likely to go on personal experience. Decisions are often made under social pressure or time limits that get in the way of careful thinking about options and consequences. When people don’t have enough information or skills, they may make worse decisions. Knowing problem solving steps will help you avoid the problems that come with poor decision-making.

The following traditional [XX] beliefs apply to problem solving:

[Share beliefs and quotes from your Tribe/community related to problem solving – Elders especially]

**Share examples from archives, museums, books, etc. about your Tribe/community and problem solving.**

**How does this [XX] belief apply to problem solving?**

*Ask youth what they typically do when faced with a problem. What advice would they give youth today?*

**You don’t always have to solve a problem on your own. You can help others solve their problems too.**

**SEVEN PROBLEM SOLVING STEPS**

We are going to share with you a structured and efficient way to solve problems. Even if we didn’t create a problem, it is always helpful to have tools to help solve it

*Distribute handout and go over seven steps to problem solving.*

➔ HANDOUT: Seven Steps to Problem Solving

**STEP 1: DEFINE THE PROBLEM**

So let’s define our problem. When defining the problem, be very specific and detailed. You must have the problem clearly defined in order to come up with a good solution.

Let’s look at the problem “Having a leak in the canoe.”

**Define the Problem: A Leak in the canoe.**

**So what else might be important in defining this problem?**

Ask yourself the following questions:

• Where is the leak?

• How big is the leak?

• Is it a big enough problem to address?

• How immediately serious is the problem?

**STEP 2: BRAINSTORM SOLUTIONS**

Next we need to brainstorm solutions. Include any ideas, even if they are outlandish and don’t make sense. When your mind is free enough to think of crazy ideas, it is then free enough to think of new practical, sensible ideas.

Brainstorm solutions for a leak in the canoe.

*Ask the participants to think of possible solutions and write them on the board.*

List may include:

• Plug it up with chewing gum

• Stop and jump in the water to patch it

• Take it on shore and then fix it

• Have someone stick their finger in the hole

• Call the support boat

**STEP 3: FIND SOMEONE YOU CAN GO TO FOR HELP**

Sometimes it can be very helpful to find someone in your family or community who you can go to and ask for additional ideas and solutions.

**Who could you go to for help?**

*Allow time for participants to respond.*

**STEP 4: PICK THE SOLUTION THAT YOU THINK IS BEST**

Let’s examine one of the solutions for a leak in the canoe.

**Solution 1: Plug the hole up with chewing gum.**

So let’s look at the idea carefully and ask ourselves the following questions.

• What will happen if you use this solution?

• Is the solution practical?

• Does the solution get you what you want?

• Are there any problems associated with this solution?

• What affect will this solution have on others?

• What is involved in the process of carrying out the solution?

• How much will it cost?

• How long will it take to carry out the solution?

• How much energy will it take to carry out the solution?

• Who else is needed to carry out the solution?

*If time allows, examine some other solutions:*

**Solution 2: Stop, jump in the water, and patch it**

**Solution 3: Take it on shore and then fix it**

**Solution 4: Have someone stick his or her finger in the hole**

**STEP 5: MAKE A PLAN BASED ON THIS SOLUTION**

Ask yourself the following questions regarding the solution, “Plugging the hole with chewing gum.”

• What should I do first?

• What is the best way to carry the idea through?

• How much time should you give the solution to work before you decide to ditch the idea?

**STEP 6: ACT ON THE PLAN**

Follow the solution you have selected: Plug the boat with chewing gum.

**STEP 7: REVIEW AND REVISE YOUR PLAN**

• If your plan didn’t work, what went wrong?

• If your plan did work, remember that too.

• If your first plan didn’t work, you have a list of ideas to work from.

**PROBLEM SOLVING REAL LIFE PROBLEMS**

Now that we solved some problems that may occur on the canoe journey, let’s use the six steps to solve some real life problems.

**Can you think of a “real life” problem that we might apply the problem solving skills to?**

*If the participants do not come up with examples to discuss, provide examples to demonstrate problem solving. Add a bullying/unkind situation as an example.*

**STORY ABOUT SOLVING**

**Read a trickster [or other appropriate] story if possible.**

As I read the story, think about whether or not [the trickster] is a good problem solver.

*Read the story and then distribute a paper copy of the story to participants if available.*

**Was the problem solving approach effective? What could make it more effective?**

It’s obvious that [*the trickster*] was not an active participant in making changes in his life and he did not use a well thought out approach to problem solving. He/she brought problems onto himself/herself and made it worse by continuing to make bad decisions.

**NICOTINE**

The next drug that we will be addressing is nicotine. Before we look at the handout, let’s see how much you already

**What is so bad about smoking?** *(Allow for responses)*

1,000 Americans die every day by smoking-caused diseases and smoking causes 80% of lung cancer. The nicotine particles act on every cell in your body. Nicotine can increase stomach acid, causes diarrhea and increases heart rate and blood pressure.

**Why is nicotine so addictive?** *(Allow for responses)*

Nicotine causes the release of dopamine in the brain that causes the pleasure experienced by many smokers. Nicotine can act as a psychomotor stimulant, increases alertness, increases concentration, increases attention, and can make you feel less hungry. These symptoms are what draw users into repeated use but chronic use produces tolerance and dependence in as little as a week!

**What are the dangers of smokeless tobacco?** *(Allow for responses)*

Chewing tobacco causes cancer of the mouth, pharynx, larynx and esophagus and causes damage to gums causing tooth loss. If you have ever used smokeless tobacco, either now or in the past, you should look for some of these early signs of oral cancer: a sore in the mouth that does not heal, a lump or white patch, a prolonged sore throat, difficulty in chewing, restricted movement of the tongue or jaws.

➔ HANDOUT: Nicotine

*Distribute handout and briefly discuss contents.*

**Would we want to take nicotine on a canoe journey?**

*Allow for responses.*

**What about using tobacco ceremonially?**

Some Natives use tobacco because it is a sacred herb that is used for purification and healing.

**How is using it ceremonially different than using it as a drug?**

*Allow for responses.*

Point out that the ceremonial use of tobacco occurs only on special occasions and not on a daily basis.

So that leads to the question that each of us should ask ourselves,

**“Do I want nicotine to be a part of my life’s journey?”**

**Invite Speaker who can talk about smoking in Native communities.**

Find YouTube videos for second hand smoke commercials.

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handout and encourage participants to write what they have learned.*

*If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter.*

The list may include some of the following responses:

• **Mental**: We learned how to problem solve systematically. We learned how brainstorming can help us come up with lots of solutions. We learned to apply the steps to solving some real life problems. We considered the fact that problem solving is no easy task and it takes time and effort to acquire the skills.

• **Spiritual**: By using our mental powers to solve problems, we are honoring the Creator for giving us the faculties for problem solving. We also have our spiritual nature to help us cope with problems. When faced with a problem we can always ask the Creator for guidance.

• **Physical**: We learned that problem solving can involve physical activity. We considered how problem solving can involve endurance, stamina, and inner strength. We learned that a lack of problem solving skills can be detrimental to our physical health.

• **Emotional**: By following a systematic plan, we can avoid the pitfalls of making decisions based on out-of-control emotions, or by poor judgment. We learned that if we problem solve effectively, we can feel confident in our decisions.

*Allow participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter?**



**chapter 10**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 10**

**Listening**

The focus of this chapter is teaching listening skills. Effective listening is discussed, and the importance of listening is illustrated through [XX] storytelling and other traditional activities. [XX] values stress respect and the belief that you must be an effective listener before you can become an effective communicator. Information about methamphetamines is also included.

**GOALS**

• To learn about the cultural and personal value of listening

• To learn about oral history, oral storytelling, oral song learning

• To learn how to listen to our Elders in a respectful way

**Include stories, invited speakers, and/or movies.**

Have people come in and tell stories (or listen to a recorded story), then ask participants to tell back what they heard.

Explore cultural activities that require good listening skills: song and dance, canoe carving, weaving.   
Make a talking stick, find a special rock or other items and have youth take turns talking and listening.

**LISTENING IN NATIVE COMMUNITIES**

**Listen to a [XX] story by community member, or read an appropriate, local story.**

Read other appropriate stories.

Great emphasis has been put on listening. In the [XX] community we have grown up knowing to ‘Listen to our Elders.’ Listening is the most important skill for communication.

In Native cultures, listening is very tied to oral traditions and storytelling.

Listening is not just about listening to people, but is also about listening to everything. It’s about paying attention and observing your surroundings, see what is going on around you. It’s about paying attention to things like tools that help indicate what is going on *(example: the feather fan keeping the drum beat or the eagle staff).* It’s about being aware of the Elders around you and the protocols.

Native people frequently communicate in very different ways than non-Natives. Often the most important message comes at the end of what they are saying. Their talking style is usually not as fast and to the point as non-Native people – sometimes Native people are saying one thing and non-Natives are hearing another thing.

It is important in Native culture to let people tell their whole story uninterrupted. It is also especially important to listen carefully to Elders who are mindful of their words and take their time when sharing wisdom and council. There are many cues to watch for when communicating with or listening to stories from Elders. Watch for the pauses, allow the time for quiet breaks in conversations. It is not a time to interrupt, offer answers or change the subject. Another aspect to keep in mind is ‘eye contact’ – it is not polite to look or stare in the eyes when listening to Elders. It is also impolite to take notes while an Elder is talking. They are to receive 100% attention.

In the [XX] language there is even a word to communicate when a story is done or when one is done speaking. You would know to listen until you heard the word or phrase [XX] meaning “that is all” or “the end.”

You may be used to communicating one way within your family and another way in outside communities.

*Ask youth if they have experienced this difference in ways of communicating and listening.*

**Is listening part of knowing your place in the community?**

*Allow time for participants to respond.*

Listening is important when you are part of a team. For example, traditional Native whale hunters needed to listen carefully to the leader so that they knew what to do and when, and so that the hunt could be successful and safe.

**Is listening important on the Canoe Journey? Why?**

*Allow time for participants to respond.*

Protocols or expected rules during Canoe Journey:

• It is not proper to talk or get up to leave when someone has the floor, or talk to someone next to you, or be on your cell phone. It is considered disrespectful. They are speaking from the heart when on the floor. If someone is sharing words, or

a family song, or a mask – that is a meaningful and significant gift and deserves the respect of uninterrupted attention and respectful listening.

• It is not proper to cross in front of Elders when you enter or leave the building. Cross behind or go around when walking. Elders are often called to witness events and to disrupt or interrupt their attention is not ok.

• Often there is someone at the door who is responsible for monitoring the event. If they find someone disrespecting the protocols or the speakers, they will come and ask that person to stop or leave.

• These common courtesies or protocols are also expected for other traditional ceremonial events – not just the canoe journey.

**Is listening important in other parts of your life?**

*Allow time for participants to respond.*

**Who is important for you to listen to?**

*Allow time for responses, and list them on the board.*

List may include:

• Adults

– Over 18 years old

– 30 – 50

– Older than you

• Elders, Parents, Teachers

• During Canoe Journey

– Weather, wind

– Whales, animals, birds

– Paddle, feeling

– Eagles

– Water, tides

• Community leaders

– Skippers

– Song and Dance

– Youth Center Staff / Education Building

Listening doesn’t always happen with your ears. It includes listening to yourself, to your inner voice. It also can include listening to animals and nature around you. Traditional Native beliefs taught that certain animals were messengers about certain things.

[Provide examples from your own Tribe/community about listening]

**What are some ways to listen?**

*Allow time for responses and write on the board.*

List may include:

• Eye contact (eye movement can sometimes indicate excuses,lies. Eye contact can indicate respect, humbleness in non-Native contexts)

• Body language (crossed arms – closed)

• Patience

• Listening to the whole story, listening for lessons and meaning

• Paying attention

• Being respectful

• Listening with your heart

• Having a clear heart and mind

• Traditional listening

**WITNESSING PROTOCOL**

Spend time on what traditional witnessing is and the importance of very close listening when serving as a witness for the community.

**Provide examples of your Tribe/community practices of witnessing/listening**

**EFFECTIVE LISTENING**

Effective listening takes practice and effort. We don’t often think that it takes much effort because we are listening all the time.

**But think about it, if a person is not a good listener, what is he/she like? Is he/she a likeable individual?**

*Allow for responses.*

Effective listening is an essential skill for making and keeping relationships. If you are a good listener, you’ll notice that others are drawn to you. People who don’t listen are boring. They don’t seem interested in anyone but themselves.

Listening is a commitment to understanding how other people feel, how they see their world. Listening is a compliment because it says to the other person, “I care about what’s happening to you. Your life and your experience are important.”

**What are some skills necessary to listen effectively?**

*List the participants’ responses on the board.*

➔ HANDOUT: Some Tips for Respectful Listening

*Distribute handout. Discuss the handout suggestions as well as different cultural ways of listening.*

**ROLE PLAY LISTENING SKILLS**

Now I would like to role model different kinds of listening skills.

*The facilitator and co-facilitator will do an exercise that includes disrespectful listening and respectful listening. The facilitator may tell a story about what he/she did the previous weekend, while the co-facilitator models the listening behaviors.*

**A disrespectful listener** will read or watch TV or text on phone while listening, will act bored, will interrupt, will look at his/her watch and will act distracted.

**What kind of listener was this listener? What made this listener a disrespectful listener?**

*Allow for responses.*

**A respectful listener** will stop what they are doing, will look at the person who is talking, will nod his/her head saying “uh- huh,” “I understand” or “I see what you mean,” will not interrupt and will act interested.

**What made this listener a respectful listener?**

*Allow for responses.*

There are many cultural differences in being a good listener.

**Can you think how individuals from various cultures or different generations might listen in different ways other than what was mentioned here?**

*Allow for responses and make suggestions if no responses are given.*

List may include:

• Limited eye contact

• May look away (either down or in the air)

• May stand very close

• May not give any indication that they are listening (e.g., long silences, no verbal responses, no head nods)

• May need to be active while listening (have something like knitting or doodling to keep hands active for example)

**[XX} STORY**

**Share traditional story about listening**

**PRESCRIPTION DRUG ABUSE**

The next drugs that we will be addressing are prescription drugs. Before we look at the handout, let’s see how much you already know about prescription drug abuse.

**What is prescription drug abuse?** *(Allow for responses.)*

Prescription drug abuse is taking prescription drugs that are prescribed for someone else or taking them in a manner or dose that is not prescribed by a doctor. One example would be someone who takes their brother’s Ritalin when they don’t have Attention Deficit Hyperactivity Disorder. Another example would be someone who was prescribed OxyContin for pain, but who takes it in large doses instead of following the doctor’s instructions. Prescription drugs can help people when taken under the guidance of a doctor for a real health issue. Some people think it is OK to abuse these drugs because they usually come from a doctor and aren’t illegal “Street Drugs.” However, if prescription drugs are misused, they can cause serious harm or death.

**What are Opioids?** *(Allow for responses.)*

Opioids, also called prescription narcotics or painkillers, are most often used to treat pain. Common prescription painkillers are OxyContin, Vicodin, methadone, Percocet, Percodan, codeine, and dyphenoxylate (Lomotil). They affect the brain and central nervous system by blocking feelings of pain. They are often misused by being injected or snorted. (Review initial effects and effects of heavy use).

**What are Central Nervous System Depressants?** *(Allow for responses.)*

Central Nervous System Depressants are sometimes called tranquilizers or sedatives because they slow down the brain. Two kinds of depressants are barbiturates and benzodiazepines. Barbiturates (i.e. Nembutal) are used to help people with anxiety and sleep problems. Benzodiazepines (i.e. Valium, Librium, Xanax) are used to help people with anxiety, panic attacks and sleep problems. (Review initial effects and effects of heavy use).

**What are Stimulants?** *(Allow for responses.)*

Stimulants (i.e. Ritalin, Adderall) increase alertness, attention and energy. Stimulants used to be prescribed for many different reasons, but now they are used to mostly treat Attention Deficit Hyperactivity Disorder (ADHD), depression or narcolepsy (when people fall asleep suddenly). Review initial effects and effects of heavy use.

➔ HANDOUT: Prescription Drugs

*Distribute handout and briefly discuss.*

**Would we want to abuse prescription drugs on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**Do I want prescription drug abuse to be a part of my life’s journey?**

Allow participants to think about this question, and then ask for a few responses to the question, and the reasons behind their response.

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handout and encourage participants to write what they have learned.*

*If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter.*

The list may include some of the following responses:

• **Mental**: We learned about respecting our Elders by following their example of listening. We learned how traditional teachings were handed down through oral history, artwork, song and dance, and how observing and being an active listener is important in gaining knowledge of [XX] traditions.

• **Spiritual**: We learned how the cultural and personal value of listening can affect our understanding and beliefs when following protocols and traditions.

• **Physical**: We learned about storytelling and how important listening and paying attention in a respectful way is for learning from our Elders and others. We learned that listening is crucial when actively participating in protocols and ceremony.

• **Emotional**: We learned about how we are connected to our [XX] way of life by following the example or our Elders and leaders when listening and learning about protocols. We learned how important it is to feel proud of ourselves in carrying on tradition.

*Allow participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have you learned in this chapter?**



**chapter 11**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 11**

**Effective Communication: Expressing Thoughts and Feelings**

The goal of this chapter is to teach effective communications skills, how to disagree respectfully, refusal and assertiveness skills, and how to deal with peer reactions to assertiveness. Participants practice positive ways to resolve conflict and to express feelings. Information about opiates is also included.

**GOALS**

• To learn different methods people use to communicate

• To learn how to make effective refusals

• To learn how to disagree respectfully

• To learn how to communicate directly and effectively

• To learn how to deal with potential peer reactions to assertiveness

• To learn about communication using social media

• To learn about oral traditions

**Invite speaker who can talk about communication or mediation**

Role-play effective communication (i.e. presenting at Tribal Council)

Practice story telling by participants, with Elders/Mentors as audience

Find a traditional story that illustrates effective communication

Listening, learning, practicing is the traditional way

Have youth interview a council person about meetings with other tribes and good communication

**WHAT IS COMMUNICATION?**

Communication is how people or animals exchange information. Communication requires that everyone understand a common language. There are ways to communicate that you hear, such as speaking, singing and sometimes tone of voice. There are also silent, non-verbal ways to communicate such as body language, sign language, touch, eye contact, or writing.

*Ask youth what they think communication means. Allow time for responses.*

**How do we communicate?**

• Talk – audio/sound

• Babies cry

• Visually – reading (books, magazines)

• Historically used story poles

• Carvings and paintings

• TV, movies, DVDs

• Self-communication

• Touch (patting, Braille)

• Facial expressions – smile, frown

• Body language: wave, point, stomp feet

• Facebook, instant messaging, email, texting

Communication under water is interesting – sound is louder underwater, more powerful. Whales can communicate even when they are 1000 miles away from each other. Submarines use sonar to communicate, and sonar can also be used to determine the distance between two objects.

**COMMUNICATION ON THE JOURNEY**

**Going back to the canoe theme, how important is communication on a canoe journey? If you don’t communicate well, what problems might occur?**

*Allow responses from participants.*

List may include:

• Misunderstandings

• People won’t get along

• People will argue

• People won’t work in a coordinated effort, get out of sync

• People will be in danger, canoe could flip or get off course

• Health problems that could get worse (as Journey goes on)

• Lose momentum and interest

• Miss out on your opportunity to pull or perform at protocol

**Traditional tools for effective communication:** A speakers staff, the raising of a drum, use of an eagle fan to keep the drumbeat during protocol.

**How does this teaching apply to communication?**

*Allow time for responses*

There are many ways of communicating; the two most common are (1) Non-verbal and (2) Verbal.

**NON-VERBAL**

Let’s role-play some non-verbal behavior.

*Facilitator or co-facilitator can demonstrate non-verbal behaviors.*

Suggestions:

• A person standing and thinking (could involve looking up, crossing arms and touching chin, looking puzzled, scratching head)

• A person looking bored (yawning, looking at watch, drumming fingers on a desk, sighing, looking sleepy)

• A person looking angry (frown, pout, furrowed brow, gritting teeth, breathing hard, pounding fist on the table)

• A person putting their head on the table while a speaker/teacher is talking – How would you read this?

– Not paying attention

– Sleepiness

– Ignoring

– Not being respectful

**VERBAL**

We learn a great deal about an individual by observing, but we also rely on verbal communication to express feelings, thoughts, and needs. These are some reasons we might use verbal communication:

• Explaining our views

• Listening to others

• Giving instructions

There are two parts to verbal communication, (1) listening and (2) speaking.

**Play the game ‘Come forth laughing’.** It practices non-verbal communication, self-control, humility and humor.

Create a story pole to document something learned or experienced.

Invite a storyteller or ‘legend keeper’ to come and tutor on storytelling.

**EFFECTIVE COMMUNICATION**

Now, let’s talk about effective verbal communication.

Why do we verbally communicate? We communicate to exchange knowledge and wisdom, and to share facts, knowledge and feelings.

**Why is this important?**

*Allow for responses.*

One important reason to communicate is so that we know what a person is thinking, and can get to know them better and not prejudge them. Words are powerful.

**Why is it important not to prejudge people?**

*Allow for responses. Refer to chapter 2 on stereotypes if necessary.*

Effective communication is very important in mediation. Mediators help people involved in a disagreement come to an agreement. Mediators have to use very effective communication skills: being respectful, listening, not interrupting, letting people talk. The goal is to come to an agreement, after both people have had the chance to state their feelings, reasons for doing things, and their side of the story. Mediators need to acknowledge each person’s point of view.

Sometimes we think that one side wins and one side loses in a disagreement. Many times, if we use good communication we can find ways to compromise so all sides feel good about the outcome.

Acceptance is also important if the outcome is not what you wanted or hoped for.

Being a good communicator can help problems be resolved. And communication is a lot about feelings - expressing feelings and trying to understand other people’s feelings.

➔ HANDOUT: Three Ways to Express Feelings

*Distribute handout and discuss its contents.*

**DISRESPECTFUL EXPRESSION**

**When someone communicates disrespectfully, what does it look/sound like?**

*Allow time for responses and write ideas on the board.*

The list might include:

• They TELL you

• Talk loud or yell

• Don’t listen

• Interrupt

• Get in somebody’s space

• Poke a finger in your face/space

• Sometimes get physical

**Is this an effective or respectful way to communicate? Are there other ways to communicate what you want?**

*Allow time for responses and write ideas on the board.*

The list might include:

• Use a quiet voice

• Softer voices may get more attention

• Don’t confront directly

• Elders might talk louder, or need to be spoken to clearly and loudly

• Use humor – many people listen better if there is some humor in what the speaker is saying

Words have meaning – words are powerful. Think about what you want to say before you say it.

*List behaviors associated with disrespectful expression. Refer to the handout.*

**INEFFECTIVE EXPRESSION**

**When someone communicates ineffectively, what is that like?**

*Allow for responses.*

*List behaviors associated with passive expression. Refer to the handout.*

**EFFECTIVE AND RESPECTFUL EXPRESSION**

**When someone communicates effectively, what does this look like?**

*Allow for responses.*

Tribal Council meetings can be good places to find examples of effective communicators. Council members and staff come prepared, are calm, and include documents to back up what they are saying.

*List behaviors associated with effective expression. Refer to the handout.*

As we look at this list, let’s keep in mind that what is effective and respectful communication in one community or culture

might not be as effective in another. Where you are and whom you are with might change your choice of communication style. Cultural differences are important.

**How might you communicate when with your Elders, Aunties or Uncles? How might that be different from how you communicate with your friends?**

*Allow time for responses.*

**How about in school?**

*Allow for responses.*

**Can you think of other ways people from various cultures and generations might communicate or express feelings?**

*Allow for responses.*

*Discuss the different ways individuals within a community might express themselves (example: people who stay silent when asked a question in order to reflect, or sometimes silence will mean “no” or “I don’t know”). Differences between generations (Elders – slower paced / Youth – fast paced), differences that come from the evolution of technology.*

*Explore our different perceptions about ways that people communicate (how we perceive people when they are silent, cussing, emotional, etc.). The way you communicate is a form of presenting yourself to the world. Choosing words carefully is important.*

**EXPRESSING FEELINGS RESPECTFULLY**

Now let’s look at how to express feelings respectfully.

➔ HANDOUT: Expressing Feelings Respectfully

*Distribute handout and discuss contents.*

There are three components to expressing feelings respectfully:

• Your perspective of the situation, “I think…”

• Your feelings about the situation, “I feel…”

• Your wants regarding the situation, “I want…”

**How might people of other cultures express their feelings?**

*Allow for responses.*

List may include:

• Drumming at funerals

• Japanese wear white at funerals

• Feeding the spirit

• Face to face invitations

• Bringing a gift

**Getting back to the Canoe - how might being able to express feelings effectively help us on our journey?**

*Allow for responses.*

This also pertains to our life’s journey.

**How can being able to express our feelings effectively and respectfully help us with our life’s journey?**

*Ask the participants to provide more examples where they might use their skills. Write down some ideas then have youth role play their situations with a partner.*

As I read the next [quote or story], think about how it applies to effective and respectful communication.

[Include quote or story here]

**Provide examples, stories, and other illustrations of effective and respectful communication from your Tribe/community**

Meaningful quote that applies to us today: “In every deliberation we must consider the impact of our decisions on the next seven generations.” –The Great Law of the Iroquois Nation.

**How do these beliefs and stories relate to effective and respectful communication?**

*Allow for responses.*

**EXPRESSING POSITIVE FEELINGS**

Expressing positive feelings and giving compliments are important skills in building healthy relationships.

Complimenting people at school or work is an excellent way to demonstrate good social skills on the job. It is important for people to distinguish what is appropriate in different situations. For example, it is not appropriate for people at work to make statements such as “Good job on that project, I just love you!”

**ASSERTIVE COMMUNICATION**

Now we are going to talk about assertive ways to communicate. The handout (Three Ways to Express Feelings)

referred to “I” statements.

**What are “I” statements?**

*Allow for responses.*

When a person makes “I” statements, he/she is taking responsibility for his/her own feelings and not placing blame on the other person. Instead of saying, “You make me so angry,” say, “I am upset.”

**How does making “I” statements help with effective and respectful communication?**

*Allow for responses.*

Making “I” statements can also help with resolving conflicts. Communication can be very difficult when we are having a conflict with someone.

The way you deliver the message can impact the outcome. Example could be tribal relationships with federal authorities. The way the tribes communicate can certainly impact the outcome.

Let’s look at a handout that suggests some steps to resolve conflict.

➔ HANDOUT: Steps to Resolve Conflict

*Distribute handout, read it and discuss its contents.*

By applying these tips, the result is that you feel better and hopefully you will maintain the relationship with the person that you had the conflict with.

Sometimes assertiveness is effective because it allows you to have your needs met without hurting anyone else, it can help you resolve conflict and it helps you remain calm under pressure. Sometimes you need to be assertive when people are asking you to do things that you feel are wrong.

Now let’s look at some tips that will help us to be assertive.

➔ HANDOUT: Tips for Being Assertive

*Distribute handout. Have participants take turns reading each point and generate discussion about the handout.*

**So now that we know what assertiveness is like, why do you think that it might be a useful skill to learn?**

*Allow participants to express their ideas.*

List should include:

• Creates a sense of personal satisfaction

• Helps you get what you want

• Increases your sense of being in control

• Increases your sense of being honest

• Increases respect and admiration from other people

**How many times have you had friends ask you to do something you didn’t want to do but you said “yes” just because you didn’t want them to be angry with you?**

While assertiveness can be a helpful tool, for many of us it is a difficult skill to learn. Some people are brought up to be assertive so it is a skill that they can use easily. But for the majority of us, assertiveness is something that we have to practice a great deal in order to do it well.

While assertive communication may sometimes seem like a disrespectful way to communicate, there are situations where it might be very important, for instance to keep yourself or others safe.

**When are some other times you might want to use assertive communication?**

*Allow for responses.*

List may include:

• Community meetings

• Asking a teacher for missing assignments

• Talking to teachers/coaches

• Talk about how to have healthy debates, and the importance of having that skill

**REFUSING ASSERTIVELY**

Now we want to look at some steps for making refusals.

➔ HANDOUT: Refusing Respectfully

*Distribute and read handout.*

• According to the handout, there are steps we can take to make a refusal respectfully.

• Stop and think about what you want

• Make the decision that is best for you

• Communicate your decision by first stating your position

• Explain your reason

• Express understanding

OR

• Offer some alternative things to do

**How might assertive behavior differ among cultures and generations?**

*Allow for responses.*

**Remember:** Taking the steps to be assertive allows you to take a firm stand, express your opinions, feelings, and needs without hurting anybody’s feelings.

**EXAMPLE OF ASSERTIVE REFUSAL**

The facilitator and co-facilitator should now role-play assertive refusal.

**Facilitator:** “Hey, how about we skip work today and go shopping?”

**Co-facilitator:** “No, I can’t do that because I need the money that I make from this job. I know how you feel, though, because sometimes I feel like taking time off of work. Why don’t we go shopping on one of our days off?”

**Did you notice how she used the steps?**

• She first thought about what would be best for her.

• She made a decision that was best for her.

• She stated her position, “No, I can’t.”

• She explained her reason, “I can’t because I need the money that I make from this job.”

• She expressed understanding, “I know how you feel, though, sometimes I feel like taking time off of work.”

• She offered an alternative, “Why don’t we go shopping on one of our days off?”

**ROLE PLAY EXAMPLE 2**

**Facilitator:** “Hey, I heard that there is going to be a party this weekend at Dave’s house. Do you want to go?”

**Co-facilitator:** “No, I can’t go to his parties because I don’t drink and he always has drinking at his parties. Why don’t we go to a movie instead?”

**Did you notice how the steps were used in this situation?**

*Go over steps.*

**REFUSAL OF HARMFUL BEHAVIOR**

When practicing refusals of harmful behavior, it is not appropriate to make understanding statements.

For example, you would not want to say, “I’m sorry I can’t cut school with you but I hope you find someone else.”

In this case it is most important to focus on the refusal and the reason and to support your friends in making the best decisions.

**A RIGHT TO SAY NO**

Remember that you have a right to say no whenever you want to but there are some situations where it might not be wise to say “no.” For example, if you are driving down the street and a police officer asks you to pull over. Yes, you have the right to say no but you will have to accept the consequences that go along with saying no. Also, are there times with your family or community where it would be disrespectful to say no?

**When might we have to practice our refusal skills on a Canoe Journey?**

**Now can you think of some examples of real life situations where you might have to make assertive refusals?**

*Allow for responses.*

Once a list is generated, have them practice the refusal skills in pairs.

**SOCIAL MEDIA COMMUNICATION**

Social media communication is ever increasing. Most invites or announcements come from Facebook or blogs. It is important to remember to be respectful using online social media when posting photos, conversations, status updates etc.

*Cyber bullying and harassment is becoming a serious problem. Open up discussion to generate participant experience and input.*

**OPIATES**

The next drug that we will be addressing is opiates. Before we look at the handout, let’s see how much you already know about opiates…

**What are some common opiates?** *(Allow for responses)*

Oxycodone, Codeine, Darvon, Morphine, Percodan, Talwin, Dilaudid, Demerol, and Methadone.

**Why are opiates so addictive?** *(Allow for responses)*

Opiates induce pain relief and trigger a feeling of pleasure. Long-term use of opiates actually changes the way the brain works. The cells get so used to having heroin present they can’t work without it! If dependent nerve cells are deprived of opiates they become overactive and cause withdrawal symptoms.

**What are the risks of taking opiates?** *(Allow for responses)*

infection of the heart valves skin abscesses congested lungs liver disease tetanus serum hepatitis anemia pneumonia inflammation of the veins cardiac disease IV drug users place themselves at greater risk of contracting the HIV/AIDS virus The user never knows whether the next dose will be unusually potent, leading to overdose, coma, and possible death

➔ HANDOUT: Opiates

*Distribute handout and briefly discuss contents.*

**Would we want to take opiates on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**“Do I want opiates to be a part of my life’s journey?”**

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

*If necessary, draw the Four Seasons on the board and give participants a few examples of what they may have learned from this chapter.*

The list may include some of the following responses:

• **Mental**: We examined different methods people use to communicate. We learned how to make effective refusals and express feelings assertively.

• **Spiritual**: Being able to communicate effectively allows us to be content with ourselves. We learned that making a firm stand builds confidence.

• **Physical**: We learned that if we communicate aggressively, it is not healthy for the body. We learned how communicating effectively and assertively can actually relieve stress.

• **Emotional**: We learned that if we communicate directly and effectively, we will see ourselves as having strength to face difficult situations. We learned that expressing our feelings assertively can cause us to have more confidence and have a sense of well being.

*Allow participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have you learned in this chapter?**



**chapter 12**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 12**

**Safe Journey without Alcohol and Drugs**

The goals for this chapter are to learn about addictions, learn how expectancies influence perception, and learn about the consequences of drug and alcohol use. Participants will reflect on the ‘Canoe Way of Life’ as an example of ‘Life’s Journey.’ Information about steroids and depressants is also included.

**GOALS**

• To learn about the problems that drugs and alcohol can create

• To learn about addictions

• To learn about the effects and consequences of drug and alcohol use

• To learn about taking care of our bodies – exercise, healthy food choices

• To learn how substance abuse can affect others (family, community, Tribe)

**Invite speaker to share their personal experience with alcohol/drugs**

*Be sure that all discussions include how to make healthy choices (rather than only focusing on avoiding bad ones).*

**INTRODUCTION**

We have talked a lot about canoe journeys, who goes on them, how to get through rough waters, etc. Now we are going to talk about WHAT you take on your canoe journey.

**What are some things you would want to make sure you take on a canoe journey with you? Why is it important to take these things?**

*Generate responses and write the list on the board.*

**Are there things you would NOT want to take on a canoe journey with you? Why?**

*Make a list of suggestions.*

(You can contribute something silly like “a bowling ball” and talk about how you don’t really need it to canoe and it will just get in the way or would make the canoe heavier to pull).

**SUBSTANCE USE INTRODUCTION**

Now of all the things we just talked about taking or not taking on our canoe journey, we are going to focus on two things in particular:

• **Drugs and alcohol**

There might be a lot of reasons why we do not want to take drugs/alcohol on a canoe trip with us – the most important is protocol. Definition of protocol: the unwritten rules, expected behavior and ways to participate in traditional ceremonies, displaying of good manners and high standards.

**Invite speaker to discuss protocol during Tribal Journey**

Some people might have reasons for using drugs or alcohol or think there are good reasons for using drugs and alcohol.

**Invite chemical dependency counselor to speak about drugs/alcohol**

**What are some reasons why someone might want to use drugs or alcohol?**

*Write responses.*

List may include:

• Curiosity

• Relaxation

• Socializing

• Way to escape

• Seems fun

• Seems grown-up

**How about reasons for NOT using drugs or alcohol?**

*Write down responses under “cons.”*

Could include the following:

• Could lead to addiction

• Harder to make good choices

• Could be taken advantage of

• Could harm others (driving drunk, etc.)

• Could damage yourself physically and/or mentally

• Could lead to death (accident, alcohol poisoning, violence)

Some of these reasons for using or not using drugs/alcohol apply to whether we want to have them along for our life journey.

We know that drugs and alcohol are not allowed during Canoe Journey.

*Point out some responses on the board that might apply to life’s journey.*

**Can you think of any other reasons we may or may not want to use drugs / alcohol on our life journey that are not already up here?**

**STEREOTYPES**

**Some people might think that stereotypes are one reason to either use drugs/ alcohol or not use drugs/ alcohol. Do you remember what a stereotype is? Does anyone know a stereotype about Native Americans and drinking? How do you think that stereotypes might either lead us to use or not use alcohol?**

*Write responses down.*

List may include:

• Normalizes use of alcohol in Native communities

• Perception that drinking is the only way to be cool

• All Native people who drink are alcoholics.

**Could have speakers share that their personal choices for not using is due to the negative stereotype around Native People and addiction to alcohol and other drugs**  
Ask youth what they think about the perception around this issue

Can refer back to materials/concepts discussed in chapter 3 (How Am I Perceived?).

**CONSEQUENCES**

We have come up with some things that may affect the decision to use drugs / alcohol. Now we are going to talk about some other things that may affect this decision. They include:

• Physical consequences: poor health, injury, death

• Other consequences: - hospital bills, court involvement, revoked license

• Expectancies: poverty, jail, treatment

• Ripple effect: self, family, community, tribe, all Native people

*Remember to discuss that there are negative and positive consequences – and that consequences are not always “bad.” Positive consequences can result from healthy choices.*

**OTHER CONSEQUENCES**

Now let’s talk about some other consequences of drug and alcohol use.

We all know most drugs are illegal and that alcohol is illegal for people under 21. When people over 21 decide to drink, there are many areas that they most often have problems with.

*Write these on the board:*

• Motor vehicle accidents,

• DUI traffic violation

• Unsafe sex

• Violence

• Blackouts

• Minor in Possession charge

• Possible death (alcohol poisoning)

• Community loses trust in you

• Financial problems – current and in the future

• Reputation – “takes a lifetime to build, a minute to lose”

**If adults do decide to drink responsibly, how do you think they could prevent these problems from happening? For instance,**

• How would you prevent automobile accidents?

• How would you prevent unsafe sex from happening?

• How would you prevent violence from occurring while drinking?

*Generate a list for each problem.*

Could include protective factors like, knowing your limit, who you are with, choosing a safe location, having someone to watch out for you, designated driver, etc.

**HOW SUBSTANCE ABUSE AFFECTS OTHERS**

*Discuss how substance abuse affects others family, community and tribe.*

**Use activities [example: model of longhouse with many fires] from previous chapters for discussion**

**EXPECTANCIES**

Expectancies is just a fancy word for what people expect to happen when they do something. There are certain things people expect to happen when they drink or do drugs. Expectancies can be pretty powerful.

**WHAT ARE SOME THINGS THAT PEOPLE EXPECT TO HAPPEN WHEN THEY DRINK ALCOHOL?**

*Generate a list*

• Believe they are sexier or flirt better

• Feel relaxed and less shy

• Feel that they can have more fun

• Feel more feminine

• Feel more masculine

• Liquid courage

• More vulnerable

• More truthful

• Loss of inhibitions

**Do you think alcohol actually creates all of these feelings mentioned?**

**Do the chemicals in alcohol cause us to behave in the ways we’ve talked about?**

**TAKING CARE OF OUR PHYSICAL BODY**

“You are what you eat.” Traditional Native diets and exercise have been shown to lower the chance of disease and poor health among Native people. Being active in gathering foods, traveling by foot or canoe, or playing games are good traditional ways to exercise.

➔ HANDOUT: Food Habits of Our Ancestors

Some traditional [XX] Foods include: {list appropriate healthy traditional foods].

➔ HANDOUT: Today’s Food

Discuss challenges with today’s food choices, and exercise levels. Standard American Diet (SAD). Discuss fast food chains and convenient foods. Discuss commodities. Commodities have been directly linked to diabetes and heart disease among Native people. There have been significant changes recently in what foods are distributed. Google search recent publications.

**Invite speakers to talk about health, nutrition and exercise – and traditional foods and medicine**

**STEROIDS**

The next drug that we will be addressing is steroids. Before we look at the handout, let’s see how much you already know about steroids…

**What are steroids?** *(Allow for responses)*

Anabolic steroids are man-made derivatives of the male hormone testosterone and are used to build muscle, increase performance and improve appearance. The “muscle-building” effects help the body retain protein, a necessary building block for the growth of muscles, bones, and skin. When ingested, steroids go straight to the individual cells in organs and muscles. They enter the nucleus of the cell and alter the genetic material to stimulate the production of new proteins.

**What are the risks involved in taking steroids?** *(Allow for responses)*

• Rapid weight gain and muscle development

• Damage to growth areas at the end of bones that permanently stunts growth

• Weakened tendons, resulting in tearing or rupture

• Headaches related to hormonal imbalance

• High blood pressure, hardening of the arteries, heart palpitation, heart attack, stroke

• Mood swings, depressed moods, irritability, delusions and impaired judgment

• Uncontrolled aggression and combativeness, called roid rage. “Hulk Smash”

**What are the long-term effects of taking steroids?**

*(Allow for responses)*

• Liver damage which can lead to cancer, jaundice, bleeding and hepatitis

• Impairment of the kidneys, which leads to kidney stones and kidney disease

• Risk of HIV infection through sharing needles to inject steroids

• Chronic steroid users have withdrawal symptoms that intensify psychological effects.

• For women, masculinities occur. The result is an increase in facial and body hair, a lower voice, irregular menstrual periods, thinning of the hair, skin problems in which the pores become enlarged and induces severe acne.

• For men, feminization occurs. Excess testosterone changes into the female hormone, estrogen. The result is abnormal breast enlargement, testicular shrinkage, increased tendency toward fatty deposits, extremely soft muscles, balding and a lowered natural production of testosterone.

➔ HANDOUT: Steroids

*Distribute handout and briefly discuss contents.*

**There are some very informative and funny videos on YouTube**   
One of our favorites for class was the skit on SNL with Vera DeMilo with Jim Carey. Also Starla from Napoleon Dynamite.

**DEPRESSANTS**

The next drug that we will be addressing is depressants. Before we look at the handout, let’s see how much you already know about depressants…

**What are depressants?** *(Allow for responses)*

These drugs are used medicinally to relieve anxiety, irritability and tension. They produce a state similar to alcohol intoxication.

**What are some of the risks of taking depressants?** *(Allow for responses)*

Intoxication

• Depressed respiration

• Lowered blood pressure

• Clammy skin

• Dilated pupils

• Coma

• Slowed heart rate

• Overdose and death

• Sleepiness

**Are depressants addictive?** *(Allow for responses)*

Yes. Tolerance to depressants builds quickly and produces physical and psychological dependence. Depressants are highly addictive.

➔ HANDOUT: Depressants

*Distribute handout and briefly discuss contents.*

**Would we want to take steroids or depressants on a canoe journey?**

*Allow for responses.*

So that leads to the question that each of us should ask ourselves,

**“Do I want steroids or depressants to be a part of my life’s journey?”**

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter.

The list may include some of the following responses:

• **Mental**: We learned about how different drugs including steroids and depressants can affect us.

• **Spiritual**: We learned how drugs and alcohol can hinder our efforts to be successful on our life’s journey. We learned that in order to honor the Creator that we must stay away from substances that are harmful for our mind and body.

• **Physical**: We learned how substances affect our bodies, and how we are not honoring our bodies if we use harmful substances.

• **Emotional**: We learned how drugs and alcohol can affect us emotionally. We considered in what ways we are pressured to use. We learned that drugs have an effect on our emotions.

*Allow the participants time to complete the Four Seasons handout and discuss some of their ideas.*

**What [XX] protocol(s) have we learned in this chapter?**



**chapter 13**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

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NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 13**

**Strengthening Our Community**

This last chapter focuses on finding leaders within the [XX] community to serve as role models, learning about the Boldt decision [insert other appropriate example as needed], tribal sovereignty, leadership, and how to make good choices within the [XX] community. This chapter includes field trips to volunteer with important community projects or activities.

**GOALS**

• To learn about leadership skills within the [XX] community

• To learn about making choices that best serve yourself and the community

• To learn about the Tribal Canoe Journey

**Bring in tribal experts to share stories and documents**

Speakers who are knowledgeable about legal issues and sovereignty for your community.

Staff who are good resources for knowledge about historical development in tribal government.

Gather documents that pertain to the appropriate Treaty, Boldt decision [or other local important decision],   
self-governance and sovereignty.

Bring in the Monthly Youth Activities Calendar and Tribes Annual calendar to discuss on-going and new events and activities that your community is involved in and/or provides.

**COMMUNITY ACTIVITIES**

**What are some community activities that you could get involved with?**

• Attend a Tribal Council meeting

• Attend a Public Hearing

• Attend a Youth Council or youth meeting

• Attend a meeting of a coalition in your community

• Partnering with adult volunteers to help in the community in some way (e.g. Canoe Journey hosting)

• Invite Tribal leaders to come to speak to the youth

• Elders activity / host an Elders event or social in the Elders building or youth center (pick topic for discussion, i.e. foods, hunting, gathering – and play games)

• Digital stories

• Athletic Tournaments

• Serving food during meetings and events

• Town hall meetings

• Going on the canoe journey

For this chapter, youth will go on field trips where they can witness examples of community leadership and participate/volunteer in events that serve the community. Tribal archives would be an excellent site to visit. Also check schedule for upcoming Tribal Council meetings.

**TRIBAL COUNCIL/YOUTH COUNCIL OR OTHER LEADERSHIP MEETINGS**

Have you ever attended or presented at a Tribal Council meeting? What was it like? What did you learn?

*Have a list of questions for youth to answer when they go to a Tribal Council or Youth Council meeting (i.e. who is chairing*

*the meeting, why and how were the councils formed – what is the history of the council /tribal government, what does council discuss, what is sovereignty, how have things changed since members got on council?)*

*Have them observe what is going on at the meeting – then figure out 1 or 2 questions that they can ask the council members. Afterwards ask youth if they have questions about anything that happened at the meeting.*

Youth will then prepare to give a presentation about what they experienced attending the Tribal Council and Youth meetings.

[List other appropriate leadership opportunities]

**THE ANNUAL CANOE JOURNEY**

**Why would we want to participate in the Canoe Journey? How is it strengthening our community?**

*Allow for responses.*

Canoe Journey brings us together. We are one. Community, family, friends, other tribal communities, three bands unite – it strengthens our people.

**Canoe Journey Purpose: Keeping our Culture Alive. The ‘Revitalization’ of our culture through:**

Learning protocols

• Traditional regalia, inspired to learn about and use

• Practicing cultural traditions

• Learning from our Elders

• Learning more songs, dances and language

• Raising children in a collective environment

• Building on groups strengths

• Life long bonds

• Increased sense of belonging

• Acceptance, tolerance, respect for others

• Extended families living in one home

• Staying with friends and family

• Giving, generosity, sharing, hosting

• Feeling pride and empowerment

• Feeding the spirit

• Respecting our heritage

• More canoes being carved

• Storytelling increased

• Coming together for a common cause

In the [XX] language there is a phrase ”[XX]” that means medicine for the soul. It is what many people say

they feel from participating in Tribal Canoe Journeys. It gives a sense of renewal, cleansing, healing, being uplifted and encouragement.

**LIFE SKILLS CONCLUSION**

This is the conclusion of the life skills chapters. All that is left is our honoring ceremony, which will take place on

.

We have covered a lot of information, in addition to going over many skills that may help you in your journey through life.

**In review, what are some of the things that you have learned in these chapters?**

*Allow for responses.*

Make sure that responses include some of the following skills:

• Learning about the Four Seasons and how they relate to being [XX]

• Learning from the Canoe Journey and it’s revitalization effects

• Learning about protocols and ceremonies

• Learning about tribal resources

• Building relationships and mentorships

• Appreciation for our Elders

• Self-awareness

• Spiritual and traditional lessons

• Connection to the community

• Setting goals

• Problem solving

• Decision-making

• Communication skills

• Effective listening

• Assertiveness

• Coping with emotions

• Anger management

• Conflict resolutions

• Stress reduction

• Making decisions about alcohol and other drugs

• Maintaining good health

• Preparing for the future

We have really enjoyed having this time with you. We have presented a great deal of material and we hope that you will be able to use some of these skills in the future.

**Have A Safe Journey!**

**CONCLUSION**

➔ HANDOUT: What Did You Learn?

**Using the Four Seasons model, what could we say that we have learned in this chapter?**

*Distribute the handouts and encourage the participants to write what they have learned.*

If necessary, draw the Four Seasons on the board and give the participants a few examples of what they may have learned from this chapter.

The list may include some of the following responses:

**Mental**: We learned how important cultural revitalization is to ourselves and our families. We learned how knowledge about our community strengths can help us in making healthy choices for ourselves and our community.

**Spiritual**: We learned that the revitalization of our traditions, customs, protocols and community connections strengthens our spirit to keep our [XX] way of life strong.

**Physical**: We learned how important it is to contribute to our [XX] community. We learned how we can become active members by participation in meetings, events and other activities.

**Emotional**: We learned how becoming active members and taking ownership in our community adds to our sense of belonging, identity and feeling proud of who we are and where we come from.

**What [XX] protocol(s) have we learned in this chapter?**



**chapter 14**

Notes:

**Facilitator Checklist**

Please carefully review the upcoming chapter (especially placeholders) to determine what you will need to successfully facilitate the chapter. The checklist below will help you prepare for activities and organize materials. Please complete as thoroughly as possible.

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**SPEAKERS**

NAME TOPIC INVITED?

NAME TOPIC INVITED?

NAME TOPIC INVITED?

Transportation needed?

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**MATERIALS NEEDED** (stories, handouts, quotes, items for cultural activities etc.)

Permission slip signed?

Transportation arranged?

Person contacted?

Contact person(s) for field trip(s):

**CULTURAL ACTIVITIES / FIELD TRIPS**



**chapter 14**

**Honoring Ceremony**

The intervention program culminates with an Honoring of youth participants. This is similar to a graduation ceremony in that facilitators acknowledge youth for the completion of the program and honor their unique attributes. A private ‘popcorn party’ viewing of the completed digital stories is held. Certificates of Completion and sweatshirts with project logo are gifted.

A public ceremony is scheduled and can be held during an annual Youth Honoring Ceremony. This could incorporate the work participants have done on identifying mentors. Youth are encouraged to invite their mentors to attend the ceremony. Youth can prepare a short speech about why this person or mentor is important and honor them with a handmade gift (necklace, weaving, etc.). The mentor also has the opportunity to talk about the youth and their accomplishments. Digital stories that the youth created can be shown with prior permission. Art projects created during the program can be shown.

Tribal Elders, leaders, the curriculum review committee and the youth’s families are also invited to witness this ceremony and share a meal.