

FIRST NATIONS YOUTH SUICIDE PREVENTION CURRICULUM



PREVENTION THROUGH CULTURE

Disclaimer

Subject to the indemnity obligations set out below the First Nations Youth Suicide Prevention Curriculum (herein referred to as 'curriculum') is available free of charge.

These materials shall only be used on a non-commercial basis to support efforts and initiatives to discourage suicide among First Nations youth. The curriculum should not be used for any other purposes.

Thus, the curriculum on this website is provided for general information purposes only and is not meant as legal, personal, or other professional advice. If you require specific legal, personal, or other professional advice on any issue, please consult an appropriate professional for advice.

The information contained in the curriculum was correct at the time it was posted. Be aware that it is possible there may have been subsequent changes to the body of knowledge, which make the information outdated at the time you are accessing it. Importantly, the curriculum contained in this website is intended solely to provide general guidance on matters of interest to the user. The user of the curriculum accepts full responsibility for its use. The curriculum is provided with the understanding that the developers are not herein engaged in rendering legal, personal, or other professional advice, or services. As such, it should not be used as a substitute for consultation on any legal, personal, or professional matters.

While we have made every effort to ensure the information in the curriculum contained on this website has been obtained from reliable sources, the developers are not responsible for any errors or omissions. The curriculum is provided "as is," with no guarantee of completeness, accuracy, timeliness, or of the results obtained from the use of this information, and without warranty of any kind, expressed or implied, including, but not limited to warranties of performance, merchantability, and fitness for a particular purpose. Nothing herein shall to any extent substitute for the independent investigations and the sound judgement of the user. Laws and regulations are continually changing and can be interpreted only considering particular factual situations.

Links to third parties' websites are provided on this website and within the curriculum. These sites are not under the authority of the developers of our website. The information contained in linked websites is not guaranteed as to accuracy or timeliness and is provided for convenience only. As such, users should note that information on the websites may have been provided by outside sources and we accept no responsibility for the accuracy and reliability of outside material. Further, we have not verified the content of such third-party sites and do not endorse, warrant, promote, or recommend any advice, services, or products that may be provided or accessed through them or any person or body which may provide them. We have also not issued or caused to be issued any advertisements which may appear on these websites and do not guarantee that viruses or other harmful items do not exist on third party sites or on the servers that make content available.

Any opinions and views expressed are those of the developers, and do not necessarily reflect the opinion of anyone else. Therefore, usage of this site is at the user's own risk.

We shall not be responsible or liable for any harm, damage, or other losses including any direct, indirect, special, incidental, or consequential damages caused in whole or in part by any errors or omissions in the curriculum, or for any reliance on, use or misuse of them, under any circumstances.

Acknowledgements

Principal and Co-Director – Harvey McCue (Waubageshig), MA, Anishinabe

Co-Director – G. Brent Angell, PhD

Principal Researcher and Writer – Amy Alberton, MSW

Researcher – Naomi Williams, MSW, Anishinabe

Researcher – Jessica Bakker North, MSW, Métis

Researcher – Samantha McCue, BFA, Anishinabe-Ned'u'ten

Video and Website Production – Dylan Pearce, ReDefined Entertainment

Video Narrator – Howie Miller, Cree

Special thanks to the staff and students of Cst. Robin Cameron Education Complex, Beady's and Okemasis Cree Nation, SK and Migizi Wazisin Elementary School and Migizi Miigwanan Secondary School, Long Lake #58, ON for their participation and feedback during field tests.

Funding to produce the curriculum provided by Indigenous Services Canada.

Table of Contents

Part One – Information for Teachers

Introduction.....	7
About the Curriculum.....	8
Teacher Responsibilities.....	9
Reasons for the Curriculum	10
Purpose of the Curriculum	10
How to Use the Curriculum	11
Cultural Protocols	12
Key Concepts: Teachings and Tradition	13
Facts About Suicide	14
An Ecological Model of Risk and Protection	15
Suicide Protective Factors.....	16
Suicide Risk Factors	19
Suicide Warning Signs	23
Myths about Suicide	26
Teacher Guidelines: When Risk of Suicide is Evident	27
Suggestions for Engaging Students’ Parents or Caregivers	29
Sample Invitation for Parents or Caregivers	30

Part Two: Learning Modules

Module One: Introduction	32
Module Two: Shame and Communication Skills	45
Module Three: Listening to Wisdom	52
Module Four: Feelings and Emotions	62
Module Five: Recognizing and Understanding Feelings and Emotions.....	70
Module Six: Coping Skills and Activities.....	75
Module Seven: Understanding and Managing Stress.....	84
Module Eight: The Power of Thinking and Being Positive	91
Module Nine: Sharing and Caring	99
Module Ten: Values	105
Module Eleven: My Inspiration.....	120
Module Twelve: Presenting My Inspiration.....	125
Module Thirteen: My Strengths.....	128
Module Fourteen: My interests, Hopes, and Dreams	136
Module Fifteen: Goal Setting.....	142
Module Sixteen: Working Through Challenges & Making Healthy Decisions	152
Module Seventeen: Working Through Challenges with Harmony and Balance	158
Module Eighteen: Healthy Relationships.....	162
Module Nineteen: Personal Boundaries.....	168
Module Twenty: Leadership	173

Module Twenty-One: Beauty Around Us & Within Us	178
Module Twenty-Two: Beauty All Around Us	182
Module Twenty-Three: Student Art-Piece Presentations	185
Module Twenty-Four: Putting it all Together	188
References	194

PART ONE

INFORMATION FOR TEACHERS



INTRODUCTION

Welcome to the First Nations Youth Suicide Prevention Curriculum! Thank you for taking the time to carefully read through this manual. The decision may save a child's life. The content included may elicit uncomfortable feelings. This is okay. They are totally normal. These issues are sensitive, timely, and of great importance to your students and the community in which they live. Keeping this in mind should make your journey through the material less dispiriting. Remember to take care of yourself. Suicide is always a difficult and emotional topic to confront. We hope that you will use the curriculum, but we encourage you to take some steps to care for yourself throughout its use.

Here are some things you can do to **take care of yourself** throughout the curriculum, and beyond:

- Exercise
- Stretch
- Get outside, take time to enjoy nature
- Recognize stress and other difficult emotions
- Start your day by doing something that makes you feel good
- Find your support system and use it
- Use positive coping strategies
 - Breathing techniques, muscle relaxation, guided meditations
 - Challenge irrational or upsetting thoughts, feelings, or behaviours
 - Be mindful
- Maintain a structured classroom environment
- Eat regular, healthy meals
- Sleep well
- Make time for yourself, family, and friends
- Try not to over-think
- Set healthy boundaries, know when to say no
- Embrace your imperfections
- Take time to unplug from technology
- Write notes to yourself, reminding you of the good you have done
- Journal
- Laugh
- Ask for help
- Declutter your space
- Listen to music
- Put self-care time in your calendar

ABOUT THE CURRICULUM

We know that many teachers in First Nations schools confront the issues of youth suicide and self-harm, sometimes on a daily basis, and currently the tools and means to help educate students about the issue and what to do if they or someone they know are contemplating suicide are often inaccessible or unavailable. The purpose of this research-based, culturally-relevant, sensitive, and strengths-based program is to inform and educate students about the nature of youth suicide, risk and protective factors, warning signs and clues, appropriate intervention steps, and potential harm reduction strategies to assist youth to cope with suicide-related challenges while building students' hope and resilience. Although the curriculum is intended primarily for use in grade 6 through 8, teachers in grade 5 and beyond grade 8 may wish to consider it for their students.

There are 24 modules which include lesson plans. Each module is one hour in length – optional activities are provided if extended period is required. Topics covered throughout the curriculum include:

- Suicide myths, warning signs, and what to do to help
- Shame and communication
- Listening to respected community members and other positive role models
- Recognizing and understanding feelings and emotions
- Coping skills and activities
- Understanding and managing stress
- The power of thinking and being positive
- Sharing and caring
- Values
- Strengths, inspiration, interests, hopes, and dreams
- Goal setting
- Problem-solving and decision-making
- Harmony and balance
- Healthy relationships
- Personal boundaries
- Leadership
- Understanding and appreciating connections to Creation

TEACHER RESPONSIBILITIES

Below is a list of key responsibilities that will assist you as you move through the curriculum. As you reflect on these responsibilities, think about how they apply within the cultural context that you are working in.

- Familiarize yourself with the resources in this manual and adhere to program guidelines.
- Be alert to students' feelings throughout discussions. Their feelings may be communicated by verbal cues as well as body language and facial expressions. Take breaks when needed.
- Be honest. Be yourself. Be as transparent as possible, i.e., acknowledge when you don't know something or when you were wrong. Model the behaviours and skills being taught.
- Always use appropriate and sensitive language when discussing suicide:
 - Use "died by" instead of "committed" or "successful" suicide. The word "committed" implies a criminal aspect to the act of suicide. The word "successful" does not accurately reflect the tragedy that every suicide represents.
 - Use "non-fatal" instead of "failed" suicide attempt.
 - To avoid implying that suicide is a common event, use "increasing rates" instead of "suicide epidemic."
- Sharing is encouraged but optional. Encourage sharing through class discussions but make it clear to students that no one is expected to reveal anything they are not comfortable revealing.
- Thank students who do share every time they disclose personal information in class.
- Encourage hope
- Respect culture
 - Understand the importance of self-reliance and self-care, as well as the importance of connections to place, other people, and community
 - Importance of respected community members and kinship
 - Importance of privacy – do not use participation in class discussion as a grading tool
- Reduce Stigma/Shame
 - It's okay to talk about dying.
 - But bear in mind, some cultures do not discuss the dead.
 - Any references to the deceased in the community or elsewhere should be avoided completely!
- Use humour when appropriate.
- Take care of yourself throughout the journey.

REASONS FOR THE CURRICULUM

- High suicide rates among First Nations youth.
- Interpersonal violence.
- Teachers as gatekeepers:
 - Youth issues are most often recognized in school before anywhere else in the community. This is because the youth's problems, especially related to academics or peers, are more evident in the school setting than at home.
 - Many youths in smaller communities, both in urban and rural areas, may have significant concerns regarding confidentiality, privacy, and trust.
- Having more information and knowledge students have about suicide may be helpful to prevent suicidal thoughts, feelings, behaviours, or completion of suicides.
- Teachers have a responsibility for taking reasonable and prudent action to help at-risk students
- Sense of belonging - Build trust between teachers and students, and students and their peers.

PURPOSE OF THE CURRICULUM

The objective of this manual is to provide teachers with a pedagogy and instructional materials that enable them to address the topic of youth suicides in an informed, culturally relevant, and sensitive way. Additionally, the program will help teachers to:

- Understand** the nature of youth suicide, the risk and protective factors, warning signs and clues, and appropriate intervention steps.
- Educate** and Inform students about the nature of youth suicide, risk and protective factors, warning signs and clues, appropriate intervention steps, and potential harm reduction strategies to assist youth to cope with suicide-related challenges.
- Build** students' hope and resilience.

Caution! This program is not intended to serve as a primary solution to the complicated and challenging issue of First Nations youth suicides. Nor is it intended to serve directly to prevent youth suicides. It is a classroom measure that may act as a potential deterrent to youth suicides. Additionally, it may enable teachers to confront and address the issues associated with suicidality with students in a meaningful way.

HOW TO USE THE CURRICULUM

The content is designed to enable teachers to read directly from the manual at each class or to use the material as a guide when preparing for each module. Whatever choice is made for presenting the material, we recommend that all the content included in each module is covered. Throughout the program, students are asked to complete worksheets and journal entries. You need to collect the take home exercises once completed and read each student's responses carefully. Let students know that you will be reading their take home exercise carefully and remind them each class. You may be one of the only people that students trust. Be aware of the suicide warning signs (see p. 19) – they are important and must be taken seriously. If you see, hear, or feel concerned about anything, please speak with a supervisor or someone you trust. This may save a life.

From your assessment of the students, you can provide them with the option of drawing or orally explaining rather than writing assignments. Handouts for each module are provided at the end of the respective module. They should be photocopied prior to each class. These journals and worksheets are used to track students' journey to increasing their self-reliance. For this reason, it is important to provide meaningful feedback to students on the worksheets and journal entries. Keep in mind, they will provide teachers with insight into the thoughts, feelings, and behaviours of their students. Please read the entries carefully as they may include clues that a student is contemplating suicide or other risky, possible self-harming behaviours. If these concerns arise speak to your supervisor/school administrator but keep in mind it is your responsibility to act in making a referral to a mental health worker or other community counsellor.

Consult with and obtain permission from the appropriate school administrator about asking a knowledgeable and respected community member to open and/or close several modules. Your school administrator, colleagues, and/or other members of the community may be able help you with this. Please find a list of cultural protocols for seeking knowledge from a respected community member, cultural leader, or other positive role model below.

Students engaging in activities outdoors and interfacing with nature should be reminded of the need to be respectful of the environment. They must not break or harm anything but rather, take what is freely given by nature, on the ground. For example, sticks and fallen leaves are okay, snapping a branch off a tree or plucking a leaf is not. It is understood in First Nations communities that anytime something is taken from the land a spirit is being removed from its natural state and environment. This could be the smallest rock to the biggest animal.

At any time throughout the curriculum that students are asked to present their work, you may want to ask students if they want to ask their caregivers or other members of their family to attend. An invitation template for students to colour and fill out for their caregivers or other family members can be found on page 30.

CULTURAL PROTOCOLS

[Adapted from We Matter p. 11; <https://treaty6education.lskysd.ca/seekingknowledge>]

There are certain protocols that need to be followed when you would like to gain knowledge or seek advice from a knowledgeable and respected community member. These protocols are significant to follow and have been passed down for thousands of years and generations. It is important to know that each community's belief system within the Nations is different and that different protocols may apply. If you are unsure what to do, ask someone in the community on the preferred protocols.

Generally, when you would like to approach a knowledgeable and respected community member, cultural leader, or other positive role model, directions to follow include:

1. When you meet a knowledgeable and respected community member, be sure to introduce yourself respectfully.
2. If you are seeking advice or asking the knowledgeable and respected community member to engage with the students in your class, be sure to acknowledge their time and effort. Generally, a small gift as an expression of appreciation is appropriate. This could be something the students have created because of a class project or something more personal.

KEY CONCEPTS: TEACHINGS AND TRADITION

Understanding the concepts below will help you to use the storytelling, group discussions, narrative focused introspection, and visual techniques found throughout this manual in a manner consistent with Indigenous teachings and tradition.

The Circle: represents our source of being as everything exists within the circle. The circle helps to build community and relationships with one another. Participants learn through the circle to practice the teaching of respect and understanding. The circle provides the opportunity for a common language. Everyone and all of creation are equal inside of the circle.

Stories: are used throughout the program as, traditionally, storytelling was an important aspect of sharing and learning from one another. Storytelling allows participants to listen for lessons that are related to their own personal story.

Balance: our worldview is grounded in fundamental beliefs which guide and shape life experiences allowing us to live a balanced life in harmony. Balance teaches participants the interconnectedness of the entire program. Participants learn that nothing is singular and every component of the program must be present for a balanced journey of wellness.

Ceremony: is the way in which culture is enacted and confirms values. Despite the various values and beliefs held by different Indigenous peoples, ceremony reinforces identity and helps participants to be in balance.



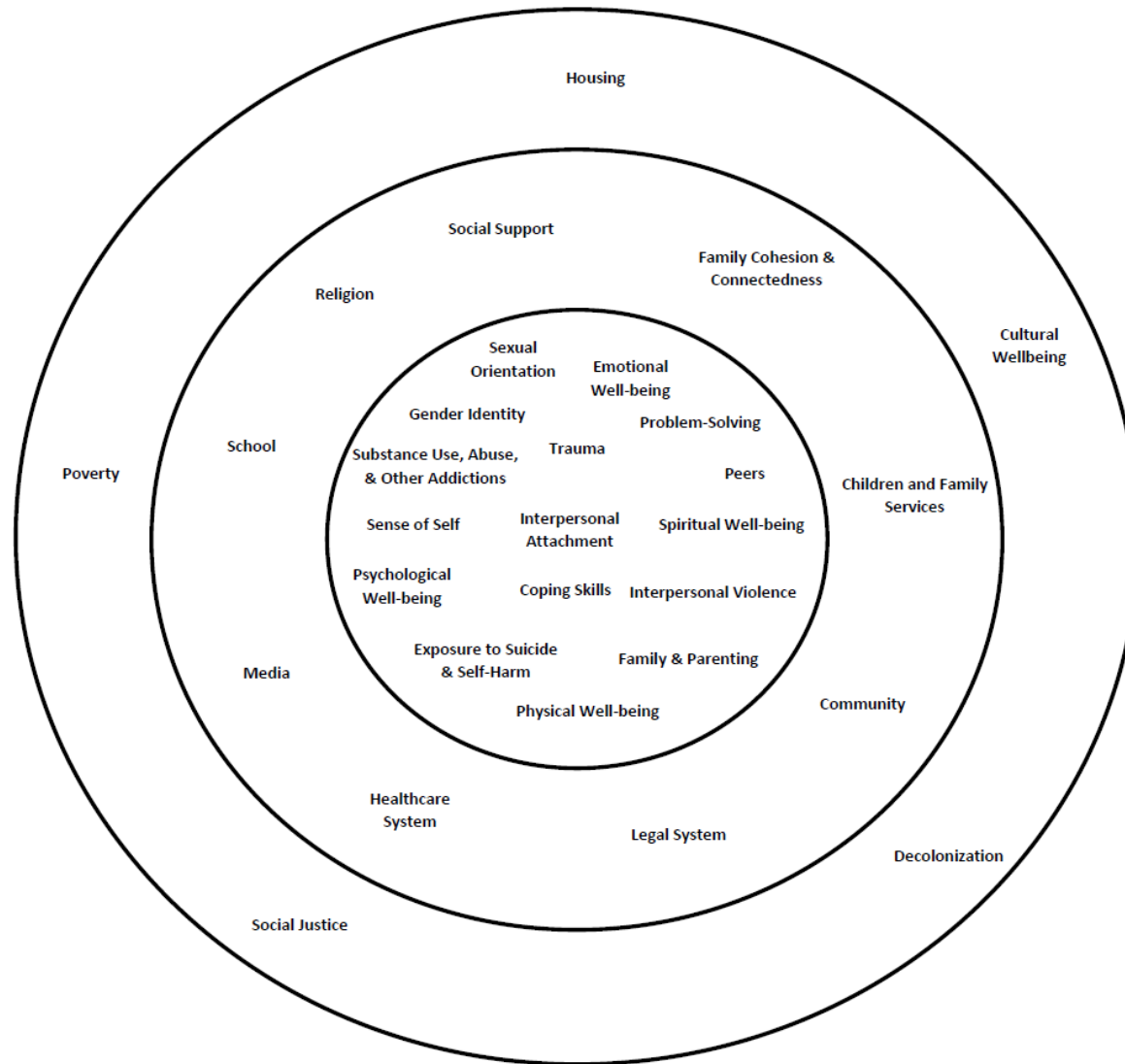
THE ORAL TRADITION

An oral tradition is a culture's collection of spoken words that have been handed down for generations. This tradition may include poems, prayers, speeches, stories, songs, teachings, and histories. Repetition is a central part of the oral tradition. Historically, the words are heard many times throughout a person's life. Stories and teachings are told and retold. Eventually they become an integral part of an individual's sense of identity and everyday life. Traditionally, communicating to one another by talking and sharing orally, is the primary means of cultural transmission. It is how values and important perspectives are learned and passed on. Prior to colonialization, stories were shared in one's Indigenous language. Respected community members tell us that there are many words in the language that are not translatable into English. Communicating with one another after colonization was hard for many Indigenous people. In some cases, speaking in one's Native tongue was forbidden and punished. As a result, many Indigenous people stopped communicating about their thoughts, feelings, stories, histories. It's important to remember that stories mean different things to each listener. A child's understanding of a specific story might differ from a youth or an adult. Listeners are expected to learn from their experiences and to use stories and teachings to guide their decisions throughout life. Trickster characters often appear in stories as a cautionary tale. For example, the Haudenosaunee tell a story about Opossum, who is conceited about his big, lovely, bushy tail and is tricked into shaving it. This story and many others explain the origins of an animal characteristics, but also show the perils of allowing vanity to control behaviour. Oral teachings are very much a social experience. Sharing with others practical skills that help you live well, can help to pass on important wisdom to your friends, siblings and family.

FACTS ABOUT SUICIDE

- Suicide and self-inflicted injuries are the leading causes of death for First Nations youth and adults up to 44 years of age.
- The significant rate of suicide in Indigenous communities is associated with ongoing intergenerational impacts of colonization, residential schools, historic and current child apprehension practices, stolen land, and racism.
- Many young people see suicide as a natural or even heroic response to rejection – this misconception along with the stigma/shame associated with suicide and other emotional distress can prevent help-seeking.
- Suicides most often occur with inhalant or heavy alcohol consumption and are carried out by highly lethal means (i.e. hanging and firearms)
- Incidents of suicide tend to be lower in communities that have high levels of cultural continuity as expressed by self-control over land claims, self-government, education, and cultural practices.
- Youth are more likely to talk to peers than adults about suicidal thoughts, feelings, and behaviours.
- **Suicide can be prevented.**

FIRST NATIONS YOUTH SUICIDE PREVENTION: AN ECOLOGICAL MODEL OF RISK AND PROTECTION



SUICIDE PROTECTIVE FACTORS

Protective factors are personal or environmental characteristics that reduce the probability of suicide. Protective factors can buffer the effects of risk factors. The capacity to cope positively with the effects of risk factors is called “resilience.” Actions by school staff to enhance protective factors are an essential element of a suicide prevention effort. Strengthening these factors also protects students from other risks, including violence, substance abuse, and academic failure (Substance Abuse and Mental Health Services Administration [SAMHSA], 2012). They help to protect people from becoming suicidal. These factors can be personal, social, cultural, or environmental. Evidence shows that multiple protective factors can increase resilience and significantly decrease the risk of suicide (Health Canada, 2013).



DETAILED LIST OF SUICIDE PROTECTIVE FACTORS

- Psychological or emotional well-being
- Physical well-being
- Eating healthy food
- Getting enough sleep
- Frequent, vigorous physical activity or participation in sports
- Experience with success
- Resilient temperament
- Positive mood, emotional stability, and regulation
- Social skills and competencies
- Strong and creative problem-solving and coping skills
- Self-esteem and positive self-image
- Sense of personal autonomy
- Self-awareness
- Adaptable temperament
- Belief in societal rules and negative attitudes toward delinquency
- Future orientation, direction, and determination
- Sense of meaning or coherence
- Having many reasons for living
- Opportunities to use skills and talents
- Spiritual faith or spirituality
- Cultural and religious beliefs that affirm life and discourage suicide
- Connection to culture (to be disconnected from cultural values is to be disconnected from potential sources of meaning)
- High levels of cultural continuity as expressed by self-control over land claims, self-government, education, and cultural practices
- Sense of belonging
- Quality relationships, social, and family supports
- Good communication and feeling understood by one's family
- Involvement in family activities
- Parental involvement, including attention and care
- Parental pro-social norms (youth know parents disapprove of antisocial behaviours such as violence/drugs/alcohol)
- Parent and sibling negative attitudes toward drug use
- Family management practices
- Care exhibited by other adults and community leaders
- Role models and positive influences
- Positive and safe school environment (for some youth, school is the only place they feel safe)
- Clarity of norms and rules about behavior in community and school
- Positive academic performance and achievement (actual or perceived)

- Positive attitudes toward school
- Learning ability
- Attachment and commitment to school
- Sense of connectedness to school
- Low residential mobility
- Access to appropriate housing
- Low exposure to violence in the media
- Willingness and support to seek help
- Access to effective and culturally

appropriate and relevant care for mental, physical, and substance use disorders

- Not living in poverty
- Restricted access to firearms, (guns locked or unloaded, ammunition stored or locked), alcohol, and medications (including over-the-counter)
- Safety barriers for bridges, buildings, and other jumping sites

SUICIDE RISK FACTORS

Risk factors for suicide refer to personal or environmental characteristics that are associated with suicide. The environment includes the social and cultural environment as well as the physical environment. People affected by one or more of these risk factors may have a greater probability of suicidal behavior. Some risk factors cannot be changed—such as a previous suicide attempt—but they can be used to help identify someone who may be vulnerable to suicide. (Substance Abuse and Mental Health Services Administration. [SAMHSA], 2012). Risk factors have a cumulative effect. That is, the larger the number of risk factors a person is exposed to, the greater the risk of suicide. The two strongest risk factors consistently emerging are depression and having a friend attempt or complete suicide; next were conduct disorder and substance or alcohol abuse. Further, suicides most often occur with heavy alcohol consumption and are carried out by highly lethal means such as hanging and firearms (Fraser Region Aboriginal Youth Suicide Prevention Collaborative, 2012).



DETAILED LIST OF SUICIDE RISK FACTORS

- Breakdown and/or loss of cultural values and belief systems
- Rapid cultural change (colonization, erosion of traditional practices)
- Dislocation from land
- Barriers to accessing health care (including mental health care and substance abuse treatment)
- Addictions (gambling, substances)
- Substance abuse or dependence
 - Alcohol
 - Solvents
 - Other drugs
- Depression or depressive disorders, anxiety, and other mental health issues
- Psychosis
- Conduct or disruptive behaviour disorders
- Genetic/biological vulnerability (mainly abnormalities in serotonin functioning, which can lead to behavioural problems)
- Chronic physical illness or disability
- Fetal Alcohol Spectrum Disorder
- Traumatic brain injury
- Returning to community after treatment for mental illness
- History of abuse (emotional, psychological, physical, sexual, child maltreatment or neglect)
- Accumulation of trauma and intergenerational trauma (e.g. residential schools, child welfare system)
- Victim of violence, including sexual assault
- Perpetrator of violence
- Exposure to domestic or family violence
- Family history of problem behaviours
- Family management problems
- Family conflict or conflict with parents
- Parental mental health problem
- Parents abusing substances
- Unsupportive or neglectful parents
- Bullying by parent
- Loss of parent(s)
- Parental divorce
- Death of parent or other relative
- Inability to talk with family members
- Parenting style either under-protective or over-protective and highly critical
- Poor peer relationships
- Insecure attachment
- Social isolation or alienation
- Lack of sense of belonging
- Friends who engage in problem behaviours
- Relationship problems

- Interpersonal difficulties or losses (e.g. break-up with boyfriend/girlfriend)
- Homelessness or lack of stable living arrangements
- Those who have experienced multiple home placements
- Poverty or extreme economic deprivation
- Community instability
- Negative social and emotional environment at school (including negative attitudes, beliefs, feelings, and interactions of staff and students)
- Lack of acceptance of differences at school
- Expression and acts of hostility at school (or in community)
- Lack of respect and fair treatment for all students
- Poor performance in school or low academic achievement (actual or perceived)
- Early and persistent antisocial behaviour (in school)
- Lack of commitment to school or dropping out of school early
- Bullying or being bullied at school (including cyber-bullying)
- Learning disabilities
- Life crises and other negative life events
- Availability of drugs
- Availability of firearms
- Community laws and norms favourable toward drug use, firearms, and crime
- Media portrayals of violence
- Low neighbourhood attachment and community disorganization
- Disciplinary or legal problems
- Criminal activity (becoming involved in drug trafficking, history of convictions)
- Engagement with justice system (charged, testifying against friend/loved one)
- Exposure to suicide (know someone who completed a suicide)
- Family history of suicide or suicidal behaviour
- Prior suicide attempt
- Previously expressed suicidal thoughts (among teens, suicidal ideation may be so common that it does not serve as a useful index of high suicide risk – important to distinguish between serious suicidal ideation or suicidal crises and thoughts about suicide that express quandaries and concerns that are less urgent and life-threatening)
- Self-harm or capacity to self-harm
- Perfectionists
- Hypersensitive
- Religious beliefs (exposure to or belief in unusual religious practices/beliefs)
- Sexual orientation

- Exposure to stigma and discrimination at school based on sexual orientation or gender identity
- Hopelessness (may be more directly related to suicidality than depression itself) and despair
- Insomnia
- Feelings of humiliation or rejection
- Anger issues, aggression, and/or impulsivity (including risk taking behaviours or recklessness)
- Unresolved grief/loss
- Favourable attitudes toward problem behaviours
- Low self-esteem, negative self-image
- Perception of self as very underweight or very overweight
- Inability to discuss problems with others
- Loneliness
- Low stress and frustration tolerance
- Poor problem-solving skills
- Inability to generate alternatives or imagine the future, or lack reasons for living
- Cognitive distortions
- Poor coping skills
- Boredom
- Perception of being a burden (e.g. to family and friends)

SUICIDE WARNING SIGNS



DETAILED LIST OF SUICIDE WARNING SIGNS

Suicide warning signs are indications that someone may be in danger of suicide immediately or soon. It is important to recognize common warning signs and changes in the behaviour of the people around you. If several of these behaviours listed below, especially the bolded ones, become apparent, it is important to take them seriously and get help right away.

- **Writing notes, letters, poetry, stories or lyrics about suicide or death**
- **Talking about or threatening to attempt or complete suicide**
- **Hoarding pills, hiding weapons, describing methods for attempting or completing suicide**
- **Previous suicide attempts**
- **Looking for ways to attempt or complete suicide (seeking access to pills, weapons, or other means)**
- **Experienced or experiencing sudden losses (e.g. relationship break-up, death of a loved one)**
- Talking or writing about death, dying, or suicide, when these actions are out of the ordinary for the person
- Talking about or threatens to hurt or kill themselves
- Saying things like, “I wish that I were dead” or “Life is hopeless”
- Talking about feeling trapped – like there’s no way out
- Mentioning having no reason to live or no purpose in life
- Talking about suicide and what it would be like if they were gone
- Expressing feelings of worthlessness
- Expressing that they feel trapped—like there’s no way out
- Expressing feelings of worthlessness or being a burden
- Increasing use of alcohol or other drugs
- Showing increased anxiety and changes in sleep patterns
- Showing uncontrolled anger or suggests they want to seek revenge
- Engaging in reckless or risky activities, seemingly without thinking about consequences.
- Accident proneness and increase in risk-taking behaviour
- Having close family members or friends who have died by suicide.
- Experiencing or expressing rage and/or anger, and/or seeking revenge
- Experiencing anxiety, agitation, inability to sleep, or constant sleep
- Neglecting personal appearance or sudden changes in manner of dress
- Experiencing sudden weight gain or loss
- Experiencing sudden change in appetite

- Experiencing or expressing a sense of hopelessness or helplessness
- Expressing dramatic mood changes and sudden outbursts
- Showing changes in personality (from outgoing to withdrawn, from polite to rude, from compliant to rebellious, from well-behaved to acting out)
- Losing enjoyment from activities formerly enjoyed
- Decreasing school activity, isolation, sudden drop in achievement and interest in school subjects
- Experiencing withdrawal from family and friends or changes in friendships
- Experiencing or expressing inability to enjoy or appreciate friendship
- Giving away prized possessions or becoming pre-occupied with giving away their belongings
- Expressing preoccupation with thoughts, feelings, and behaviours regarding death

MYTHS ABOUT SUICIDE

People who threaten suicide are just seeking attention. *People who threaten suicide, even if they are seeking attention, are doing so because they are in pain and are reaching out for help. Each threat of suicide must be taken seriously.*

Depression, self-destructive behaviours, and suicidal thoughts are rare in young people. *In fact, these feelings, thoughts, and behaviours are more common than we think. Not everyone who thinks about suicide attempts or completes it.*

Suicide runs in families. *Although this may seem like the case, suicide is not genetic or hereditary.*

Once a person decides on suicide, there is no way of stopping them. *This is not true. There are lots of people who have had thoughts of suicide who asked for help and didn't end up attempting or completing the act.*

Only certain types of people attempt or complete suicide. *Thoughts of suicide can happen to anyone.*

All people who think about, attempt, or complete suicide are depressed. *Although this may be true sometimes, it is not true that ALL people who think about, attempt, or complete suicide are depressed. Depression is a mental illness. Suicidal thoughts, attempts, or completion may happen because of a situation and an impulsive decision that may have nothing to do with depression.*

Relationship break-ups happen so often, they do not cause suicide. *Relationship break-ups are a precipitating factor in many youth suicide attempts and completions.*

Every suicide is preventable. *Unfortunately, no matter how hard we try, or what we say, or do, we cannot prevent all suicides from occurring.*

People who think about, attempt, or complete suicide are determined to die. *People who think about, attempt, or complete suicide are in a great deal of pain. They may not want to die but can't see any other option to end the pain. The skills we are going to learn throughout this program will help us to see lots of other options available to us and we will learn the skills we need to navigate through the not-so-fun parts of life.*

TEACHER GUIDELINES: WHEN RISK OF SUICIDE IS EVIDENT

Caution! Always take suicidal threats and behaviours seriously every time! Below outlines guidelines only. If your school has protocols and/or policies that outline how to respond to a student's threat of suicide, please follow those.

1. ENSURE SAFETY

- Main objective: Create safe spaces for youth to support the prevention of suicide.
- Always remain with youth who are contemplating suicide or presenting suicidal behaviours until trained personnel arrive (e.g. guidance counsellor, mental health worker).
- Escort youth to non-threatening place, away from other students, and equipped with a telephone.
- Talk with student in a quiet, private place to clarify the situation and provide appropriate support. Stay calm. Listen attentively. Ask questions for clarity. Encourage the open expression of feelings. Be positive about life in general.
- Refrain from promising confidentiality or secrecy.
- Determine if student has a plan and if others are involved.
- Ask student if they have lethal means (firearms, medication, illicit drugs) on their person or accessible elsewhere. **If student has lethal means on their person, they should be removed whenever possible (best to call law enforcement to remove lethal means).

2. ASSESS STUDENT'S RISK AND DETERMINE NEXT STEPS

- **See risk assessment table on next page.**

Level of Risk	What This Means	What to Do
EXTREME	Student has a specific plan, has dangerous instrument to carry out plan, and will not relinquish instrument	<ul style="list-style-type: none"> • Remain with youth, stay calm, and encourage student to talk and express feelings. • Do not attempt to take lethal means away by force. Ask student to relinquish it. • Two basic goals: 1) Preventing student from completing suicide; 2) Moving others to safety. • After student relinquishes dangerous instrument situation becomes Severe situation.
SEVERE	Student has a specific suicide plan but no dangerous instrument at hand. However, youth may have access to lethal means at home	<ul style="list-style-type: none"> • Remain calm and probe for reasons behind suicidal thoughts, feelings, or behaviours. • Contact appropriate community mental health agency to assist in intervention. If not available or will not intervene, transport student to nearest hospital emergency room. • Contact parents to inform of actions taken.
MODERATE	Student verbalized suicidal thoughts but has no specific plans and no dangerous instrument	<ul style="list-style-type: none"> • Follow severe risk procedures. <i>Except:</i> If crisis intervention team won't or can't intervene, contact caregiver(s) and provide available resources for help.
Caution! Under <u>NO</u> circumstances should youth be sent home by themselves or to an empty home.		

Table adapted from King (2001).

3. DEBRIEF WITH ALL SCHOOL STAFF INVOLVED

- Allow for processing feelings, concerns, and suggestions.
- School crisis team (i.e. guidance counsellor(s), principal) should assess whether any of the strategies made the situation worse.
- Maintain or modify strategies based on their perceived effectiveness.

ADDITIONAL RESOURCE FOR YOUTH AND TEACHERS

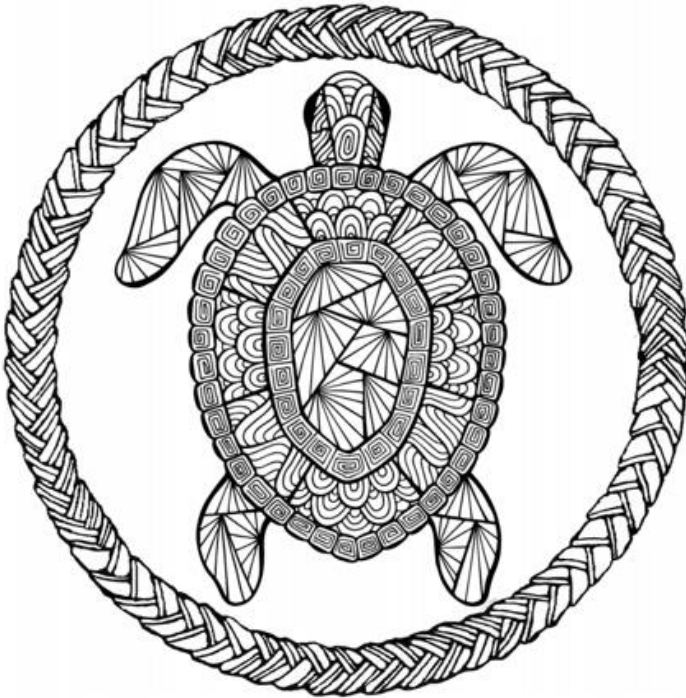
First Nations and Inuit Hope for Wellness Helpline: 1-855-242-3310 or www.hopeforwellness.ca (24/7 counselling and crisis intervention)

SUGGESTIONS FOR ENGAGING STUDENTS' PARENTS OR CAREGIVERS

Note! These suggestions should only be followed if and when a teacher is comfortable and has the approval of a school authority, i.e. Principal or Director of Education or Superintendent to engage with parents or caregivers.

- Ask parents and caregivers for their perspective regarding the student's well-being. Discuss what you have noticed and ask how this assessment fits with what they have observed at home.
- Comment on how scary these thoughts, feelings, and behaviours are and how they complicate the life of everyone who cares about the young person.
- Acknowledge parents' and caregivers' emotional state, including anger, if present.
- Ask what the school/teacher can do to help parent to understand the magnitude of the situation.
- Acknowledge that no one can do this alone and appreciate their presence.
- Listen for myths of suicide (page 26) that may be blocking parent from acting.
- Explore reluctance to accept mental health referral, address those issues, explain what to expect.
- Explore how and where youth got their idea without minimizing their thoughts, feelings, and behaviours in any way.

SAMPLE INVITATION TO PARENTS OR CAREGIVERS



Dear _____:

You're invited to...

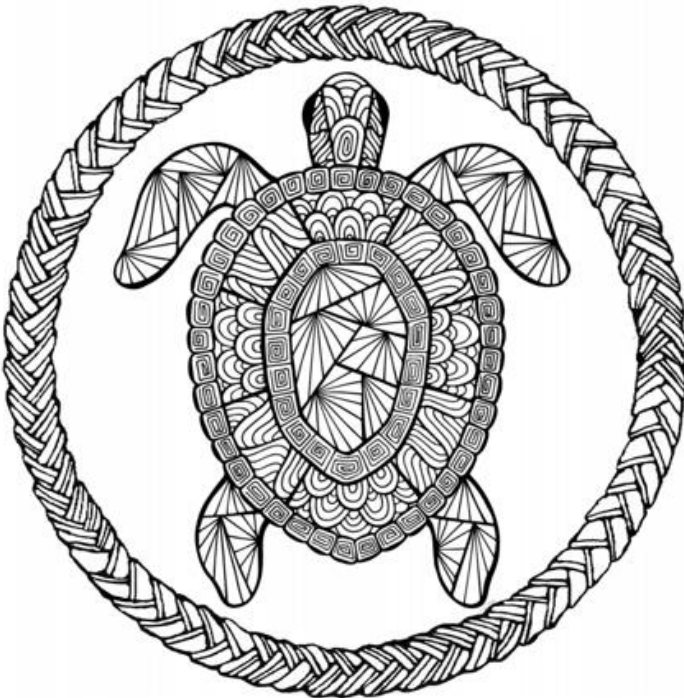
(Location)

On:

(Date)

For:

(Name of Event)



Dear _____:

You're invited to...

(Location)

On:

(Date)

For:

(Name of Event)

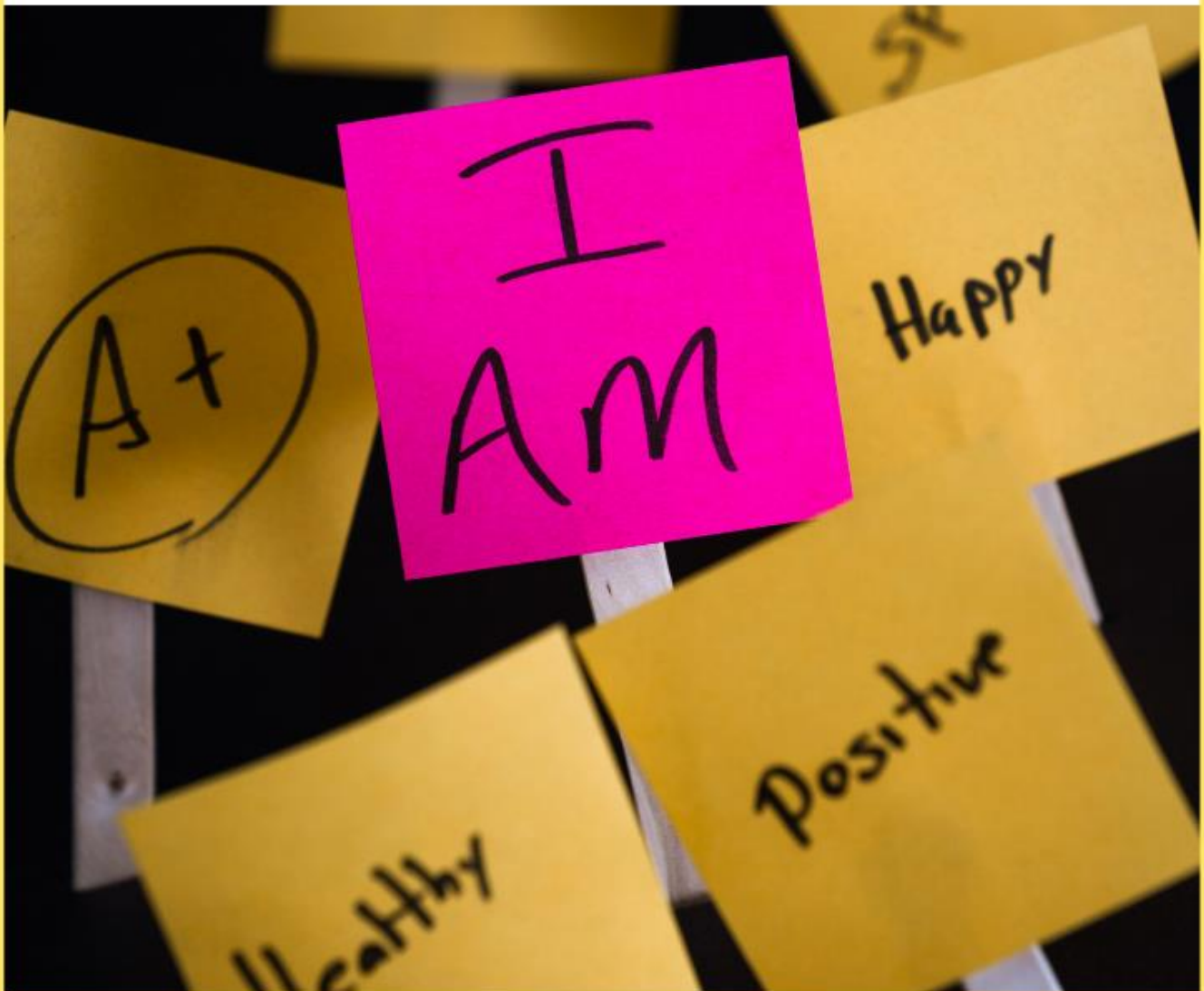
PART TWO

LEARNING MODULES



MODULE ONE

INTRODUCTION



MODULE ONE: INTRODUCTION

Purpose:

- Introduce students to the program
- Understand suicide facts and myths
- Understand warning signs of suicide
- Understand what to do if someone is exhibiting suicide warning signs

Preparation:

- Photocopy handouts for today (Photocopy “Warning Signs” and “What to Do” double sided if possible)
- Fill out Newspaper template handouts to use as example in class – example provided on p. 5 or use your own.

Handouts:

- I Am...
- Suicide Myths
- Warning Signs
- What to do
- Newspaper templates (two copies on separate paper for each student)

Materials/Equipment:

- Folders (white or another light colour)
- Lined paper (for student notetaking and some in-class activities)

Take Home Exercise:

- Decorate folders

Assessment/Knowledge Learned:

- N/A

More to Explore:

- If internet access is available, introduce students to We Matter Campaign (<https://WeMatterCampaign.org>)

LESSON ONE

1.1) Welcome Students

1.2) Confidentiality in the Classroom

Teaching [Tell students the following...]

Throughout this program, we are going to get to know ourselves better. Part of this involves sometimes talking about things that make us or others uncomfortable. To help you feel more comfortable speaking, I would like everyone to respect others and not talk about things we hear from other people during this class, outside of this class. If something is upsetting to you, please tell me and we will talk about the next steps to take. I will also respect your privacy and confidentiality. I will not share anything that you share with me with anyone else. Now, there are some exceptions to this. If I am concerned about someone's well-being because of something they have said or done, I might have to report it to someone so we can get some help. Finally, as I said, throughout this program we will have some class discussions. Although I encourage you to share your thoughts and feelings, it is not necessary. If you are not comfortable sharing, just indicate that you would like to "pass" this time.

1.3) Caution

As you may already realize, we will be talking about some sensitive issues as we journey through this program together. Some of the things we talk about or that I ask you to think about might cause uncomfortable feelings. This is okay. I encourage you to please talk to me or another adult you trust if you begin to feel uncomfortable for any reason. My goal is to not only teach you to be self-reliant, happy, and healthy people but it is also to try to have some fun as we move through the content. Does anyone have any questions, comments, or concerns so far?

1.4) Program Overview

Did you know... suicidal and hopeless thoughts and feelings are common to everyone, even those who are thought to be the most popular and well-adjusted? A bit scary but also comforting at the same time, right? It's nice to know we aren't alone. Although suicide is a serious problem, throughout this journey we are not going to focus on suicide. Rather, over the next several weeks, we are going to focus on how we can manage our lives so that we can minimize the chance that these thoughts and feelings will overwhelm us. Today, though, we are going to talk about what suicide is, some of the myths that we may have heard about suicide, some of the warning signs that might come up if someone is suicidal, and finally, we will talk about what to do if someone we know has behaved or spoken in a way that makes us think they might resort to suicide. Does anyone have any questions, comments, or concerns about anything?

[Tell students you will do your best to address questions, comments, and concerns today but just to be sure, there may be some things that you will have to double check and get back to them about next class. This will give you time to think or consult with someone if something comes up that you are not sure how to deal with.]

[Handout folders]

Throughout this program, we are going to keep track of our thoughts and experiences. This record of thoughts and experiences will give us something to reflect on as we go along, and in the future. Self-reflection is very important in living a healthy life. This will be great practice.

[Distribute “I Am...” handout]

Before we continue, I would like you to take a few minutes to fill out this handout. Please circle all the personal attributes that you feel or think apply to you. This is something that will stay private. I will not ask to see it and you do not have to share it with anyone else. When we are finished, I would like you all to put it in your folders.

1.5) Suicide Facts and Myths

[Read over handout with class. Encourage students to take turns reading if they are comfortable. After the handout has been read, ask the class if they have any questions, comments, or concerns.]

1.6) Warning Signs

[Read over handout with class. Encourage students to take turns reading if they are comfortable. After the handout has been read, ask the class if they have any questions, comments, or concerns.]

1.7) What to Do

So, you recognize some of these warning signs... what do you do now? Let's look at the “What to Do” handout and go over it together.

[Read over handout with class. Encourage students to take turns reading if they are comfortable. After the handout has been read, ask the class if they have any questions, comments, or concerns.]

1.8) Take Home Exercise

Using the handouts that I have just provided you with I would like you to write a newspaper “hot off the press” headline and article that represents who you are and/or where you are today. Once you have done this, I would then like you to reflect upon what you have written and after giving it some thought write a new headline and story that represents who you are in 10 years’ time. In other words, what would you like a news headline to say about you in 10 years from now? Be sure to include your name in the “About the Author” section. Think of a name for your newspaper too. This name should be written in the ribbon at the top of the page. Your headline should go in the rectangle

box under the date. Your article should be written on the lines provided. Finally, you may want to include pictures in the boxes provided. We will complete the second part of this activity at our next class together so please make sure you have both handouts completed by then.

[See example of Take Home Exercise on next page.]

1.9 Online Activity

Link to access activity: <http://firstnationssuicideprevention.com/module1/module1.html>

[If time permits, ask students to login to YouTube to play word search game related to today's content.]

HEADLINE EXAMPLES

Today: Recent teacher graduates have tough time finding work in urban centres and head north to First Nations where the jobs are plentiful.

10 Years from Now: Teacher discovers choosing to work in First Nation's community is rewarding and makes a difference!

[Next class, students will be given the choice to throw out their “today” article so they can focus on working towards the bright future they talked about in their “future” articles. Next, students will be asked if they want to “publish” their articles in the classroom on the wall. The students who wish to publish their articles will be asked to use tape and post them on the wall. Those who do not wish to share their articles may keep them in their folders.]





Today's Date: _____

--

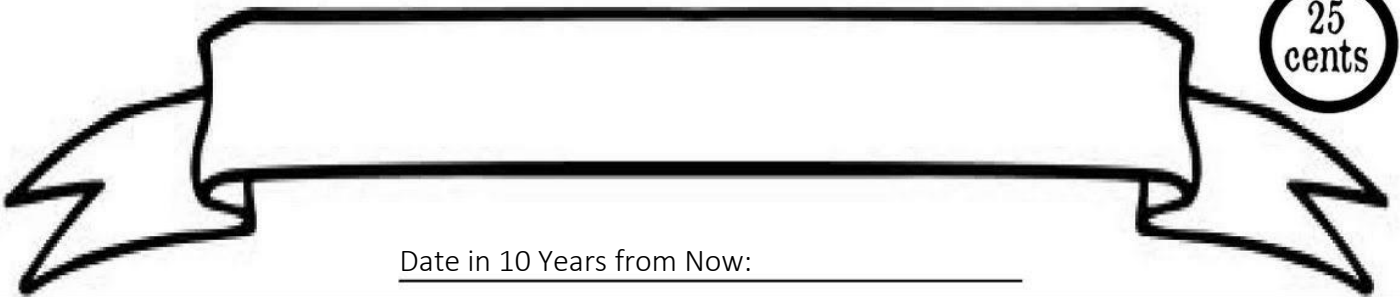


--

[illegible]This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ABOUT THE AUTHOR

--	--



--

--

[illegible][illegible]

I Am...

Accountable	Embarrassed	Motivated
Aggressive	Energetic	Organized
Angry	Funny	Patient
Antsy	Generous	Proud
Athletic	Gentle	Reliable
Balanced	Happy	Respectful
Boring	Honest	Responsible
Capable	Hopeful	Sad
Caring	Impatient	Scared
Chatty	Insightful	Self-Reliant
Cheerful	Intelligent	Spiritual
Confident	Kind	Strong
Courageous	Lazy	Stubborn
Creative	Lonely	Thoughtful
Daring	Lovable	Tired
Dependable	Loving	Trustworthy
Determined	Loyal	Unhappy
Easy-Going	Mature	Unsure

MYTHS ABOUT SUICIDE

The statements below are some commonly held beliefs about suicide that are incorrect. After each incorrect statement is an explanation as to why it is incorrect.

People who threaten suicide are just seeking attention. *People who threaten suicide, even if they are seeking attention, are doing so because they are in pain and are reaching out for help. Each threat of suicide must be taken seriously.*

Depression, self-destructive behaviours, and suicidal thoughts are rare in young people. *In fact, these feelings, thoughts, and behaviours are more common than we think. Not everyone who thinks about suicide attempts or completes it.*

Suicide runs in families. *Although this may seem like the case, suicide is not genetic or hereditary.*

Once a person decides on suicide, there is no way of stopping them. *This is not true. There are lots of people who have had thoughts of suicide who asked for help and didn't end up attempting or completing the act.*

Only certain types of people attempt or complete suicide. *Thoughts of suicide can happen to anyone.*

All people who think about, attempt, or complete suicide are depressed. *Although this may be true sometimes, it is not true that ALL people who think about, attempt, or complete suicide are depressed. Depression is a mental illness. Suicidal thoughts, attempts, or completion may happen because of a situation and an impulsive decision that may have nothing to do with depression.*

Relationship break-ups happen so often, they do not cause suicide. *Relationship break-ups are a precipitating factor in many youth suicide attempts and completions.*

Every suicide is preventable. *Unfortunately, no matter how hard we try, or what we say, or do, we cannot prevent all suicides from occurring.*

People who think about, attempt, or complete suicide are determined to die. *People who think about, attempt, or complete suicide are in a great deal of pain. They may not want to die but can't see any other option to end the pain. The skills we are going to learn throughout this program will help us to see lots of other options available to us and we will learn the skills we need to navigate through the not-so-fun parts of life.*

SUICIDE WARNING SIGNS

Suicide warning signs are indications that someone may be in danger of suicide immediately or soon. It is important for you to be able to recognize common warning signs and changes in the behaviour of the people around you. If you see several of these behaviours listed below, especially the bolded ones, it is important to take them seriously and get help right away.



LIST OF SUICIDE WARNING SIGNS

- **Making plans about who will get personal stuff if no longer around, writing poetry or stories about suicide or death**
- **Not telling others about**
- **Talking about or threatening to attempt or complete suicide**
- **Hiding and keeping too many pills, hiding weapons, describing ways to attempt or complete suicide**
- **Previous suicide attempts**
- **Looking for ways to attempt or complete suicide (looking for access to pills or weapons)**
- **Having experienced sudden losses (e.g. relationship break-up, death of a loved one, friend, or classmate)**
- Talking or writing about death, dying, or suicide, when these actions are out of the ordinary for the person
- Says things like, “I wish that I were dead” or “Life is hopeless”
- Talking about feeling trapped – like there’s no way out
- Mentioning having no reason to live or no purpose in life
- Talk about suicide and what it would be like if they were gone
- Expressing feelings of worthlessness
- Feeling unwanted
- Increasing use of alcohol or other drugs
- Feeling nervous, anxious, or scared
- Sleeping too much or not enough
- Showing uncontrolled anger
- Wanting to hurt someone else or seek revenge
- Engaging in reckless or risky activities
- Hurting self
- Not taking care of personal appearance or sudden changes in ways of dressing
- Sudden weight gain or loss
- Eating too much or not enough
- Feeling hopeless or helpless
- Dramatic mood changes and sudden outbursts
- Changes in personality (from outgoing to withdrawn, from polite to rude, from well-behaved to acting out)
- Not enjoying activities that used to be enjoyed
- Not doing well in school
- Not interested in school subjects
- Skipping school
- Withdrawing from family and/or friends
- Suddenly changing friends
- Not enjoying being with friends
- Giving things away or becoming pre-occupied with giving them away
- Stuck on thoughts, feelings, and behaviours regarding death

WHAT SHOULD I DO?

What I should do if someone I care about is displaying suicide warning signs:

- **ALWAYS TAKE IT SERIOUSLY.**
- **Tell an adult as soon as possible.**
- Talk to them about it. Ask if they are having thoughts or feelings about suicide. This is not easy but it could save someone's life.
 - You could say: "I've noticed that you've been talking a lot about wanting to be dead. Have you been having thoughts about trying to kill yourself?"
- Listen carefully without judging.
- Offer support to let them know they are not alone; that you and others are there for them.
- Encourage them to talk about how they are feeling.
- Don't make promises you can't keep (for example, not telling anyone).
- Show that you care.
- If you think there is immediate danger, do not leave them alone. Use your cell phone or have someone else go find an adult.

If you or a friend are having thoughts or feelings about suicide it is most important to talk about it and to tell an adult.

MODULE TWO

SHAME AND COMMUNICATION SKILLS



MODULE TWO: SHAME AND COMMUNICATION SKILLS

Purpose:

- Understand shame
- Understand importance of communication
- Understand verbal and non-verbal communication
- Understand the importance of listening
- Understand the importance of self-reliance

Preparation:

- Photocopy handouts for today

Materials/Equipment:

- Tape
- Paper of various colours

Handouts:

- Communication Styles
- Journal Entry #1

Take Home Exercise:

- Journal entry

Assessment/Knowledge Learned:

- Completion of journal entry

More to Explore:

- N/A

LESSON TWO

2.1) Confidentiality and privacy reminder

2.2) Take Home Exercise Review

Please take out the headlines and articles you wrote for your Take Home Exercise. Would any of you like to throw away your “today” article so you can focus on working towards the bright future you talked about in your “future” articles? [Let students tear articles up or dispose of them in any way they see fit, within reason.] Would any of you like to “publish” your article in the classroom on the wall? Those of you who do not wish to share your article may keep it in your folder.

2.3) Shame

Class Discussion

Has anyone heard of the word “Shame” before? Raise your hand if you have. Shame is a painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behaviour. There are many situations that we might find ourselves in that might cause us to feel shame. Some feelings associated with shame might be fear, low self-esteem, self-pity, humiliation, embarrassment, and discomfort. Shame is very important to understand and deal with because it may prevent someone from seeking help when they are having thoughts or feelings of suicide or other harmful behaviours. Although shame can feel terrible, it is just our bodies and minds telling us something. Shame is sending us a signal to be more aware of our values and standards. It reminds us to have respect for ourselves and others. Shame can be a gift. The gift of shame guides and motivates us to better ourselves.

2.4) Effective Communication

Class Discussion

Why is communication important?

[List of possible answers & alternative to class discussion provided on next page.]

[Possible Answers: ability to talk about what is bothering us, ability to speak up about suicide or self-harming behaviours, break out of isolation, honesty, understanding, develop and maintain meaningful relationships, let people know how we feel, take care of ourselves, and more effective interactions with others.]

Alternative to Discussion:

Snowballs: Write “Why is communication important?” at the top of 4 or 5 sheets of blank paper. Crumple the papers up into balls. Throw the balls around the room. Each time a “snowball” lands on a student’s desk, they write one answer. They then crumple the ball back up and toss it along. Remind the class to be mindful to not duplicate answers already written. Once everyone has had a chance to write their answer on the snowball. Open and discuss with the class. Same possible answers as above.

Pair Activity

[Write the following questions on the board and have students get into pairs and discuss.]

Who are some people you think you can communicate well with? Who are you comfortable communicating with? Why?

[Have students record their answers on paper and once they are done, tape to the wall in one place. Once all papers are stuck to wall, review the responses with the class.]

Teaching

There are two overall types of communication, they are verbal and non-verbal.

Non-verbal communication is when we use facial expressions or body language (intentionally or unintentionally) to communicate. These include eye contact, tone of voice, hand gestures, etc.

Verbal communication is when we make clear requests using our voices and language.

This type of communication helps us to respond effectively to criticism, resist negative influences, listen to others, help others, and participate in positive relationships.

There are also different styles of communication.

[Read through Communication Styles handout with class]

Looking at this handout, can you recognize your primary communication style?

Practicing self-awareness, circle which communication style you think you use most often.

2.5) Listening Skills

We must “listen” to both spoken and unspoken language, or both verbal and non-verbal communication.

Class Discussion

Why is it important to listen to others carefully and respectfully?

[**Possible Answers:** Helps us to be sure that we are hearing what another person is saying, rather than focusing on what we would like to say; Helps the other person to communicate their thoughts and feelings; Creates a safe space for the other person in which they feel cared for and respected; Helps us to understand others]

Who makes you feel understood and respected?

[Write “People Who Make Us Feel Cared for and Respected” on the board and record students answers beneath. Ask students to copy the content from the board into their journals]

Alternative to Discussion:

Have each student take 10 minutes to write their answers to the questions. Then, have them submit for your review and return next class.

2.6) Online Activity – Communication Styles Matching Game

Link to access activity:

<http://firstnationssuicideprevention.com/module2/module2.html>

[Have students, individually or in pairs, work through the Communication Skills activity. Walk around and assist students as required.]

2.7) Take Home Exercise

For your Take Home Exercise, we are going to complete our first journal entry. Write draw about a time that you were confronted with a problem and could solve it. What was the problem? How did you solve it?

COMMUNICATION STYLES

Passive Communicators:

- Allow their rights to be broken or abused
- Avoid telling the truth about feelings
- Steer clear of conflict and arguments
- Have trouble saying “no”
- Use cautious or vague statements such as “I guess”

Aggressive Communicators:

- Put their own rights first
- Disregard the rights of others
- Use conflict to control others
- Focus on faults (or mistakes or imperfections) of others
- Make rude or unfair comments
- Become abusive in other ways

Passive-Aggressive Communicators:

- Make excuses or blaming others
- Violate rights of others but appear to place others first
- Put things off that need to get done
- Use sarcasm
- Avoid direct or clear communication

Self-Reliant (Assertive) Communicators:

- Say what you mean and mean what you say
- Express feelings clearly
- Act in own best interest, but respect the rights of others
- Give and take and cooperate
- Willing to ask for help
- Take responsibility for own actions
- Handle difficult situations calmly
- Demonstrate ability to say “no” when necessary

Self-Reliance (Assertiveness) builds self-confidence and enhances relationships with others and self. This assertiveness script or formula is used when you would like to communicate your feelings, wants, and needs to someone or to address others’ problem behaviours which may be impacting your life:

I feel _____	(list your feelings)
When you _____	(identify behaviour)
Because _____	(impacts on you)
I need _____	(list wants and needs)

Date:

Journal Entry #1

This journal entry will help us to recognize a time in our lives when we demonstrated self-reliance. Write or draw about a time that you were confronted with a problem and were able to solve it. What was the problem? How did you solve it?

MODULE THREE

**LISTENING TO
WISDOM**



MODULE THREE: LISTENING TO THE WISDOM OF RESPECTED COMMUNITY MEMBERS AND OTHER POSITIVE ROLE MODELS

[Based on We Matter Lesson Plan 2]

Purpose:

- Further discuss the importance of listening, practice listening skills through an interview, and connect with respected community members or other role models in the community.

Preparation:

- Photocopy handouts for today
- Fill out handouts to use as examples
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- N/A

Handouts:

- List of Respected Community Members
- Interview handout (Only if no respected community member)
- Cultural Protocols: Seeking Knowledge from an Cultural Leader
- Journal Entry #2 (There are two journal entries. One is only to be used if there is a guest speaker. The other is to be used if there is no guest speaker.)

Take Home Exercise:

- **If no guest speaker:** Have students find a respected community member and conduct an interview with them. Students will then write

or draw about 2 things that they learned from the interview.

- **If respected community member comes to speak:** Have students write in journal about what they learned

Assessment/Knowledge Learned:

- Completion of journal entry
- Completion of interview and notes (only if no guest speaker)

More to Explore:

- If possible, have a respected community member come in to discuss the importance of youth listening to and learning from respected community members. This person could also discuss the importance of listening in Indigenous cultures. Also, have them discuss other respected community members and who the youth can reach out to for support. If guest speaker comes in, you do not need to go through content in Lesson Three.

LESSON THREE

3.1) Confidentiality and Privacy Reminder

3.2) Take Home Exercise review

Class Discussion

Would anyone like to share what they wrote in their journal? What feelings came up because of the positive or negative communication experience? If it was a negative experience, what could have been done differently to improve the situation?

3.3) Listening to Respected Community Members and Other Positive Role Models

[If students use someone not listening as an example of their experience, use that to transition into discussion about Listening].

As we talked about last time, listening is a very important part of communication. Perhaps even more important than speaking. Listening not only helps us to understand what is going on in the moment but it may also help us to understand where we came from and how the world around us has come to be how it is today.

Knowledgeable and respected community members are important in Indigenous cultures and play a vital role in community. Many people believe that all respected members of the community are older people, but this is not always the case. Traditionally, respected community members have been the storytellers of the people. Things were passed from generation to generation in this way. For this reason, storytellers always made it a point to remember as many details about things as they could, so that they would be able to relate it to others at a later time. Respected community members were the word and picture carriers for the people, carrying forward history and spiritual values.

Prior to the arrival of Europeans, Indigenous people had well-developed systems of education and learning. The bases of traditional education were the lessons and teachings of knowledgeable and respected community members, aunties, uncles, and parents. They educated their children in the skills necessary to survive on the land, their clan and tribal history, language, roles and responsibilities within the community, social and political knowledge, and moral obligations. Today, knowledgeable and respected community members continue to play a vital role in communities. Although we commonly think of knowledgeable and respected community members as someone older, being a knowledgeable and respected community member does not necessarily have to do with age. Knowledgeable and respected community members have wisdom that can surpass someone's age.

Today, respected community members are recognized in several ways – by age, knowledge and/or spiritual commitments to their communities. They are the carriers of memory and life experiences. It is everyone's responsibility to grow into a healthy and respected community member – one who is sought out for advice. Respected community

members can often be found in the centre of a group of youth or children, sharing their knowledge through stories and memories. Something that respected community members would like us to remember is: “In our every deliberation, we must consider the impact of our decisions on the next seven generations.” This quote comes from Iroquois people. This quote demonstrates the importance of the connection between youth and respected community members. Really, you are one. Respected community members maintain their importance through their teachings of young people, like you. And, young people learn to become respected community members by engaging with the wisdom of these respected community members.

Respected community members are people who:

- *Have significant wisdom in areas of traditional Indigenous knowledge*
- *Are recognized as having that wisdom by their community/Nations*
- *Can share their knowledge with others*

We are now going to watch a few videos. We are going to watch them a few times each to make sure that we understand the messages that are being sent.

Video Links [If talkative group, share only 3 of videos, if not, share more – remember to show a few times so students have a chance to understand]:

Violet Beaulieu	https://wemattercampaign.org/portfolio_item/violet-beaulieu/
Wilf Plasway Jr.	https://wemattercampaign.org/portfolio_item/wilf-plasway-jr/
Annie B. Gordon	https://wemattercampaign.org/portfolio_item/annie-b-gordon/
Annie Goose	https://wemattercampaign.org/portfolio_item/annie-goose/
Laurie McDonald	https://wemattercampaign.org/portfolio_item/laurie-mcdonald/

Class Discussion

Any thoughts about the videos?

Thinking about the videos or your own knowledge and experiences, what makes a respected community member respected?

Are respected community members important in other cultures?

Why should we listen to our respected community members?

Alternative to Discussion

Have the class take 10 minutes to write the answers to these questions. Review and return for next class.

Group Activity

Now, I would like you to get into groups of 3 or 4. I am going to give you 10 minutes and I would like each group to come up with a list of community members that you respect, look up to, and/or connect with. Once you have the list, I would like you to brainstorm ways that you might be able to contact these community members.

Now, with your groups, I would like you to brainstorm some questions for your interview with a respected community member or someone you look up to. I am going to give you 20 minutes to do this then we will spend the rest of today compiling this list on the board for you to use in your own interviews. The purpose of this activity is to practice our listening skills and learn new things about our communities.

*We are going to practice remembering as many details as we can, so we can relate what we learn to others. For your Take Home Exercise, I would like you to find a respected community member or other positive role model and interview them. You should pick a minimum of 3 questions from our list to ask and take notes on lined paper during the interview to hand in. If you are unable to interview a respected community member, or if you do not have access to a respected community member, please find someone that you look up to. You will then write or draw about two things you learned through your interview. **Remember it is important to thank the respected community member for their time and for sharing their knowledge. Please refer to the handout about appropriate ways to seek knowledge from a respected community member.***

[illegible]

List of Respected Community Members and Other Positive Role Models:

List of Possible Interview Prompts:

Examples:

- Please tell me about yourself: can you share your life's journey with me?
- Share why is it important for young people to recognize and practice culture.
- Tell us some words of wisdom or story can you share with young people.
- Suggest some teachings that are important for us to know.

CULTURAL PROTOCOLS

[Adapted from We Matter p. 11; <https://treaty6education.lskysd.ca/seekingknowledge>]

There are certain protocols that need to be followed when you would like to gain knowledge or seek advice from a knowledgeable and respected community member. These protocols are significant to follow and have been passed down for thousands of years and generations. It is important to know that each community's belief system within the Nations is different and that different protocols may apply. If you are unsure what to do, ask someone in the community on the preferred protocols.

Generally, when you would like to approach a knowledgeable and respected community member, cultural leader, or other positive role model, directions to follow include:

- When you meet a knowledgeable and respected community member, be sure to introduce yourself respectfully.
- If you are seeking advice or asking the knowledgeable and respected community member, be sure to acknowledge their time and effort. Be sure to thank the person for their time.

Date:

Journal Entry #2

Write or draw about two things you learned through your interview with a respected community member, cultural leader, or other positive role model. Use lines if you will write and the opposite side of the page if you will draw.

Date:

Journal Entry #2

Write or draw about two things you learned listening to our guest speaker.

Guest Speaker's Name:

MODULE FOUR

FEELINGS AND EMOTIONS



MODULE FOUR: INTRODUCTION TO FEELINGS AND EMOTIONS

Purpose:

- Introduce students to the concept of the talking stick and importance of the circle in Indigenous cultures.
- Introduce students to the complexity of emotions.
- Assist students in understanding feelings and emotions and introduce them to the possible consequences of feelings and emotions.
- Understand relationship between feelings and actions.
- Link assertive or self-reliant communication to recognizing and expressing feelings.

Preparation:

- Photocopy handouts for today
- Fill out handout(s) to use as example
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- N/A

Handouts:

- Feeling Words
- Assertiveness Script (Practice)

Take Home Exercise:

- N/A

Assessment/Knowledge Learned:

- N/A

More to Explore:

- N/A

LESSON FOUR

4.1) Confidentiality and privacy reminder

4.2) Take Home Exercise review

Today, we are going to sit in a circle for our lesson. Can you all please help me move the room around, so we can make a circle with our chairs [or move chairs and desks to sit on floor in a circle].

Circles represent important principles in First Nations' worldviews and belief systems. Mainly, these are interconnectedness, equality, and continuity. According to traditional teaching, the seasonal pattern of life and renewal and the movement of animals and people were continuous, like a circle, which has no beginning and no end. Circles represent inclusiveness and the lack of a pecking order. They are found throughout nature. For instance, in the movement of the seasons and the sun's movement from east to west during the day. Circles are also used in the construction of teepees and sweat lodges; and the circular willow hoop, medicine wheel, and dream catcher are powerful symbols.

Talking circles symbolize completeness and equality. All circle participants' views must be respected and listened to. In the circle, an object that symbolizes connectedness to the land – for example, a stick, a stone, or a feather – can be used to facilitate the circle. Only the person holding the “talking stick” has the right to speak. You may indicate your desire to speak by raising your hand. Going around the circle will give everyone a chance to participate. But, silence is also acceptable. If you are not comfortable, it is okay for you to choose not to speak.

Since we need a talking stick for our class, how about we go outside and look for some different objects that we can use as our talking stick (or sticks)?

[Give class 20 minutes to go outside and pick a talking stick. Once everyone is back inside, sit back in the circle and review the Take Home Exercise. Going around the circle, give each student an opportunity to share about their interview or their reflections about what the guest speaker spoke about. Be sure to inform students that if they are not comfortable speaking they may “pass.” Thank each student that shares for sharing. The rest of the module is class discussions and Teaching, so the amount of time spent on this activity is flexible].

Note: From this point on, all class discussions should use the talking stick.

4.3) Feelings and Emotions

Teaching

Today, we are going to focus on feelings and emotions. Feelings are real and powerful. They can heavily influence our behaviour, thoughts, and spirit. As our emotions change, our actions change. When we are happy, things other say or do may not bother us as much as they might if we were upset. On the other hand, when we are angry, we may act in ways that we will later regret. Feelings are not good or bad, right or wrong. It is how we behave and act on these feelings that may be positive or negative, right or wrong. Feelings are emotional and physical ways through which we learn to respond to our own thoughts and what goes on in the world around us. We can't ignore them. They are our bodies telling us something. They tell us what we like and what we want, what is safe and what is not, and about our reactions to other people.

When we were little, our emotions were simple. We smiled when we were happy, we cried when we were scared or hurt. We only had a few ways of responding to what happened to us, and we didn't think about our feelings or emotions much at all.

Now that we are older, our emotions are much more complicated. We might freeze up if we have to speak in front of others or slam a door when we are angry. Sometimes it might even seem like we're on an emotional roller coaster – up one minute and down the next. The more we learn about our feelings, the more likely we are to be able to keep them from racing out of control. We can be in charge and that makes the ride much easier.

As we probably already know, feelings can be experienced in different degrees of intensity, some strong, some mild, and some somewhere in between.

Class Discussion

Most feelings can be summed up into four categories. Can anyone guess what they might be? They are: sadness, anger, happiness, and fear.

[As a class – come up with feeling words that fit into each of these categories and list them on the board.] Examples:

Sadness	Anger	Happiness	Fear
Helpless	Annoyed	Grateful	Apprehensive
Hopeless	Furious	Proud	Threatened
Isolated	Bitter	Joyful	Desperate
Lonely	Distrustful	Relaxed	Devastated
Hurt	Enraged	Confident	Horrorified
Uncertain	Provoked	Beautiful	Panicked

Alternative to Discussion

Snowballs: Write the four categories on four separate pieces of paper. Crumple into balls. Throw around the room. Have each student add one or two feelings that they would associate with each word on the paper. Remind students to not duplicate answers that have already been added to each “snowball.”

[Provide students with “Feeling Words” handout and go over the ones that were missed in class discussion or on the “snowballs.”]

Teaching

[Write the following on the board and have students copy into journals]

There are a few myths about feelings that we should talk about:

- *I have the power to make others feel good.*
- *I have the power to make others feel bad.*
- *Others have the power to make me feel good.*
- *Others have the power to make me feel bad.*

Teaching

Although we may think others are “making” us feel good or bad, in fact it is just how we are perceiving and reacting to their actions and behaviours. Remembering that only we have the power to control our feelings is very important. If we think someone is making us feel a certain way, we need to take time to figure out what about their behaviour is making us feel the feelings we are experiencing. Once we have figured this out, it is a great time to practice the “Communicating our Feelings, Thoughts, Wants, and Needs” script we talked about during our last class.

Video

Link to access video: [<https://vimeo.com/354146731/fab7cce4d3>]

Now, I would like to show you a video that corresponds with our lesson today. I’m not sure if any of you have heard of Howie Miller. He is Cree from Paul First Nation, also known as Paul Band. We will get to watch these videos occasionally throughout this journey. I will also show you how you can access them outside of our classroom if you’d like. You can click around the videos to explore the scenery or you can simply listen to the messages Howie shares with us.

[After video is completed, ask class if they have anything they’d like to share about the video.]

Group Activity

Let’s take time to practice. In groups of 2 or 3, think of some situations that you have experienced in your life, fill out the self-reliant/assertiveness script.

[Have students submit their completed scripts for review and return next class]

4.4) Take Home Exercise

The only Take Home Exercise for today is to practice healthy communication and listening. Challenge yourself to use the script with a friend, sibling, or family member. Write down what you told them and bring it with you to our next class.

Feeling Words

Add your own feeling words using the blank spaces provided.

Open	Elated	Sensitive	Upset	Nervous
Confident	Playful	Tender	Hateful	Frightened
Amazed	Courageous	Devoted	Bitter	Scared
Free	Energetic	Attracted	Infuriated	Restless
Sympathetic	Optimistic	Concerned	Fuming	Crushed
Interested	Impulsive	Fascinated	Disappointed	Rejected
Satisfied	Animated	Intrigued	Discouraged	Offended
Receptive	Spirited	Inquisitive	Ashamed	Humiliated
Accepting	Thrilled	Curious	Powerless	Tearful
Kind	Wonderful	Eager	Guilty	Sorrowful
Great	Calm	Keen	Terrible	Sad
Joyous	Peaceful	Anxious	Embarrassed	Desperate
Lucky	At ease	Inspired	Skeptical	Unhappy
Fortunate	Comfortable	Determined	Uneasy	Lonely
Delighted	Pleased	Brave	Unsure	_____
Overjoyed	Encouraged	Daring	Alone	_____
Gleeful	Clever	Challenged	Inferior	_____
Thankful	Surprised	Hopeful	Empty	_____
Grateful	Serene	Unique	Dull	_____
Important	Bright	Secure	Bored	_____
Festive	Reassured	Irritated	Terrified	_____
Ecstatic	Loved	Enraged	Afraid	_____
Glad	Loving	Hostile	Suspicious	_____
Cheerful	Considerate	Insulted	Anxious	_____
Sunny	Affectionate	Annoyed	Alarmed	_____

COMMUNICATING OUR FEELINGS, THOUGHTS, WANTS, AND NEEDS SCRIPT

Remember... This script is used when you would like to communicate your feelings, thoughts, wants, and needs to someone or to address others' problem behaviours which may be impacting your life.

I feel (feelings involved), when you (identify behaviour) because (impact(s) on you or your relationship). I need (identify wants and needs).

Example:

I feel Sad

When you don't listen to me.

Because it makes me think you don't care about what I have to say.

I need you to start paying attention to me when I speak.

I feel _____

When you _____

Because _____

I need _____

I feel _____

When you _____

Because _____

I need _____

I feel _____

When you _____

Because _____

I need _____

MODULE FIVE
RECOGNIZING AND
UNDERSTANDING
FEELINGS AND
EMOTIONS



MODULE FIVE: RECOGNIZING AND UNDERSTANDING FEELINGS AND EMOTIONS

Purpose:

- Understand feelings and emotions
- Learn to recognize feelings and emotions in self and others
- Develop oral presentation skills
- Develop communication skills

Preparation:

- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- Blank paper (different colours)
- Lined paper
- Pencil crayons, markers, and/or crayons

Handouts:

- None

Take Home Exercise:

- None

Assessment/Knowledge Learned:

- Participation in group activity

More to Explore:

- None

LESSON FIVE

5.1) Confidentiality and privacy reminder

5.2) Recognizing Feelings

Teaching

Last class, we discussed feelings and emotions. We talked about how our emotions influence our actions. For this reason, it is important to recognize our emotions and understand what they are telling us. Recognizing and understanding our emotions will help us to deal with them and keep them from becoming overwhelming. It is so important to recognize our feelings because if we let them become too overwhelming, it may lead us to believe that we just can't deal with them and lead us to have thoughts or feelings of suicide or self-harm. We have learned that there are four broad categories of emotions. What were they? [Anger, Sadness, Fear, Happiness]

Today we will talk about how we recognize these feelings in ourselves and how to recognize the different levels of intensity that we experience. Then, next time we will talk about what to do when we recognize these feelings in ourselves. This will help us to keep control of how we react to our feelings and emotions. This control can help a great deal to keep us out of trouble!

It is also important to be able to recognize different feelings that may be very similar but actually very different. For example, being depressed is different from being sad. Sad is a natural reaction to an isolated situation and although difficult, can be managed and dealt with, usually in a day or two. Depression, on the other hand, is when feelings of sadness, worthlessness, helplessness, hopelessness, and discouragement consume our lives and can last for weeks, months, or even longer.

Depression can cause our activities of daily living, such as keeping ourselves clean and fed, to become difficult and may even seem impossible. Depression may cause people to always be tired, sleep a lot, or want to be by themselves. It may also cause someone to lose interest in the things they used to love, such as playing the guitar, listening to music, playing video games, or playing broomball. It can even impact our appetite, causing us to eat too much or too little. For this reason, gaining or losing weight quickly could be a sign of depression. Sometimes people who are depressed might also notice they are experiencing headaches more frequently or that they are tired all the time because they are having trouble sleeping at night. Other signs of depression are if negative feelings go on for weeks or more, negative thinking, low energy and motivation, difficulty focusing or concentrating, or isolating or withdrawing from friends and family. Sometimes it is hard for people who are depressed to even realize they are depressed because being critical of themselves is a part of depression. Some people might mistakenly think they are a failure, a bad student, or a bad person because the depression tricks them into thinking these things. Sometimes, depression might be misunderstood as the person

having a bad attitude because it can make people irritable or stop caring about things. This is why it is so important to communicate with the ones we care about and love. If someone is depressed, it is important to offer help and support. Do not ignore or isolate the person.

Although it may not feel like it, depression CAN be overcome. Seeking help is the best way to overcome depression. Talk to someone you trust. Positive coping skills may also help. We will talk more about positive coping skills next class.

Being able to articulate our thoughts, feelings, and emotions can be difficult, especially when they are negative and consuming. Asking for help is one of the bravest things we can do when we are struggling in life.

Class Discussion

When might it be time to ask for help?

[Possible Answers: being bullied, frustrated, feeling sad, feeling angry, depressed, anxious, nervous, lonely, having thoughts of suicide or self-harm, fight with a friend, relationship ending, feeling humiliated, made a mistake, etc.]

Who are some people you would be comfortable asking for help?

Possible Answers: parents, aunties, uncles, cousins, siblings, teacher, sports coach, guidance counsellor, friend, respected community members, other positive role models, health workers, nurse, school principal].

Alternative to Class Discussion: [Snowballs: Write the questions on separate pieces of paper – different colour for each question if possible (depending on class size, 2-4 pieces of paper for each question). Crumple the balls up. Toss around the room. Have students write their answers and re-crumple the paper and toss on. Once everyone has recorded an answer, go over with the class in the order listed above.]

What would you say to a person who you would be comfortable asking for help?

["I need help"]

Sometimes this is the hardest thing to say. Be brave! Let's all say it together.

[Say "I need some help" as a class 3x or until students look more comfortable]

Great! And remember, if it is too hard to ask for help in person, you can always text someone, call someone, or message someone on Facebook.

Group Activity

[Split class into groups of two or three. Give each group an emotion word (Anger, Sad, Fear, Happy). There will likely be duplicates, but this is okay. Give them time to come up with a play or drawing to animate the feeling word. Have the rest of the class guess what they are acting out or have drawn.]

Alternatives to Group Activity:

(Option 1) Give each student a blank piece of paper. Show them how to fold the paper so there are four squares. In each square, have them write one of the emotions (Anger, Sad, Fear, Happy). Then, have them draw their representations of each of these words in the respective squares. Have them submit at the end of class for your review.

(Option 2) Have students complete online Understanding Feelings and Emotions Mini Quiz, independently or in pairs.

Link to access Mini Quiz: <http://firstnationssuicideprevention.com/module5/module5.html>

MODULE SIX

COPING SKILLS AND ACTIVITIES



MODULE SIX: COPING SKILLS AND ACTIVITIES

Purpose:

- Introduce students to the idea of coping skills.
- Understand what coping skills are and the difference between positive and negative coping
- Create an Anger Action Plan to help to recognize and cope with anger

Preparation:

- Photocopy handouts for today
- Fill out “Anger Action Plan” handout as an example to use with the class

Materials/Equipment:

- Markers, crayons, and/or pencil crayons
- Blank, white paper (2 sheets for each student)
- Pieces of paper, 2 colours preferably and cut in ½
- Tape

Handouts:

- Positive Coping Skills and Activities
- Anger Action Plan

Take Home Exercise:

- Complete Drawings
- Anger Action Plan

Assessment/Knowledge Learned:

- Students’ individual, oral explanations of their drawings
- Completion of Anger Action Plan

More to Explore:

- Teaching and activities in this module related to self-talk and coping activities are included here for additional consideration.

LESSON SIX

6.1) Confidentiality and privacy reminder

6.2) Overview of Coping Skills

Teaching

Last class we learned about recognizing and understanding our feelings and emotions. I think it's fair to say that positive emotions make us feel pretty good and usually we act accordingly, good. On the other hand, negative emotions can be devastating. We can react to or deal with negative emotions in several ways. Negative emotions are not good or bad. They are our bodies way of telling us something. However, how we deal with the negative emotions may have good or bad consequences. Dealing with negative emotions is called "coping." We learn coping through our interactions with the world around us. The coping skills we develop over our lives can be positive or negative, maybe even both.

6.3) Coping with Uncomfortable Emotions

Class Discussion

What are some positive and negative ways we might cope with (or deal with) uncomfortable emotions like sadness or anger?

[Write responses on board – see lists on next pages for examples.]

Alternative to Class Discussion: Provide each student with 2 pieces of paper – one of each colour if possible. On one colour, have them write 2 positive ways we might cope with uncomfortable emotions. On the other colour, have them write 2 negative ways we might cope with uncomfortable emotions. While they are doing this, on the "positive coping" paper of various colours, write: "POSITIVE WAYS TO COPE WITH UNCOMFORTABLE EMOTIONS" in large block letters. On the other colour, write: "NEGATIVE WAYS TO COPE WITH UNCOMFORTABLE EMOTIONS." Tape these papers on the wall far enough apart for students to be able to tape their answers around or under them. Walk around the room to ensure students are not having difficulties. Provide them with examples (a few listed below) if they are having trouble identifying. Once students are done, provide them with tape to tape their papers around the respective title papers that you just taped to the wall. Then, go over their responses, starting with negative ways. Once you have gone over negative ways, provide students with "Positive Coping Skills and Activities" handout. Go over student responses for positive ways, then go over any that were missed on positive ways handout. Have students add their own to the bottom of handout during or after review.

Negative ways to cope with uncomfortable emotions:	Positive ways to cope with uncomfortable emotions:
<ul style="list-style-type: none"> • Hurting self (cutting, burning) • Using drugs or alcohol • Blaming • Hurting others (yelling/screaming, hitting, punching, kicking) • Hurting objects (throwing/breaking things) • Holding a grudge • Talking badly about a person or people or things • Using angry language • Giving up • Isolate self, withdraw, stay away from friends or family • Take it out on other people or put others down • Running away • Shutting down or not talking to others • Avoiding people, places, or things 	<ul style="list-style-type: none"> • Talk to someone you trust • Once calm, express anger • Try to understand the situation • Take action to find a solution • Use humour • Go for a walk • Exercise • Listen to music • Play an instrument • Do a craft • Write about it • Draw about it • Take a time out • Take a nap • Eat something • Think before you speak • Write down some possible solutions • Practice self-reliant/assertive communication • Don't hold a grudge

6.4) Coping with Negative Emotions

Teaching

These are just some examples of positive and negative coping skills. We have the power to choose how we cope with negative or uncomfortable emotions. This is a great power we have within ourselves and these coping decisions impact the world around us. We are going to work on an activity now. We are going to answer a few questions by drawing pictures to represent our experiences:

Individual Activity

[Write the questions below on the board and instruct students to draw pictures representing these experiences].

- 1) Can you think of a time that a coping decision turned out well? Who was involved? What was the impact?
- 2) Can you think of a time that a coping decision didn't turn out so well? Who was involved? What was the impact?

[Walk around the classroom, talking to students about their drawings and what they represent.]

More to Explore

Teaching

Self-talk is the inner voice that goes on inside our heads. It sometimes feels like a constant stream of chatter that goes on in our minds. This chatter or “talk” comments on everything that we see, hear, think, say and do. This self-talk can either build or can take away from our self-image, which in turn impacts the way we act and feel. Sometimes it feels like self-talk messages are automatic or come out of nowhere. It is important to pay attention to what we are saying to ourselves. “Positive self-talk” is when we talk to ourselves in a reassuring, kind and optimistic way. For example, “I can do this,” “I will get through this,” “tomorrow is another day.” Whereas “negative self-talk” is when we talk to ourselves in a self-defeating and unkind manner. For example, “I feel terrible, this is never going to get any better,” “I can’t do anything right.” When you’re talking to yourself negatively, do you do things that may not be the best choice for you? For example, if you’ve decided “I’ll probably fail the test at school,” do you take a nap instead of studying? On the flip side, when you’re talking positively to yourself, do you feel motivated? For example, when you tell yourself you look good, do you smile more often or act friendlier? We must learn to talk to ourselves with love and positive words.

Class Discussion

Now, let’s practice transforming negative self-talk to positive self-talk.

[Write the following “negative self-talk” statements on the board. Read one out and ask participants to share how to transform the statement into a positive self-talk statement.]

Negative Self-Talk:

1. School is always horrible.
(*Positive self-talk option* – Today was a hard day. Not all days are like this. Tomorrow might be better.)
2. Nothing ever goes right for me.
(*Positive self-talk option* – Well, that sure didn’t work out like I planned. There are other things going on that are going well for me, such as...)
3. I’m not good at anything.
(*Positive self-talk option* – I am told I am good at some things, such as... I just need to pace myself and practice so I can become better at this.)
4. My friends don’t like me.
(*Positive self-talk option* – Some kids don’t like me because they don’t understand me. I can put myself out there more so they get to know who I really am. I know I can always talk to my cousin or mom when I am feeling upset.)
5. If something bad happens, I won’t be able to handle it.
(*Positive self-talk option* – I am learning how to manage things better. I can ask for help when I need it.)
6. This will never get any better.

(Positive self-talk option – It might get better. I can play a role in my life getting better. The things that are outside of my control, I can talk to my teacher or family about to help me problem solve.)

Video

Link to access video: <https://vimeo.com/354145496/cb80d4fd82>

Now, let's take some time to watch what Howie has to say about coping and turning negatives into positives.

Class Discussion:

[Ask class if they would like to share any stories about when they turned something negative into something more positive.]

Individual Activity

Pay attention to how you talk to yourself. Reflect on the impact it is having on the way you think, feel and act. Try to come up with positive self-statements and turn your negative self-thoughts into positive ones. Write or draw answers to the following questions in your journal to dig deeper into your self-talk.

1. List some of the self-talk statement you have said to yourself this week.
2. List some of the self-talk statements you hear others say about themselves.
3. Make a list of positive self-talk statements about yourself.
4. How can knowledgeable and respected community members help you build positive self-talk?
5. How does paying attention to your self-talk change the way you feel?

Individual Activity

Create a Coping Chatterbox

[Watch the following video alone or with the class to learn how to make a Chatterbox:

<https://www.youtube.com/watch?v=WpsmrQdN0Do>]

On the outside, use four colours to represent different feelings. Inside list or draw eight different emotions. Inside list and/or draw eight different coping activities that correspond to the different emotions. Have students get into pairs and use their Chatterboxes to explore the emotions and associated coping activities.



6.5) Take Home Exercise

Teaching

We talked a little bit about anger earlier. Anger is an interesting emotion. It may feel like it takes over us like a storm, we may feel like we are out of control. But we usually have physical reactions to anger which helps us to recognize this emotion. It is important to be prepared for anger and have an action plan. For your Take Home Exercise today, I would

like you to fill out this "Anger Action Plan." We will include it in our journals. I have completed mine already and we will go over it as an example now...

[Go over example of Anger Action Plan handout]

If you did not complete your drawings, please bring them home and complete them. You will turn them in next class and after I provide feedback, you will add them to your journals. Also, please complete the Anger Action Plan that we discussed earlier.

Positive Coping Skills and Activities

Add some skills and activities that help you to feel better in the spaces provided.

Exercise

Write (poetry, stories, journal)

Draw

Scribble or doodle on paper

Be with other people

Do school work

Play music

Sing

Dance

Attend a ceremony

Talk to an Elder

Talk to a friend

Talk to a trusted adult

Watch a movie

Watch the stars

Sit in nature

Cry

Play with a pet

Clean something

Beading

Fishing

Hunting

Listen to music

Write a letter

Look at pretty things like a flower or art

Read

Visit friend or family

Stretch

Plant some seeds

Volunteer

Perform a random act of kindness

Write a letter to yourself (Start it with: "I love you because...")

Look up new words and use them

Learn a new language

Hug a friend or family member

Make a list of goals

Find a special stone – when you are upset you may focus on this "worry stone"

Laugh

Eat properly

Avoid illegal drugs and alcohol

Learn relaxation exercises

Decrease negative self-talk

Think positive

Anger Action Plan

My body tells me I am feeling angry when... (shaking, stomach in knots, getting hot)

Some situations, words, things, people, and thoughts that I get angry about are...

What I need others to say and do when I am angry is...

What I need others to **not** say and do when I am angry is....

The words or signal(s) I can use to let others know what I need when I am angry are...

What do I need to do for myself to calm the storm?

MODULE SEVEN

UNDERSTANDING AND MANAGING STRESS



MODULE SEVEN: UNDERSTANDING AND MANAGING STRESS

Purpose:

- Help students to understand what stress is and to recognize it in themselves and others
- Learn to work collaboratively

Preparation:

- Photocopy handouts for today

Materials/Equipment:

- Blank paper

Handouts:

- Stress Journal Entry

Take Home Exercise:

- Stress Journal Entry

Assessment/Knowledge Learned:

- Completion of journal entry

More to Explore:

- None

LESSON SEVEN

7.1) Confidentiality and privacy reminder

7.2) Take Home Exercise Review

[Have students turn in “Anger Action Plans”]

7.3) What Is Stress?

Teaching

Last class we discussed ways to cope with negative emotions. Today, we are going to talk about stress. Stress is our body’s reaction to real or imaginary danger. Interestingly, stress is a survival response that has served humans well for thousands of years. This response tells us (and told our ancestors) to get ready to fight or run in the face of danger. This is called the fight-or-flight response. These days, schoolwork, parents or other family members, romantic relationships, and friendships can all lead us to feel stress. Other things that might cause stress can be found outside. For example, running out of gas on a snowmobile in a snowstorm or encountering an animal while in the bush.

Stress is a physical reaction in our bodies. We have probably felt it before, maybe not knowing what the feelings were supposed to be telling us. As much as this fight-or-flight response served our ancestors well, this sometimes-exaggerated response may cause us problems. In our daily lives, there are likely no huge animals attacking us or hostile people to confront. But, in our everyday life we may feel scared or angry, or worried or irritated. It is impractical (and unhealthy) to fight or run away from these situations. Our bodies still react in the same old primitive way and tell us to fight or run. So, stress is actually just an accumulation of bottled-up energy. When we accumulate too much of this negative energy or stress, it can create physical and emotional problems. It can start to affect our moods, our schoolwork or other activities, and our relationships.

This is why it is so important for us to be able to recognize what is causing us stress, how it feels for us, and find positive ways to deal with the stress. Some of the same coping skills we talked about last time used for other uncomfortable emotions can help us to deal with stress. Sometimes, we just need to take a few deep breaths or talk about what is stressing us out to a friend. If the stress feels unmanageable, that’s probably when it’s time to talk to a trusted adult.

Class Activity

Snowballs: Write “How might we feel or act if we are stressed?” on several pieces of paper (2-6 depending on size of class). Crumple up. Toss around the room. Have the students each write two items on the paper, remind them not to duplicate. Once they are done, have them crumple and toss on. Once the whole class has had a chance, go over the snowballs as a class. Write responses on the board. Have students copy the answers (and extra responses from below) into their books under the title: “Ways to Recognize Stress.”

Ways to Recognize Stress:

- Trouble catching breath or breathing
- Racing heart
- Butterflies in stomach
- Sweaty and/or shaky hands
- Feeling lightheaded, feel like fainting
- Feeling nervous or jumpy
- Feeling overwhelmed
- Feeling tired all the time
- Having trouble concentrating or focusing
- Irritable or moody
- Headaches, stomach aches
- Eating too much or not enough
- Difficulty sleeping
- Feeling sad or depressed
- Using alcohol or drugs to cope
- Forgetting things
- Thinking too much about the same thing
- Isolating self from friends or family
- Trouble relaxing
- Short-tempered
- Easily frustrated
- Low motivation
- Difficulty making decisions
- Not getting things done
- Feeling hopeless or helpless
- Nightmares or upsetting thoughts
- Thoughts or feelings about suicide or self-harm

7.4) Managing Stress

Class Discussion

Managing stress is so important because if we ignore it, it may begin to impact our health. The good news is, there are lots of ways we can manage stress. What are some ways to manage stress?

Alternatives to Class Discussion:

Snowballs: Write “What are some ways to manage stress?” on several pieces of paper (2-6 depending on size of class). Crumple up. Toss around the room. Have the students each write one item on the paper, remind them not to duplicate. Once they are done, have them crumple and toss on. Once the whole class has had a chance, go over the snowballs as a class. Write responses on the board. Have students copy the answers (and extra responses from below) into their books under the title: “Ways to Manage Stress”.

Drawing: Have students draw a representation of how they manage stress. Give them 20-30 minutes. Walk around room and discuss drawings with students individually. Then, go over themes from drawings and below on the board for students to copy into their books under the title: “Ways to Manage Stress”

Ways to Manage Stress:

- Eat properly
- Do something you enjoy every day
- Exercise
- Get enough sleep
- Avoid alcohol and drugs
- Express feelings
- Try to think of the positives, instead of negatives of a situation
- Ask yourself if you are setting attainable goals
- Make time to think and relax
- Hobbies (playing guitar, sports, video games, listening to music...)
- Manage time (schedule time for homework, friends)
- Talk to friends and/or family
- Use humour, tell jokes, laugh at ourselves
- Know when to talk to a trusted adult
- Know what you can control, and what you can't
- Practice acceptance
- Learn to forgive people
- [Also refer students to list of coping skills for uncomfortable emotions]

Great! Now that we understand what stress is and have a list of ways we might be able to manage stress, we are going to reflect on our past experiences. For example, might running out of gas on a snowmobile in a snowstorm cause you stress? How might you deal with this stressful situation? Or, have you ever felt threatened by an animal when in the bush? How might you deal with this stressful situation? These are just a few examples. For your Take Home Exercise, I would like you to journal about a time that you felt stressed by answering the following questions: What was the cause of the stress? What emotions were you feeling? What physical signs was your body giving you? How did you manage the stress? What did you do well? What could have been done better? Feel free to write or draw or both about this experience.

Online Activity – Word Matching Game

Link to access activity: <http://firstnationssuicideprevention.com/module7/module7.html>

[If time permits, ask students to login to YouTube to play word matching game related to today's content. If there is no time in class, encourage students to practice alone or with their friends after school.]

7.5) Take Home Exercise

For your Take Home Exercise, please journal about a time that you felt stressed. What was the cause of the stress? What emotions were you feeling? What physical signs was your body giving you? How did you manage the stress? What did you do well? What could you have done better?

Date:

Journal Entry #3

Think about a time that you felt stressed. What was the cause of the stress? What emotions were you feeling? What physical signs was your body giving you? How did you manage the stress? What did you do well? What could you have done better?

MODULE EIGHT

THE POWER OF THINKING AND BEING POSITIVE



MODULE EIGHT: THE POWER OF THINKING AND BEING POSITIVE

[Based on We Matter Campaign Lesson 7]

Purpose:

- Introduce students to the importance of positive thinking and behaving
- Learn to recognize others' acts of kindness
- Develop a list of random acts of kindness
- Complete three acts of kindness and journal about the experience
- Enhance writing skills

Preparation:

- Prepare a story related to a stressful situation and how you dealt with it that students can relate to
- Get talking stick ready
- Photocopy handouts for today
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- Talking stick (one of the objects students found during Lesson 4)
- Blank paper

Handouts:

- Random Acts of Kindness List
- Journal Entry #4

Take Home Exercise:

- Complete three random acts of kindness
- Journal about experience

Assessment/Knowledge Learned:

- Students completion of acts of kindness
- Students completion of journal

More to Explore:

- If internet access is available, visit www.RandomActsOfKindness.org and allow students time to look around

LESSON EIGHT

7.1) Confidentiality and privacy reminder

7.2) Take Home Exercise Review

[Setup room to allow students to sit in a circle. Remind students of the importance of the circle and talking stick from Lesson 4.]

Thank you for completing the Take Home Exercise. Would anyone like to share what they journaled about? What situations caused you stress? Sharing our stories is important because we can learn from each other and it also helps us to feel as though we aren't alone. I understand if you are not comfortable sharing, it is okay for you to pass when the talking stick comes to you. I will start by sharing a stressful situation I once found myself in and how I coped...

[Ask students to hand in their journal entry.]

[Remain in circle for remainder of class.]

Teaching/Video (Two Wolves Story)

Link to access video: <https://vimeo.com/354147236/7b96bdfa8e>

[Rather than reading the story below to students, you may choose to show the video for Module 8 which tells the story with visuals. If you choose to read the story instead, encourage the students to watch the video outside of class and share it with their friends and family.]

Now, I would like to share a story with you. It is a Cherokee legend and it illustrates the most important battle of our lives – the one between our good thoughts and our bad thoughts. The story goes like this:

An old Cherokee is teaching his grandson about life. "A fight is going on inside me," he said to the boy. "It is a terrible fight and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego." He continued, "The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you – and inside every other person, too."

The grandson thought about it for a minute and then asked his grandfather, "Which wolf will win?"

The old Cherokee simply replied, "The one you feed." [This is the answer to the question at the end of the video.]

Class Discussion

Can anyone tell me what this story is telling us?

[Pass the talking stick to someone if they raise their hand. **Response to look for/ elicit** “power of positive thinking and being positive” theme].

Alternative to Class Discussion:

Five Minute Paper: Have students write or draw what the story meant to them. Give them 5-10 minutes to complete this task. Have them write/draw on binders or another hard surface in the circle. Ask if anyone would like to share or explain their drawing. Have students turn their papers in once completed.

7.3) Power of Positive Thinking

Last time, we talked about positive and negative coping skills. As we learned, positive coping skills contribute to our well-being. They may also contribute to the well-being of our communities and others around us. Positive coping includes demonstrating respect and kindness in all our affairs. Respect and kindness are at the heart of all Indigenous teachings. Traditionally in communities, family and community members would always be looking out for each other – whether it meant looking after someone’s children, sharing harvested meat and fish with others, or teaching skills to others. In doing something kind for others, it was expected that the kindness would be returned at some point in the future. Doing things for others can make both the person on the giving and receiving end happy – this is also important for positive mental health. Today, we will pay forward positivity with hopes that our positive actions will inspire others to act positively. This is the foundation of healthy communities and circles of support.

First, we are going to watch a few videos shared by the WeMatter Campaign. We will watch each video a few times to make sure that we understand the messages being sent.

I am going to write some questions on the board. While we are watching the videos, I would like you to keep them in mind.

[Write 3 Class Discussion questions from below on board]

Video Links:

Scott McHenry	https://wemattercampaign.org/portfolio_item/scott-mchenry/
Thomas Fiddler Memorial High School	https://wemattercampaign.org/portfolio_item/thomas-fiddler-memorial-high-school/
Peepeekisis First Nation Youth	https://wemattercampaign.org/portfolio_item/peepeekisis-firstnation-youth/
Michael Redhead Champagne	https://wemattercampaign.org/portfolio_item/michael-redheadchampagne/

Class Discussion

What do the individuals in the four videos do to show kindness to others?

How did watching the videos make you feel?

Why is it important to show kindness to other people?

Alternatives to Class Discussion:

Snowballs: Write the above three questions on several pieces of paper (2-6 depending on size of class – equal number of each question). Crumple up. Toss around the room. Have the students each write one item on the paper, remind them not to duplicate responses. Once they are done, have them crumple and toss on. Once the whole class has had a chance, go over the snowballs as a class.

Wall Stickies: Provide each student with 3 pieces of paper – one of each colour if possible. For each piece of paper, have them answer the above 3 questions. Write the three questions on their respective colour of paper. Tape these papers on the wall far enough apart for students to be able to tape their answers around or under them. Walk around the room to ensure students are not having difficulties. students are done, provide them with tape to tape their papers around the respective title papers that you just taped to the wall. Then, go over all responses taped to the wall.

Great work! Now, together we are going to brainstorm a list of random acts of kindness that we could do for someone we love or know or even for a random stranger that they encounter.

Class Discussion

Are there any culturally rooted forms of kindness you can show to your families, community members, or communities?

Alternative to Class Discussion:

Snowballs: Write “RANDOM ACTS OF KINDNESS” on several pieces of paper (2-6 depending on size of class – equal number of each question). Crumple up. Toss around the room. Have the students each write one possible random act of kindness on the paper, remind them not to duplicate responses. Once they are done, have them crumple and toss on. Once the whole class has had a chance, go over the snowballs as a class. Write on the board and have students copy onto the “Random Acts of Kindness” handout.

Possible Responses: Doing chores for parents or neighbours; Helping an older person by; shoveling snow from their driveway or carrying their groceries; Sitting with a knowledgeable and respected community member over a meal and listening to their stories; Asking someone genuinely about how their day was; Helping a child learn a new skill or sport trick; Saying something nice to a stranger; Picking up litter in the community

7.4) Take Home Exercise

For the Take Home Exercise this week, we are going to work on feeding our good wolves. We will each do three random acts of kindness for the community, people we love, or even strangers. Then, we will write what we did in our journals. Then, pick one of the acts and explain how we felt before, during, and after. Also explain who you did that act for and what their reaction was.

Date:

Journal Entry #4

After doing three random acts of kindness, write what they were. Then, pick one of the acts, explain who you did it for. Then explain how you felt before, during, and after and how the other person reacted.

MODULE NINE

SHARING AND CARING



MODULE NINE: SHARING AND CARING

[Parts of this module adapted from Indigenous and Northern Affairs Canada (2010)]

Purpose:

- Reinforce the concepts of sharing and caring with students

Preparation:

- Photocopy handout for today (double-sided if possible)
- Fill out handout to use as example
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- Blank paper (white – one sheet for each student)

Handouts:

- Sharing and Caring Journal

Take Home Exercise:

- Sharing and Caring Journal

Assessment/Knowledge Learned:

- Participation in in-class activities
- Completion of first part of Sharing and Caring journal (this activity takes 7 days to complete)

More to Explore:

- Approach a respected community member to see if they are willing to share a teaching about sharing and caring with the class. If they don't have time, ask if they have time to share with you so you can share with the class.

LESSON NINE

7.1) Confidentiality and privacy reminder

7.2) Take Home Exercise Review

[Ask students to submit their random acts of kindness journal entry.]

7.3) Sharing and Caring

Video

Link to access video: <https://vimeo.com/354147630/bb450ef7ea>

We will start class today by watching Howie. He's going to tell us his thoughts and experiences related to sharing and caring.

[Ask class if they have any questions or comments about the video.]

Teaching

Sharing is one of the most important cultural values of many First Nations. The importance of sharing came from ancient times when individuals were taught to take from nature only what they needed to survive and prosper. They were also taught to share their food freely with others. Survival in a challenging environment was difficult at best and sharing of food and materials increased the chances of survival in times of need and scarcity. The practice of sharing also reduced the threat of conflict and aggression, two things that were a threat to survival. Sharing with other people is important. But, it is also important to remember that we are sharing the Earth with plants, animals, and other parts of nature.

Individual Activity

[Handout a blank sheet of paper to each student. Have students draw pictures to represent situations they know about or have seen happen that would hurt or help wild plants, animals, or other aspects of nature. Walk around the room and have students explain what is happening in their drawing. As you walk around, ask students how they think it impacts plants and animals when people don't remember that we are also sharing the environment with them.]

Sharing and caring help us to appreciate and enjoy the good in life. They also may help us to relate to others and have deeper and more meaningful relationships. The acts of sharing and caring also generate positive emotions and may decrease negative emotions.

7.4) Caring for Ourselves

Caring is just as important as sharing. Sharing shows we care and caring is sharing. Caring also means being thankful and gracious, telling the truth, being considerate of others, and being generous to others. Even when things seem to be terrible, we can always find something to care about. We just need to practice. We could care for the tiny bird we can hear singing, a beautiful sunset, a stunning landscape, a beautiful tree,

a loving friend or family member, or even just that we woke up this morning and have another chance to start fresh. Let's practice caring and sharing in our daily lives.

7.5) Take Home Exercise

[Handout Sharing and Caring Journal]

For your Take Home Exercise, we are going to keep a sharing and caring journal for the next week. We will start with today.

[Go through handout with students]

Date Started:

Journal Entry #5

Write two things you have done to share or care each day for one week.

Monday

1.

2.

Tuesday

1.

2.

Wednesday

1.

2.

Thursday

1.

2.

Friday

1.

2.

Saturday

1.

2.

Date Started:

Journal Entry #5

Write two things you have done to share or care each day for one week.

Sunday

1.

2.

Other ways I have demonstrated sharing and caring this week:

MODULE TEN

VALUES



MODULE TEN: VALUES

[Activity adapted from http://www.icarevalues.org/value_activity.htm]

Purpose:

Preparation:

- Print and cut out one set of Value Cards for each student if using this alternative to class discussion. Link to cards included below (with activity).

Materials/Equipment:

- Talking stick
- Blank Paper

Handouts:

- List of Values

Take Home Exercise:

- Complete Gratitude Journal

Assessment/Knowledge Learned:

- Participation in Values Activity
- Completion of Values handout

More to Explore:

- Have a community member come in to talk about cultural, community, and personal values (for part or whole class)
- Optional values activity included at end of lesson

LESSON TEN

10.1) Privacy and confidentiality reminder

10.2) Take Home Exercise Review

Class Discussion

Thank you all for starting your sharing and caring journals. You are halfway there. Would anyone like to share something they have done to demonstrate sharing and caring over the past few days? Would anyone like to share how they felt when they were reflecting on their acts of sharing and caring?

Alternative for Class Discussion:

Five Minute Paper: Have students take five minutes to write a reflection related to the questions: What have you done to demonstrate sharing and caring over the past few days? How do you feel when you reflect on your acts of sharing and caring? Have students turn in their papers after five minutes. Depending on class, may be more appropriate to provide 10 minutes to complete this activity.

Teaching

Sharing and caring are great ways for us to be more aware of the good things in our lives that we may not otherwise notice. This is a step toward knowing ourselves better. Throughout the journey of this program, we will learn more and more about ourselves and each other. Understanding ourselves gives us more power to improve and helps us to recognize when things just aren't quite right. Understanding ourselves can also prevent us from slipping into a hopeless place where suicide and self-harm may feel like the only answer. Self-awareness, or understanding ourselves is a great personal strength we all have within us. Plus, we are awesome people, why wouldn't we want to get to know ourselves better?

10.3) Values

Teaching

Today we are going to spend time learning more about ourselves. Being self-aware is important because it helps us to better understand ourselves and it helps us to realize that we are unique and magnificent individuals. Understanding ourselves better helps us to make changes in our lives and helps us to build on our strengths or things we are good at. This awareness also helps us to recognize our weaknesses or areas in our life that we may need to make some improvements. Life is a journey, no one is perfect. Part of our journey through life is to continually try to improve ourselves so that we can be happy and healthy and be able to take care of ourselves, our families, and our communities. Personal values are a huge part of us and our lives. They highlight what we stand for, and what we won't stand for. Values are the things that we believe are important to us in the way we live and, when we grow up, the way we work. Our values contribute to our identity and help to make us unique. They reflect our needs, wants, and what we care

most about in life. They help to guide our behaviour and provide us with a personal code of conduct. We learn our values from many places. As we grow up, we may learn our values from our culture, community, knowledgeable and respected community members, parents, siblings, friends, teachers, or the media. These are just a few. Personal values can remind us what means the most to us when we face tricky situations, such as when we might feel pressured to do something. So, knowing what our cultural and personal values are helps us to stay true to ourselves as we journey through life.

Class Discussion

Can anyone think of some examples of values?

[Possible Responses: love, respect, bravery, honesty, wisdom, humility, truth, balance, well-being, peace, meaning, connection, humour, fun...]

Alternatives to Class Discussion:

Snowballs: Write “Examples of Values” at the top of 2-6 sheets of blank paper. Crumple the papers up into balls. Throw the balls around the room. Each time a “snowball” lands on a student’s desk, they write one value. They then crumple the ball back up and toss it along. Remind the class to be mindful to not duplicate answers already written. Once everyone has had a chance to write their answer on the snowball, open up and discuss with the class.

Value Card Sort: [Value cards for this activity can be found on pages 111-119.]

Hand out value cards to each participant. Using the Value Cards provided, place the cards into three piles “not important to me,” “important to me,” and “very important to me.” Ask participants to select the values that are really important to them (or the top five really important values) and write a journal reflection on how they live the values that are really important to them. Also ask them to reflect on how they feel when they act in a way that is the opposite of their really important values.

[Handout Value List]

Individual Activity

You have all identified at least one value, great job! Now, I would like you all to take some time and read through this list of values I just handed out. A list of values could probably go on forever, so these are just a few examples. You will notice there are some blank spaces, these are for you to use if you think of some values that are important to you but are not listed here. They may include some that we included on the snowballs (or in class discussion).

Once you have read through the values and definitions, I would like you to circle the 10 that are most important to you. Next, I would like you to draw a star next to the value that you think might need the most work, or that you could improve the most. Next,

draw an arrow next to the value that you think you are doing the best at practicing or that you think you demonstrate the most at this time. Finally, in the space provided, pick one value out of the 10 you circled that is the most important to you. This represents your “Core Value.” This might not be easy; I will give you 20 minutes to complete this. If anyone is having difficulty, please let me know. I will walk around the room and help.

[Write instructions in short form on the board so students remember which symbols to use.] Ask students to share what core value they identified. Use the talking stick and go around the room but if students are not comfortable, have them “pass.” Also, have students submit their Values worksheets before they leave – let students know they will not be graded, values are personal. You are just looking them over to make sure they were completed.

More to Explore

Individual Activity

Have students draw a representation of their core value and what it means to them. Have students bring home to complete as Take Home Exercise. Submit at end of class or beginning of next class.

Online Activity – Word-Definition Matching Game

Link to access activity:

<http://firstnationssuicideprevention.com/module10/module10.html>

[If time permits in class, have students work together or independently on the online word-definition matching game.]

10.4) Take Home Exercise

Just a reminder: Please finish filling out your sharing and caring journals for the rest of this week.

List of Values

Add some of your own personal, cultural, and community values in the spaces provided.

Love	Wealth	Toughness
Respect	Self-Respect	Traditional
Bravery	Leadership	Self-Reliance
Honesty	Justice	Recognition
Wisdom	Kindness	_____
Humility	Connection	_____
Truth	Stability	_____
Community	Certainty	_____
Balance	Gratitude	_____
Family	Understanding	_____
Harmony	Tolerance	_____
Authenticity	Effectiveness	_____
Adventure	Careful	_____
Beauty	Caring	_____
Curiosity	Commitment	_____
Creativity	Loyalty	_____
Determination	Ambition	_____
Fairness	Adaptability	_____
Faith	Compassion	_____
Humour	Energy	_____
Popularity	Patience	_____
Spirituality/Religion	Optimism	_____
Responsibility	Meaning	_____
Success	Moderation	_____

<p>PERSONAL VALUES</p> <p>Card Sort</p> <p>W.R. Miller, J. C'de Baca, D.B. Matthews, P.L. Wilbourne University of New Mexico, 2001</p>	<p>IMPORTANT TO ME</p>
<p>VERY IMPORTANT TO ME</p>	<p>NOT IMPORTANT TO ME</p>
<p>ACCEPTANCE</p> <p>to be accepted as I am</p> <p>1 9/01</p>	<p>ACCURACY</p> <p>to be accurate in my opinions and beliefs</p> <p>2 9/01</p>
<p>ACHIEVEMENT</p> <p>to have important accomplishments</p> <p>3 9/01</p>	<p>ADVENTURE</p> <p>to have new and exciting experiences</p> <p>4 9/01</p>
<p>ATTRACTIVENESS</p> <p>to be physically attractive</p> <p>5 9/01</p>	<p>AUTHORITY</p> <p>to be in charge of and responsible for others</p> <p>6 9/01</p>

<p>HONESTY</p> <p>to be honest and truthful</p> <p>37 9/01</p>	<p>HOPE</p> <p>to maintain a positive and optimistic outlook</p> <p>38 9/01</p>
<p>HUMILITY</p> <p>to be modest and unassuming</p> <p>39 9/01</p>	<p>HUMOR</p> <p>to see the humorous side of myself and the world</p> <p>40 9/01</p>
<p>INDEPENDENCE</p> <p>to be free from dependence on others</p> <p>41 9/01</p>	<p>INDUSTRY</p> <p>to work hard and well at my life tasks</p> <p>42 9/01</p>
<p>INNER PEACE</p> <p>to experience personal peace</p> <p>43 9/01</p>	<p>INTIMACY</p> <p>to share my innermost experiences with others</p> <p>44 9/01</p>
<p>JUSTICE</p> <p>to promote fair and equal treatment for all</p> <p>45 9/01</p>	<p>KNOWLEDGE</p> <p>to learn and contribute valuable knowledge</p> <p>46 9/01</p>

<p>FLEXIBILITY</p> <p>to adjust to new circumstances easily</p> <p>27 9/01</p>	<p>FORGIVENESS</p> <p>to be forgiving of others</p> <p>28 9/01</p>
<p>FRIENDSHIP</p> <p>to have close, supportive friends</p> <p>29 9/01</p>	<p>FUN</p> <p>to play and have fun</p> <p>30 9/01</p>
<p>GENEROSITY</p> <p>to give what I have to others</p> <p>31 9/01</p>	<p>GENUINENESS</p> <p>to act in a manner that is true to who I am</p> <p>32 9/01</p>
<p>GOD'S WILL</p> <p>to seek and obey the will of God</p> <p>33 9/01</p>	<p>GROWTH</p> <p>to keep changing and growing</p> <p>34 9/01</p>
<p>HEALTH</p> <p>to be physically well and healthy</p> <p>35 9/01</p>	<p>HELPFULNESS</p> <p>to be helpful to others</p> <p>36 9/01</p>

<p>COURTESY</p> <p>to be considerate and polite toward others</p> <p>17 9/01</p>	<p>CREATIVITY</p> <p>to have new and original ideas</p> <p>18 9/01</p>
<p>DEPENDABILITY</p> <p>to be reliable and trustworthy</p> <p>19 9/01</p>	<p>DUTY</p> <p>to carry out my duties and obligations</p> <p>20 9/01</p>
<p>ECOLOGY</p> <p>to live in harmony with the environment</p> <p>21 9/01</p>	<p>EXCITEMENT</p> <p>to have a life full of thrills and stimulation</p> <p>22 9/01</p>
<p>FAITHFULNESS</p> <p>to be loyal and true in relationships</p> <p>23 9/01</p>	<p>FAME</p> <p>to be known and recognized</p> <p>24 9/01</p>
<p>FAMILY</p> <p>to have a happy, loving family</p> <p>25 9/01</p>	<p>FITNESS</p> <p>to be physically fit and strong</p> <p>26 9/01</p>

<p>ORDER</p> <p>to have a life that is well-ordered and organized</p> <p>57 9/01</p>	<p>PASSION</p> <p>to have deep feelings about ideas, activities, or people</p> <p>58 9/01</p>
<p>PLEASURE</p> <p>to feel good</p> <p>59 9/01</p>	<p>POPULARITY</p> <p>to be well-liked by many people</p> <p>60 9/01</p>
<p>POWER</p> <p>to have control over others</p> <p>61 9/01</p>	<p>PURPOSE</p> <p>to have meaning and direction in my life</p> <p>62 9/01</p>
<p>RATIONALITY</p> <p>to be guided by reason and logic</p> <p>63 9/01</p>	<p>REALISM</p> <p>to see and act realistically and practically</p> <p>64 9/01</p>
<p>RESPONSIBILITY</p> <p>to make and carry out responsible decisions</p> <p>65 9/01</p>	<p>RISK</p> <p>to take risks and chances</p> <p>66 9/01</p>

<p>AUTONOMY</p> <p>to be self-determined and independent</p> <p>7 9/01</p>	<p>BEAUTY</p> <p>to appreciate beauty around me</p> <p>8 9/01</p>
<p>CARING</p> <p>to take care of others</p> <p>9 9/01</p>	<p>CHALLENGE</p> <p>to take on difficult tasks and problems</p> <p>10 9/01</p>
<p>CHANGE</p> <p>to have a life full of change and variety</p> <p>11 9/01</p>	<p>COMFORT</p> <p>to have a pleasant and comfortable life</p> <p>12 9/01</p>
<p>COMMITMENT</p> <p>to make enduring, meaningful commitments</p> <p>13 9/01</p>	<p>COMPASSION</p> <p>to feel and act on concern for others</p> <p>14 9/01</p>
<p>CONTRIBUTION</p> <p>to make a lasting contribution in the world</p> <p>15 9/01</p>	<p>COOPERATION</p> <p>to work collaboratively with others</p> <p>16 9/01</p>

<p>ROMANCE</p> <p>to have intense, exciting love in my life</p> <p>67 9/01</p>	<p>SAFETY</p> <p>to be safe and secure</p> <p>69 9/01</p>
<p>SELF-ACCEPTANCE</p> <p>to accept myself as I am</p> <p>68 9/01</p>	<p>SELF-CONTROL</p> <p>to be disciplined in my own actions</p> <p>70 9/01</p>
<p>SELF-ESTEEM</p> <p>to feel good about myself</p> <p>71 9/01</p>	<p>SELF-KNOWLEDGE</p> <p>to have a deep and honest understanding of myself</p> <p>72 9/01</p>
<p>SERVICE</p> <p>to be of service to others</p> <p>73 9/01</p>	<p>SEXUALITY</p> <p>to have an active and satisfying sex life</p> <p>74 9/01</p>
<p>SIMPLICITY</p> <p>to live life simply, with minimal needs</p> <p>75 9/01</p>	<p>SOLITUDE</p> <p>to have time and space where I can be apart from others</p> <p>76 9/01</p>

<p>LEISURE</p> <p>to take time to relax and enjoy</p> <p>47 9/01</p>	<p>LOVED</p> <p>to be loved by those close to me</p> <p>48 9/01</p>
<p>LOVING</p> <p>to give love to others</p> <p>49 9/01</p>	<p>MASTERY</p> <p>to be competent in my everyday activities</p> <p>50 9/01</p>
<p>MINDFULNESS</p> <p>to live conscious and mindful of the present moment</p> <p>51 9/01</p>	<p>MODERATION</p> <p>to avoid excesses and find a middle ground</p> <p>52 9/01</p>
<p>MONOGAMY</p> <p>to have one close, loving relationship</p> <p>53 9/01</p>	<p>NON-CONFORMITY</p> <p>to question and challenge authority and norms</p> <p>54 9/01</p>
<p>NURTURANCE</p> <p>to take care of and nurture others</p> <p>55 9/01</p>	<p>OPENNESS</p> <p>to be open to new experiences, ideas, and options</p> <p>56 9/01</p>

<p>SPIRITUALITY</p> <p>to grow and mature spiritually</p> <p>77 9/01</p>	<p>STABILITY</p> <p>to have a life that stays fairly consistent</p> <p>78 9/01</p>
<p>TOLERANCE</p> <p>to accept and respect those who differ from me</p> <p>79 9/01</p>	<p>TRADITION</p> <p>to follow respected patterns of the past</p> <p>80 9/01</p>
<p>VIRTUE</p> <p>to live a morally pure and excellent life</p> <p>81 9/01</p>	<p>WEALTH</p> <p>to have plenty of money</p> <p>82 9/01</p>
<p>WORLD PEACE</p> <p>to work to promote peace in the world</p> <p>83 9/01</p>	<p>Other Value:</p>
<p>Other Value:</p>	<p>Other Value:</p>

This instrument is in the public domain and may be copied adapted and used without permission.

MODULE ELEVEN

MY INSPIRATION



MODULE ELEVEN: MY INSPIRATION

Purpose:

- Develop research skills
- Develop written and artistic/creative skills
- Identify Indigenous individuals who have contributed to Canadian society in a meaningful and inspiring way

Preparation:

- Book computers/Internet access for class time if possible
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- Bristol board
- Old magazines (to cut out pictures)
- Scissors
- Glue
- Pencil crayons, markers, and/or crayons
- Other artistic materials students may want to use for their posters

Handouts:

- None

Take Home Exercise:

- If not completed, students may bring their posters home to finish

Assessment/Knowledge Learned:

- Participation in group activity

More to Explore:

- Depending on how far students get and access to computers/Internet, you may allow students next class to work on their posters as well

LESSON ELEVEN

11.1) Confidentiality and privacy reminder

11.2) Take Home Exercise Review

Class Discussion

Congratulations! You have completed your 7 days of sharing and caring journaling. What a great accomplishment. Journaling, of any sort, can be a great way to help understand our feelings, help us to solve problems, reflect on things that are going on in our lives, and recognize when we may be slipping into the darkness of suicide and self-harming thoughts, feelings, and behaviours. I also completed a sharing and caring journal. Some of the things I have done to demonstrate sharing and caring over the past week are...

[Include sharing experiences with the class as an example of caring.]

Would anyone like to share something they did to demonstrate sharing and/or caring?

11.3) My Inspiration

Video

Link to access video: <https://vimeo.com/354148548/ec3d4e7761>

Before we start today's lesson, let's see what Howie has to say about inspiration...

Teaching

As we discussed, for the Take Home Exercise we identified some of the people who support us and who we support. The people that we identified may inspire and motivate us to achieve our hopes and dreams. It is important to look back at this list once in awhile to remind us that we have great support networks. Some may seem small, but I assure you, they are nonetheless mighty! In fact, as we grow up, we realize that we don't need a lot of supports, we just need a few good ones. In this case, quality is certainly better than quantity. Beyond our direct support system, we may also be inspired by celebrities or other public figures that we may not even know personally. Role models are people who we look up to as an example. These are people that may have achieved things that we hope and dream to achieve or people who share the same personal and cultural values as us.

Indigenous role models play an important role in Canadian culture. They are creative, innovative, inspiring, and continuously breaking stereotypes. These people create a space for younger generations, like all of you, to become engaged, speak up for yourselves, and be proud of your culture and ancestry. We are going to watch a few videos today that show Indigenous individuals across Canada engaging in inspiring acts of courage and empowerment.

[Show 3 or 4 of the following videos]:

Emma Stevens (sing Blackbird by the Beatles in Mi'kmaq)	https://www.youtube.com/watch?v=99-LoEkAA3w
Eekwol	https://www.youtube.com/watch?v=ouZ8BDjNCCU
Grace Dove	https://wemattercampaign.org/portfolio_item/grace-dove/
A Tribe Called Red	https://wemattercampaign.org/portfolio_item/a-tribe-called-red/
Manitobah Mukluks	https://wemattercampaign.org/portfolio_item/manitobahmukluks/
Damen Bell-Holter	https://wemattercampaign.org/portfolio_item/damen-bell-holter/
Melanie Mark	https://wemattercampaign.org/portfolio_item/melanie-mark/
Cody Coyote	https://wemattercampaign.org/portfolio_item/cody-coyote/
Annita McPhee	https://wemattercampaign.org/portfolio_item/annita-mcphee/

Class Discussion

Does anyone have any thoughts about the videos they would like to share?

Group Activity

Now, in small groups [2-3 students], I would like you to choose an Indigenous person in Canada who inspires you. This person can be alive or not and can be someone that you know or don't know. Some examples of people are:

Musicians:

- Eekwol
- A Tribe Called Red
- Buffy Ste. Marie

Artists:

- Daphne Odjig
- Allan Sapp
- Corrine Hunt

Athletes:

- Tom Longboat
- Waneek Horn-Miller
- Reggie Leach

Advocates:

- Sheila Watt-Cloutier
- Francis Pegahmagabow
- Mary Two-Axe Earley

Authors:

- Wab Kinew
- Alootook Ipellie
- Harold Cardinal
- Lee Maracle

Leaders:

- Elijah Harper
- Louis Riel
- Tecumseh

Actresses, Actors, Filmmakers, and other TV/Movie Personalities:

- Alanis Obomsawin
- Rosemarie Kuptana
- Chief Dan George
- Duncan McCue

[Have students create a poster answering the questions about the person who inspires them. They may use pictures from magazines, the Internet, or they may draw their own. They may also include song lyrics or other materials that represent this person and what this person means to them. Have students present their posters throughout the next class. Display the posters in the classroom or somewhere else in the school.]

In your groups, you are going to create a poster about an Indigenous person who inspires you. You may use pictures from magazines, the Internet, or you may draw your own. You may include song lyrics or other materials that you think represent this person and what this person means to you. Next class you will present your posters to the class in a 5 to 10-minute presentation. We will then display the posters in our classroom or somewhere else in the school. On your poster, I would like you to answer the following, either in writing or represented artistically, that you will explain during your presentation.

[Write the following on board for students to copy]:

- Who this person is
- Why this person is important/inspirational
- What this person means/does for Indigenous people, communities, and youth
- Why you chose to research this inspirational Indigenous person

I will give you the rest of the class to work on this. You will also have some time at the beginning of next class to prepare for your presentations.

[If computers are available, have students work in computer lab or library so they may conduct research on the person].

[Walk around as groups are working together to ensure they are on-task. Engage each group in conversation to help them work through the questions.]

Alternative Activity:

Alternatively, students may complete the project above individually.

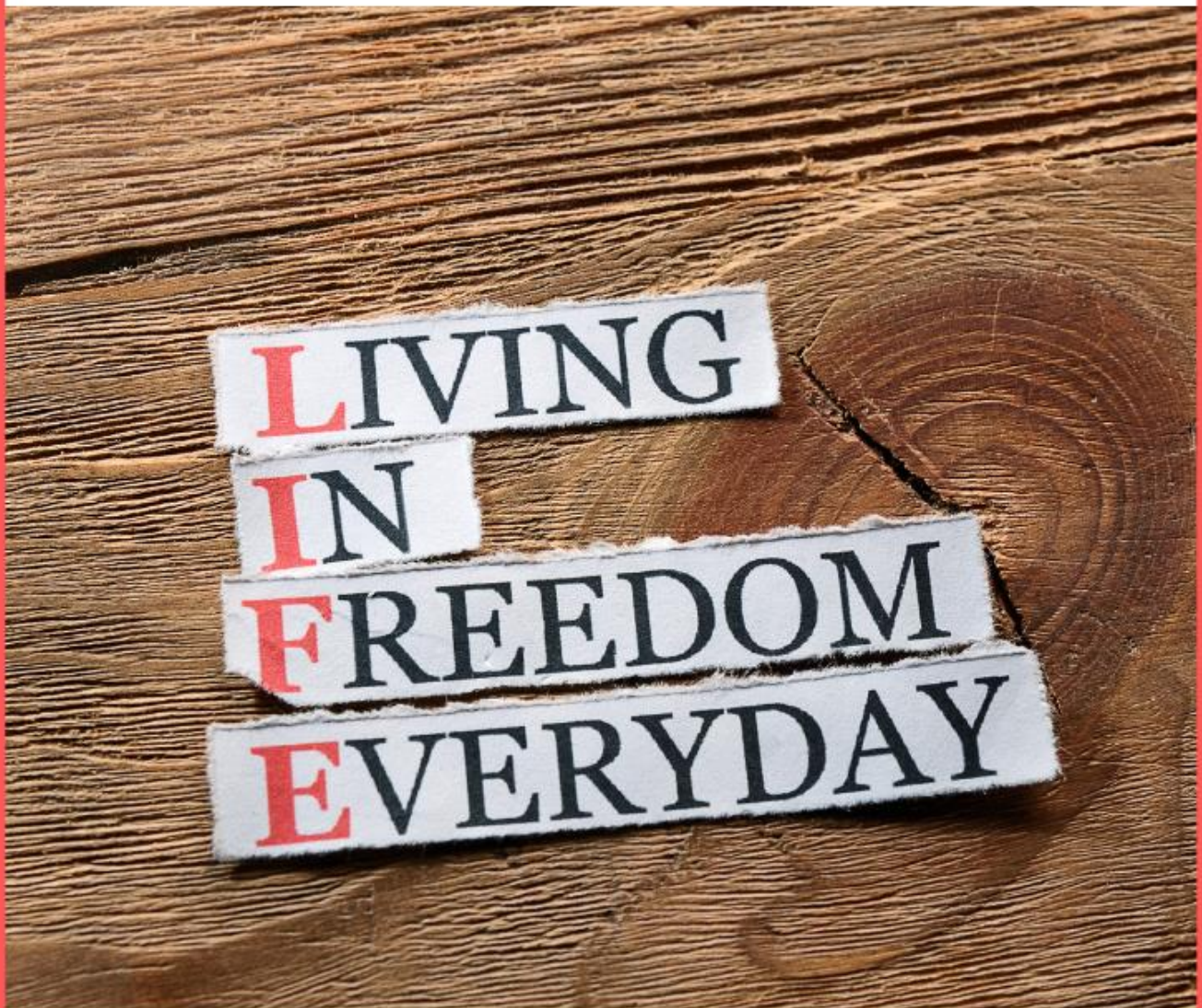
Instead of presentation – you may wish to play a game, based on the individuals they chose, and their findings related to this person. The game is presented as an option activity in the next module.

11.4) Take Home Exercise

If you didn't have a chance to finish your posters in class, please take them home and complete at home.

MODULE TWELVE

PRESENTING MY INSPIRATION



MODULE TWELVE: PRESENTING MY INSPIRATION

Purpose:

- Develop oral communication and presentation skills
- Understand the impact of Indigenous individuals who have contributed to Canadian society in a meaningful and inspiring way

Preparation:

If playing game instead of student presentations (posters from Module #11), place each inspiring person's name (from Module #11) on a piece of paper in an envelope. On the outside of the envelope, write the student's name who researched this person.

Materials/Equipment:

- Envelopes
- Paper

The following only required if allowing students to work on posters this class:

- Old magazines (to cut out pictures)
- Scissors
- Glue
- Pencil crayons, markers, and/or crayons

- Other artistic materials students may want to use for their posters

Handouts:

- None

Take Home Exercise:

- None

Assessment/Knowledge Learned:

- Oral presentations (or participation in group work)

More to Explore:

- If students need more time to complete their posters, give them this class to finish them and continue with this Module next time.
- "Who Am I" game instead of presentations

LESSON TWELVE

13.1) Confidentiality and privacy reminder

13.2) Presentation Preparation (or proceed to “Who Am I Game” if no presentations)

[Give students 10-15 minutes to prepare for their presentations of their posters from Module #11 in their small groups. Pick numbers from a hat for the order of presentations.]

Alternative Class Activity (if no presentations)

“Who Am I” Game

[Handout envelopes, making sure no one gets the envelope with their name on it. Ask students to walk around the room and find the person whose name is on their envelope. The student whose name is on the envelope will read the findings of their research about their inspiring person – without using their name – the other student will try to guess which inspiring person’s name is in the envelope after receiving all of the clues. Once they guess, they will move around the classroom listening to others. This game could also be completed one student at a time and the class could try to guess who is in their envelope.]

13.3) Student Presentations

[Each group gets 5-10 minutes to present their poster. If students are very uncomfortable presenting, they may nominate someone from the group to present on their behalf. Depending on size of class – some presentations may carry over to next class. If so, complete 13.4 (Class Discussion) after all of the groups have presented.]

13.4) Presentation Follow Up

Class Discussion

What were your feelings while completing this project?

Was it difficult for you to find information or pictures representing the inspiring person you chose?

[Did students have difficulty finding Indigenous content, especially if magazines were available? Explain the importance of thinking about these sorts of things. Highlight the importance of Indigenous matters and concerns to Canadian culture. Explain that these issues should be honoured and talked about publicly. Explain this exercise was practice and that youth have the power within themselves and together to make a difference. Remind them that even though it may not seem like it sometimes, every day Indigenous representatives are breaking down stereotypes, sharing Indigenous strengths with the world, and making their own voices heard. Remember the power of your voice 😊]

Alternative to Class Discussion:

Five-minute paper: Have students write their responses to the above questions for five or 10 minutes and have them submit for review (not to be graded).

MODULE THIRTEEN

MY STRENGTHS



MODULE THIRTEEN: MY STRENGTHS

Purpose:

- Promote confidence, self-worth, and positive self-image
- Identify personal goals. Recognize personal strengths
- Recognize the value of their support network

Preparation:

- Have completed Sharing and Caring journal to use as example
- Photocopy handouts for today
- Fill out handouts to use as examples
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- Paper (various colours preferably) cut into 4 squares
- Markers, pencil crayons, or crayons

Handouts:

- Personal Qualities
- My Team

Take Home Exercise:

- Complete My Team handout

Assessment/Knowledge Learned:

- Completion of Sharing and Caring Journal
- Completion of Personal Qualities handout
- Completion of My Team handout

More to Explore:

- None

LESSON THIRTEEN

12.1) Confidentiality and privacy reminder

12.2) Take Home Exercise Review

[Have students hand in the “My Team” handout.]

Tell me/us if you would like to talk about the Take Home Exercise. I’m wondering if it was difficult to do or if there was anything surprising about it.

Teaching: “Our Great Spiritual Warrior”

We all have a great spiritual warrior inside of us that we can draw on to help us live a full and healthy life. This warrior helps you to build your identity as a strong Indigenous youth. Your warrior knows that we are worthy and gives you feedback when you are becoming unbalanced. This warrior sees you as the creator sees you, full of purpose and potential. During adolescence, it is a time for understanding who one is. It is important to develop a healthy identity as you will carry this into adulthood. Knowing who you are can be influenced by your environment and the people around you.

[Read]: The Eagle Story

An Eagle was flying around in the sky when suddenly something happened. He was shot in the wing, was wounded and fell into a ditch. A farmer saw this Eagle and picked it up. The Eagle tried to fight the farmer off, but he was too wounded to get away. The farmer took the Eagle to his farm and put him in the chicken coop with his chickens to rest. After a period of time, the Eagle, through feeding and mimicking the actions of the chickens, started going through a change. The Eagle thought to himself, “well if that’s how they feed, I guess that’s how I’ll have to feed to. If that’s how they sleep, that’s how I’ll have to sleep too. If that’s how they hang around, well I guess I’ll have to do the same thing.” It didn’t take long before the Eagle became like a chicken.

As the days and weeks passed, the Eagle’s wing healed nicely! One day, an Indigenous woman came along to buy some eggs off the farmer. She looked over and saw the Eagle in the chicken’s coop and asked the farmer about it. The farmer told her the story of how the Eagle’s wing was injured and he is now healed and can fly out of the coop at any time. The Indigenous woman told the farmer that the Eagle is a proud bird and explained how he stands for courage, power and might. She asked the farmer if she could take the Eagle home with her. The farmer agreed and off she went with the bird.

Once back at home, the woman placed the bird in her backyard and watched him. The Eagle bobbed his head like a chicken and had no interest in flying. She was worried that the Eagle lost his true identity. She told the Eagle what he represents and that he should be flying high in the sky, so people can look up at him and see him spread his wings to give people courage.

The next day, the woman took the bird to the mountain and told him “I am going to let you go. I am going to drop you off the mountain so you are soaring high with the

clouds.” The Indigenous woman let the Eagle go but the Eagle just flopped back down to the Earth and resumed its chicken-like qualities. The woman picked the Eagle back up and walked him back up the mountain. During the walk, she told the Eagle what he represented to all of Creation. She told the bird that he was unique and that he needs to know who he is and what he stands for. The woman tossed the Eagle up into the air and off the mountain top. Again, the bird flopped down to the ground. The Indigenous woman repeated this exercise many times over. Every time telling the Eagle about his identity. Slowly but surely, the Eagle started to flex his wings. One last time, the woman brought the Eagle up the mountain and told him to “fly high” as she tossed him up into the breeze. This time, the Eagle soared with the wind, with confidence and grace. Through listening to the woman, the Eagle regained his identity and place within Creation.

[Invite students to write their thoughts on the following]:

1. Can you tell me the different things that helped form your identity?
2. Can you tell me the different people who helped make your identity?
3. Tell me the factors that contribute to a healthy identity.

12.3) Confidence

Today we are going to learn and talk more about ourselves. We are going to learn to recognize our strengths. Without recognizing our strengths, it is easy for us to begin to feel like we are made up of only bad qualities. This thinking is not only unhealthy but it is also not true. We all have strengths, just like we all have weaknesses. Today, we are going to learn about what our strengths are and why they are so important. By learning to recognize and understand our strengths, we are building our self-confidence

Self-confidence is how we look at ourselves. It is the self-reliance or sureness we have in our own worth and abilities. It is another word for self-respect. Having more confidence in our worth and abilities, means that we will have more power to stick to our values and beliefs if we feel they are right, even if others may not agree. After our last class, we should have a better idea of what values mean the most to us. This is a great start!

12.4) Recognizing Strengths

Individual Activity

Drawing for Understanding: Provide students with one sheet of blank paper each. Have them draw a picture that represents their strengths. This may include what they think is their greatest strength or several of their strengths. Walk around the room as students are drawing to have them explain what they are drawing. Have students explain why this is a strength and what their picture represents.

Class Activity

You have all done a wonderful job with your drawings. Now, we are going to see what sorts of strengths we have as a class.

Wall Stickies: Provide each student with 2 pieces of paper. Have them write one personal strength or quality on each piece of paper. As they are completing this task, quickly write “STRENGTHS” on a whole piece of paper and tape this paper on the wall so students can tape their answers around or under it. Walk around the room to ensure students are not having difficulties, help them to recognize strengths. When students are done, provide them with tape to tape their papers around the title paper to the wall. Then, go over all responses taped to the wall. Reiterate the vast number of qualities they have individually and as a group.

12.5) My Team

One of our greatest strengths is the support network that we have. Sometimes it might feel like we have no one at all. For your Take Home Exercise, I would like you to come up with a list of people who support you and who you support. We will spend some time discussing our support networks and why they are so important next time.

[If time permits, allow students to start Take Home Exercise handouts in class.]

12.6) Take Home Exercise

For your Take Home Exercise, I would like you all to complete the “My Team” handout.

[Go over handout with class.]

I would also like you to fill out the Personal Qualities handout. I am going to share mine with you now.

[Share your Personal Qualities handout].

Date:

My Personal Qualities

Thinks I am good at...

What I love and like about myself...

What others love and like about me...

Date:

My Personal Qualities (Continued)

Three actions I have taken in the past three years that I am especially proud of are...

1.

2.

3.

For each of the above actions, I am proud or happy about what I did because...

1.

2.

3.

Would you take these same actions today? Why or why not?

Date:

My Team

Family members I am close to right now are:

1.

2.

3.

Friends I am in touch with or close to now are:

1.

2.

3.

Other community members I visit, am close to, trust, or keep in touch with are:

1.

2.

3.

Other people I consider to be part of my team (who I support or support me) are:

1.

2.

3.

MODULE FOURTEEN

MY INTERESTS, HOPES & DREAMS



MODULE FOURTEEN: MY INTERESTS, HOPES & DREAMS

Purpose:

- Support students in understanding what interests they have
- Inspire students to think about what they hope and dream for in the future
- Prepare students to understand the value of goal setting

Preparation:

- Photocopy handouts for today
- Fill out handouts to use as examples
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- None

Handouts:

- My Interests
- Hopes & Dreams

Take Home Exercise:

- Hopes & Dreams handout

Assessment/Knowledge Learned:

- Completion of handouts

More to Explore:

- None

LESSON FOURTEEN

14.1) Confidentiality and privacy reminder

14.2) Finish presentations and discussion from last class if necessary

[If there was not time for all student presentations last class, make time to finish them today.]

14.3) Interests

Today we are going to spend some time talking about our interests, hopes, and dreams. We will explore and express what we like, dislike, and desire. We have already identified the important people in our lives and people who inspire us. We have also already identified our personal values and strengths. These are great steps in the right direction to getting to know ourselves better. These things represent who we are today. Some of these things may change over time and that is okay!

We are all born with interests, abilities, talents, creativity, and intelligence. It is up to us to identify and work on our unique talents. It is through these unique talents and abilities that you will contribute to your family, community, and the world. As we get older, we develop our interests and talents and we direct them toward our communities, families, education, employment, volunteering, creativity, or many other productive activities. It is our goal today to figure out what our interests are, what we like, what we dislike, and what we want or desire. Once we have gathered this information about ourselves, we may share it with others so they can learn more about us and our preferences. I am now going to give you some time to work independently on this handout.

[Give students time, depending on amount of time left in class, to work on this worksheet. Go through your example with the class after you hand them out.]

14.4) Hopes and Dreams

Teaching

Being aware of who we are in the present is very important. But it is also important to have hopes and dreams for our future. These hopes and dreams give us something to work towards. Can anyone tell me what hopes are? [Give students an opportunity to respond]. Hopes are something that we want to happen. Dreams are not only something that we have while we sleep, but they are also something that we have wanted very much to do, be, or have for a long time.

Video

Link to access video: <https://vimeo.com/354149357/3b6ede61bd>

Next time we are together, we will talk about how to set goals to help us achieve our hopes and dreams. To finish off today's lesson, let's check out what Howie has to say about achieving hopes and dreams.

14.5) Take Home Exercise

Based on the strengths and interests that we have now identified, let's think about the future. For your Take Home Exercise, I would like you all to fill out the "My Hopes and Dreams" handout. Please have it completed for next class. I will review them then to make sure everyone has finished them and to provide you with some feedback.

[If there is time, allow students time to start working on the Take Home Exercise.]

Date:

My Interests

My favourite place is:

My favourite subjects in school are:

The activities outside of school that I enjoy the most are:

Some hobbies or activities that I would like to try in the future are:

What I have done that I am most proud of:

Where I would like to travel and who I would like to travel with:

Date:

My Hopes & Dreams

What are three things you would really like to do in your life?

1.

2.

3.

What would you do if you knew you would not fail?

What do you hope to achieve most in life?

What is something that you hope you can achieve or do in the next five years?

What is something that you hope you can achieve or do in the next 12 months?

MODULE FIFTEEN

GOAL SETTING



MODULE FIFTEEN: GOAL SETTING – TURNING HOPES & DREAMS INTO REALITY

Purpose:

- Improve understanding of the importance of having hopes and dreams.
- Improve understanding of the importance of setting goals to achieve hopes and dreams.
- Introduce students to what goals are and why they are important.
- Develop goal setting skills.

Preparation:

- Photocopy case scenarios (1 for each group + one to use as example)
- Fill out handout to use as example

Materials/Equipment:

- None

Handouts:

- Goal Setting Case Scenarios

Take Home Exercise:

- Essay

Assessment/Knowledge Learned:

- Completion of essay

More to Explore:

- None

LESSON FIFTEEN

15.1) Confidentiality and privacy reminder

15.2) Take Home Exercise Review

Does anyone have anything they would like to share about the Take Home Exercise?

[Have students submit Hopes & Dreams handout]

15.3) What Goals Are and Why They Are Important

Class Discussion

Can anyone tell me what a goal is?

[Give students an opportunity to respond.]

A goal is something that a person aims to achieve through their ambition or effort, it is a desired result.

Can anyone give me an example of a goal?

[**Possible Responses:** improving hockey, ringette, volleyball, broomball, baseball, or basketball skills, getting good grades, getting into college, being physically healthy, being a responsible parent, taking care of family, sharing culture, helping others, being honest...]

Alternative for Class Discussion

Wall Stickies: Provide each student with one piece of paper. For each piece of paper, have them write an example of a goal. Write “GOALS” on a full piece of paper. Tape this paper on the wall leaving enough space for students to be able to tape their answers around it. Walk around the room to ensure students are not having difficulties. Once students are done, provide them with tape to tape their paper around the title paper that you just taped to the wall. Then, go over all responses taped to the wall.

Goals can be short-term, medium-term, or long-term. Goals may be something we set for a week from now, a month from now, a year from now, five years from now, or even 20 years from now. [Use examples from the wall to demonstrate short-term, medium-term, and long-term goals.] We decide how much time we think it will take us to achieve the goal. Sometimes we may have to set smaller goals, or short-term and medium-term goals, in order to reach a larger, long-term goal. For example, your goal might be to provide for your family when you get older. This goal is long-term and will require some short-term and medium-term goals in between to make it more manageable and achievable. So, first we have to figure out what it would take to provide for our families.

Class Discussion

What might some of these things be?

[**Possible Responses:** food, shelter, clothing, love, care, respect, bravery, honesty]

Great! So, how will we make sure that we can say, provide food for our families?

[Possible Responses: hunting skills, fishing skills, farming skills, employment...]

Excellent! So, let's take hunting for example. If I know that in order to provide for my family, I need food. And in order to get food I need to know how to hunt. It makes sense that another goal would be learning how to hunt. So what goals might I need to set so that I know how to hunt?

[Continue with this discussion until students seem to understand. Use one of the other examples, such as winning a hockey game, if they need another example.]

Alternative to Class Discussion: If the class is not engaging, go over examples as a Teaching until the class seems to understand the concept of developing short-, medium- and long-term goals.

15.4) How to Set Goals

This might sound complicated or overwhelming. But not to worry. There are some simple steps we can follow to help us set goals.

[Write the four steps on board and have students copy in their journals].

1. Identify and define the goal.

It is important to remember that not every wish or dream can be a goal. For instance, you may wish you could live and stay young forever, but since there's nothing you can do to make that happen, it could never be considered a goal. Also, being an NHL hockey player might not happen for everyone but playing and setting smaller goals to improve your game are achievable and steps toward the possibility of making it big!

2. Outline the steps and resources needed to achieve it.

These might be smaller, short-term or medium-term goals. A step could even include surrounding yourself with positive influences and role models or listening to or watching some of the inspiring people we learned about a few classes ago.

3. Consider the possible problems and ways of dealing with them

For today, I would just like you to consider the possible problems. Next time we are going to discuss problem-solving and decision making.

4. Set deadlines

Do you think this is a short-term goal, medium-term goal, or long-term goal? How long do you think it might take you to achieve it? Days, weeks, months, years?

Group Activity

[Have the class get into groups of 3-4. Together, they will practice some goal setting exercises. Give each group a different case and have them go through the four-step goal setting process (EXCEPT FOR DEALING WITH POSSIBLE PROBLEMS – THIS WILL BE COMPLETED NEXT CLASS). Provide them time to complete the activity and present their “how-to” to the class.]

15.5) Take Home Exercise

For your Take Home Exercise, I am asking that you please write a story responding to the following [write on board]:

If you could become anything you wanted, or accomplish anything you wanted in life, what would it be? What can you do to make it happen? Are you doing it? If not, why not?

Alternative Take Home Exercise:

Thinking about the questions above, write a letter to yourself about a goal you want to achieve and how you are going to go about achieving it.

Goal Setting Scenario #1

There is a new girls' hockey team in the community. Tryouts are in a month. Kathy really wants to make the team.

1. Identify and define the goal

2. Outline the steps needed to achieve it

3. Consider the possible problems

4. Set deadlines (write the deadlines next to each of the steps under #2)

Goal Setting Scenario #2

Russell is in grade 8. He wants to learn how to fish like his older brother, but he can't seem to catch a fish.

1. Identify and define the goal

2. Outline the steps needed to achieve it

3. Consider the possible problems

4. Set deadlines (write the deadlines next to each of the steps under #2)

Goal Setting Scenario #3

Star is 11 years old. School just started, and she wants to make it onto the school basketball team. Tryouts are in two weeks.

1. Identify and define the goal

2. Outline the steps needed to achieve it

3. Consider the possible problems

4. Set deadlines (write the deadlines next to each of the steps under #2)

Goal Setting Scenario #4

Dan is in grade 9. He just started going to a new school. He would like to make some new friends.

1. Identify and define the goal

2. Outline the steps needed to achieve it

3. Consider the possible problems

4. Set deadlines (write the deadlines next to each of the steps under #2)

Goal Setting Scenario #5

Sophie loves the outdoors and spending time with her older brother who is a great hunter. Sophie would really like to learn how to hunt.

1. Identify and define the goal

2. Outline the steps needed to achieve it

3. Consider the possible problems

4. Set deadlines (write the deadlines next to each of the steps under #2)

MODULE SIXTEEN

WORKING THROUGH CHALLENGES & MAKING HEALTHY DECISIONS



MODULE SIXTEEN: WORKING THROUGH CHALLENGES & MAKING HEALTHY DECISIONS

[“How to Ask for Help” adapted from We Matter Lesson Plans]

Purpose:

- Understand what a problem is
- Support students in understanding that problems are normal
- Encourage students to make positive decisions
- Outline problem-solving skills
- Practice problem-solving and decision-making skills

Preparation:

- Photocopy handout for today (double-sided if possible, 1.5x as many students)
- Fill out handout to use as example
- Provide positive feedback on Take Home Exercise
- Have Take Home Exercise ready to return

Materials/Equipment:

- None

Handouts:

- Problem-Solving

Take Home Exercise:

- Prepare to present Problem-Solving handout for next class

Assessment/Knowledge Learned:

- Completion of Problem-Solving handout

More to Explore:

- None

LESSON SIXTEEN

16.1) Confidentiality and privacy reminder

16.2) Take Home Exercise Review

[Have students hand in their essays.]

[Ask students if they have anything they would like to share about the Take Home Exercise.]

16.3) Thinking Creatively

Teaching

The Creator instills within each of us the ability to achieve extraordinary results in our lives! However, due to our conditioning and environment, blind spots are created that can create roadblocks to our potential. As we learn to think differently, we can see more opportunity and move beyond one mode of thought into a new context full of “possibility thinking.” Possibility thinking recognizes that you have options as every problem has multiple solutions. Possibility thinking allows use to think differently and be open to all possibilities that will support greater goal achievement. This type of thinking helps us live our lives to their fullest potential.

[Read the Snake Story:]

“Many years ago, Indigenous youth would go away in solitude to prepare for adulthood. One such youth hiked into a beautiful valley, green with trees, bright with flowers. There he fasted. On the third day, as he looked up at the surrounding mountains, he noticed one tall rugged peak, capped with dazzling snow.

“I will test myself against that mountain” he thought. He put on his buffalo-hide shirt, threw his blanket over his shoulders and set off to climb the peaks. When he reached the top, he stood on the rim of the world. He could see forever, and his heart swelled with pride. Then he heard a rustle at his feet, and looking down, he saw a snake. “It is too cold up here for me” said the snake. “There is no food and I am starving. Put me under your shirt and take me down to the valley.” The youth said “no, I am forewarned, I know your kind! You are a rattlesnake. If I pick you up, you will bite me and I will be poisoned by your venom.”

The youth resisted awhile, but this was a very persuasive snake with beautiful markings. At last the youth tucked it under his shirt and carried it down to the valley. There he laid it gently on the grass. Suddenly, the snake coiled, rattled and leapt... biting the youth in the leg. “But you promised” cried the youth. “You knew what I was when you picked me up” said the snake as it slithered away.

Class Discussion

The youth in this story saw himself as having two options – 1. To leave the snake there to freeze or 2. To carry the snake down the mountain. If we use “possibility thinking,” what other options did the youth have? How might the outcome of been different?

What gets in the way of possibility thinking?

[Possible Responses: old habits, attitudes, beliefs, expectations (pressure) from others, expectations from ourselves, negative thinking].

Group Activity

Now, I would like everyone to take out the Goal-Setting scenarios that we started last class and get into the same groups you were in. You might remember that we didn't identify ways that we might solve the problems that might come up in achieving the goals we were given. That is what we are going to do today. We are going to explore all the options we can think of that might be available for dealing with the problems we identified. We will brainstorm the strengths and weaknesses, or pros and cons, for each option. Finally, we will decide on what we think is the best option and its anticipated consequence(s), in other words, what we think will happen because of this decision). [Go over example with the class.] You will have the rest of the class to come up with options, strengths and weaknesses, decisions, and actions. Please be prepared to present your goal, the problem, the solution you chose, why you chose it, the anticipated consequence, and the actions required at the beginning of next class. Decide before we leave today who will present what parts.

[Walk around room during activity and help students to think through options, offering different perspectives and explaining the importance of considering other peoples' perspectives in the decision-making process. Also ask students to be aware of the consequences of different options that they have listed.]

16.4) Take Home Exercise

For your Take Home Exercise, I would like you to identify a problem or problems you have confronted and solved in the past. Then, I would like you to complete the following statements [write them on the board and ask students to copy them onto blank paper for in their journals]:

I fixed this problem or problems by...

The people and/or resources that helped me to solve the problem were...

You may write or draw your ideas. Which ever you are most comfortable with.

[Remind students that if they are having difficulty remembering the people who may have helped them fix the problem(s) they may refer back to the "My Team" handout they completed for Module 14.]

Creative Thinking

Challenge: _____

Option:	
Strengths	Weaknesses

Option:	
Strengths	Weaknesses

Option:	
Strengths	Weaknesses

Option:	
Strengths	Weaknesses

Best Option:

What will happen because of this choice?

MODULE SEVENTEEN

WORKING THROUGH CHALLENGES WITH HARMONY & BALANCE



MODULE SEVENTEEN: WORKING THROUGH CHALLENGES WITH HARMONY & BALANCE

Purpose:

- Develop oral presentation skills
- Develop communication skills
- Understand and develop problem-solving skills
- Understand the importance of balance and harmony in a healthy life

Preparation:

- Photocopy handout for today
- Fill out handout to use as example

Materials/Equipment:

- None

Handouts:

- Harmony & Balance

Take Home Exercise:

- Complete Harmony & Balance handout

Assessment/Knowledge Learned:

- Completion of Harmony and Balance handout

More to Explore:

- None

LESSON SEVENTEEN

17.1) Confidentiality and privacy reminder

17.2) Student Presentations

[Allow each group 5-10 minutes to present their Problem-Solving handouts]

17.3) Balance

We are now more than halfway through this journey. As we move forward, we are realizing that we have many values, interests, roles, hopes, and dreams in our lives. It is important for us to recognize that we need to maintain a healthy balance and harmony in our lives. Living a good life, one free from sickness and conflict, requires that we strive to maintain social, spiritual, physical, and emotional harmony and balance. Harmony is when we feel happy. It is when people are getting along with and are nice to one another. It is important that we maintain harmony and balance within ourselves. This means that we remain at peace with our bodies, our thoughts, our emotions, and our spirits. We also have to maintain harmony and balance with the people we interact with. This is social harmony and balance. There is also natural harmony and balance. This is the harmony and balance we maintain with the natural world around us. For example, taking care of the sun, moon, stars, plants, and creatures around us. Finally, we should maintain harmony and balance with our spiritual worlds, whatever these may be. Some of us might attend Ceremony or other traditional, spiritual events within our communities. These connections are so important in our lives.

[Use your How I Maintain Harmony and Balance in My Life handout as an example. This will be a Take Home Exercise. If time permits, allow students to start in class.]

So far, I think it's safe to say that we have learned many of the skills we need to maintain balance and harmony in our lives. Along with all the other skills we have learned, building and maintaining healthy relationships are very important in the balance and harmony we have in our lives. Next class, we are going to talk about building and maintaining healthy relationships.

17.4) Take Home Exercise

For your Take Home Exercise, please complete the Harmony & Balance handout.

Date:

Balance & Harmony

What are some things I can do each day to nurture myself?

What are some things I can do each day to support my relationships?

What are some things I can do each day to nurture my connection with nature?

MODULE EIGHTEEN

HEALTHY RELATIONSHIPS



MODULE EIGHTEEN: HEALTHY RELATIONSHIPS

Purpose:

- Understand what a healthy relationship is
- Understand characteristics of a healthy relationship
- Understand characteristics of an unhealthy relationship
- Understand warning signs of an abusive relationship
- Know what to do if they or someone they know is being abused

Preparation:

- Review Quiz from Module 19 to ensure you cover everything throughout the class discussion that will be covered on the quiz

Materials/Equipment:

- None

Handouts:

- None

Take Home Exercise:

- Study for quiz next class

Assessment/Knowledge Learned:

- Quiz on this material next class

More to Explore:

- None

LESSON PLAN EIGHTEEN

18.1) Confidentiality and privacy reminder

18.2) Take Home Exercise Review

[Have students submit Harmony & Balance handout.]

Does anyone have anything they would like to share about the Take Home Exercise?

18.3) What is a Healthy Relationship?

At the beginning of next class, we are going to have a quiz. It will be based on things we talk about today so please pay attention and take notes the best you can.

Today we are going to talk about relationships and how to have healthy and happy relationships. We will talk about how someone might recognize if they are in an unhealthy or abusive relationship and what our rights and responsibilities in a relationship are. First, it's important for us to understand that we have many types of relationships in our lives. We have friends, family, teachers, and many others. Although these are different types of relationships, they should all demonstrate the qualities of healthy relationships. Now, let's talk about characteristics of healthy relationships. Healthy relationships are based on some commonly accepted values such as respect, honesty, consideration, and commitment. Healthy relationships result in mental, emotional, social, and physical benefits. Healthy relationships also provide opportunities for many positive experiences that contribute to self-esteem. Healthy relationships take time, energy, and care to develop.

*Healthy dating relationships, like healthy friendships, should start with the same ingredients: effective communication, honesty, and respect. However, dating relationships are a bit different than other relationships because they may include expressions of physical affection. **It is also important to remember that part of being in a healthy relationship is helping others to remain safe. This means that if someone (friend, partner in a dating relationship, family member) tells us that they are going to hurt themselves or someone else, we have a responsibility to tell a trusted adult. Even if they told us to keep it a secret. This isn't tattling or ratting anyone out. It could save a life.***

Class Discussion

What do you look for in a relationship with others, or what do you think a healthy relationship might look like?

Alternative to Class Discussion

Snowballs: to identify characteristics of healthy relationships]

[Write "Characteristics of Healthy Relationships" on the board. Underneath, record students answers and add the following if they do not come up – remind students to write answers in their journals]:

- Treat each other with respect and fairness

- Support and encourage each other
- Treat each other as equals
- Are honest and trust one another
- Have shared interests but also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other (have fun, learn from each other)
- Never hurt their partner in any way
- Empathy (ability to understand and share the feelings of each other)
- Speak to an adult if a friend, family member, or anyone else you have a relationship with tells you that they are having thoughts of hurting themselves or others – even if they tell you to keep the secret.

In healthy relationships, it is also important to remember that we must maintain the freedom to be ourselves. Regardless of the type of relationships, dating, family, or friendship, we must maintain our individual identities. For example, in the beginning of a dating relationship, we may want to spend all our time with our partner. This is okay in the beginning, but if we begin to ignore other relationships and only spend our time with our partner, this might become unhealthy. Remember that these other relationships with friends and family are important to us in that they provide us with perspective and they may be a valuable source of support when our dating relationships experience problems or end.

The end of a relationship can be a very difficult time. The two most important things we can do are talk to someone we trust and practice our positive coping skills.

18.4) Characteristics of Unhealthy Relationships

Now that we have a better understanding of what the characteristics of a healthy relationship are, let's talk about some characteristics of unhealthy relationships. Relationships usually start out with good intentions. As relationships develop, disagreements, problems, and conflicts will come up. Disagreements, problems, and conflicts are not necessarily negative if we deal with them properly. In fact, working through disagreements, problems, and conflicts together may result in developing a stronger relationship.

Sometimes, in conflict situations, people may use behaviours that are unhealthy or abusive. Although it might not seem like it, there is a difference between unhealthy and abusive relationships. It is very important for us to understand what the difference is and to understand the warning signs of an abusive relationship. Most important, you must trust yourself and your instincts or gut feeling. Because it is very difficult to recognize the difference between unhealthy and abusive relationships, it is best to talk to an adult that you trust to get some advice and to be sure you are safe. No one should ever feel trapped in an unhealthy or abusive relationship. The biggest difference between an unhealthy and abusive relationship is that in an abusive relationship there are patterns of unhealthy behaviours that are used to maintain power and control over the other person. Abuse doesn't just mean physical abuse like hitting, punching, or throwing

things. Abusive relationships could also involve financial, sexual, emotional, or spiritual abuse. These may include isolation or intimidation. Remember, it is difficult to tell the difference between unhealthy and abusive relationships, especially if we are the ones involved in them. For this reason, please remember to speak with someone you trust if you think you are in an unhealthy or abusive relationship.

Class Discussion

Together, let's think of some behaviours and characteristics of unhealthy or abusive relationships.

Alternative to Class Discussion

Snowballs to identify characteristics of unhealthy or abusive relationships

[Write "Characteristics of Unhealthy and Abusive Relationships" on the board. Underneath, record students answers and add the following if they do not come up – remind students to write answers in their journals]:

- One or both people are possessive or overly jealous
- Making degrading comments
- Ignoring
- Isolating
- Controlling friendships and other relationships
- Controlling activities
- Threatening words or behaviours
- Slapping
- Pushing
- Punching
- Unwanted touching or other unwanted physical advances
- Taking money
- Controlling money

18.5) What to do If I'm in an Abusive Relationship

Being abused is never your fault. Like I said earlier, the best thing to do if we think we or someone we know might be in an abusive relationship is to tell a trusted adult. Sometimes it is helpful to talk to a trusted friend first. If you are uncomfortable approaching an adult by yourself, it might make you feel better to have a friend with you. Remember, if you are in an abusive relationship you are not alone. Don't be ashamed. There is help out there, you are worthy of much more.

So, just to recap... what do we do if we or someone we know is in an abusive relationship?
[Write following on board]:

- What to do if I or someone I know is in an abusive relationship? Tell a trusted adult.

18.6) Take Home Exercise

Remember, we are going to have a quiz next class. Please make sure you study your notes to prepare.



MODULE NINETEEN

PERSONAL BOUNDARIES



MODULE NINETEEN: PERSONAL BOUNDARIES

[True and False section of quiz adapted from
http://www.smartstrongsafe.ca/pdfs/SmartStrongSafe_LessonPlan_2_Grade_5-6_en.pdf]

Purpose:

- Test knowledge related to healthy relationship.
- Develop test-taking skills.
- Understand the importance of setting personal boundaries.
- Learn how to set personal boundaries.

Preparation:

- Photocopy Relationships Quiz

Materials/Equipment:

- None

Handouts:

- Relationships Quiz

Take Home Exercise:

- None

Assessment/Knowledge Learned:

- Quiz – to be graded out of 20

More to Explore:

- If time, Relationship Rights & Responsibilities section of this module

LESSON NINETEEN

19.1) Confidentiality and Privacy Reminder

19.2) Quiz

[Allow students as long as they need to complete quiz.]

19.3) Setting Healthy Boundaries

Now that we have learned about healthy, unhealthy, and abusive relationships, it is time for us to talk about setting healthy boundaries for ourselves. Setting healthy boundaries will not only contribute to harmony and balance in our lives but it will also help us to maintain healthy relationships. There are other benefits of healthy boundaries, and we will talk about these in a bit.

Can anyone tell me what healthy boundaries are?

[Have students copy below paragraph into journals]:

Personal boundaries are the physical, emotional, and mental limits we set with other people that indicate what we find acceptable and unacceptable in their behaviour towards us. Setting up boundaries is like setting up our personal territory. They allow us to separate who we are, and what we think and feel, from the thoughts of others.

Knowing our boundaries comes from knowing our values and our sense of self-worth. For example, setting a boundary might involve us telling someone that they can't take something from us.

Can anyone think of any other situations that we might need to set personal boundaries for?

- Someone's negative attitude (Ex. A friend who is always complaining)
- Someone's negative behaviours
- Someone calling too often
- Someone is touching you and it makes you uncomfortable

We have already learned one of the main skills we need to set healthy boundaries. Does anyone remember what assertiveness/self-reliant communication is?

[Have students look back in their journals and review handout if they are unsure.]

Now, let's talk about ways we can set and keep our personal boundaries.

[Write the following on the board and have students write in their journals]:

Setting and Keeping Personal Boundaries:

1. Know your limits
2. Be self-reliant (and/or assertive)
3. Practice
4. If all else fails, distance yourself.

[Then read through the following]:

1. Know our limits: *We need to clearly define what our emotional, mental, physical, and spiritual boundaries are with the different people and different types of relationships we have in our lives.*
2. Be self-reliant and/or assertive: *This is something we have already learned about and practiced. In order to set boundaries, we have to be direct with people to let them know when they have crossed or are about to cross one of our boundaries. Being self-reliant can be scary, especially in these situations. It gets easier with practice 😊*
3. Practice: *So, we need to practice acting assertively. Practice with people who are close to you and that you feel comfortable with. For example, if a friend does something to hurt you, ask them if you can talk with them and explain why their words or actions hurt you.*
4. If all else fails, try to distance yourself from the person: *If you have tried, assertively, to explain to the other person that your boundaries have been crossed and they ignore you or do not change their behaviours, it is okay to distance yourself from this person. Remind yourself of your own worth, your values, and remember that no one has the right to make you feel uncomfortable or to take your self-defined space away from you.*

Online Activity – Personal Boundaries Mini Quiz

Link to access Mini-Quiz: <http://firstnationssuicideprevention.com/module19/module19.html>

[Have students complete online Personal Boundaries Quiz independently or in pairs.]

Class Discussion

Relationship Rights and Responsibilities

Now that we understand the characteristics of both healthy and unhealthy relationships and we have talked about what boundaries are and how to set them, let's take some time to come up with a list of our rights (ways we deserve to be treated) and responsibilities (the way we should treat others) [WRITE DEFINITIONS OF RIGHTS AND RESPONSIBILITIES ON BOARD FOR STUDENTS TO COPY INTO THEIR NOTEBOOKS] in relationships. For example: You have the right to be spoken to with respect. You have the right to feel safe, always. I have the responsibility to speak to others with respect. I have the responsibility to help others around me to feel safe.

Relationships Quiz

1. Name two positive people in your life. What is their relationship to you?

2. What are three characteristics or qualities of a healthy relationship?

3. What are three characteristics of an unhealthy relationship?

True or False:

When you have a healthy, respectful relationships you should...

Enjoy hanging out together. True False

Spend all your time together. True False

Never wear clothes that the other person doesn't like. True False

Tell an adult when they are doing something dangerous. True False

Compliment them when they do a good job. True False

Never ever disagree about anything. Friends always think the same way and should never argue. True False

Laugh at them if they make a mistake. True False

Try to change things about the person that you don't like. True False

Laugh together. True False

Pressure someone when they don't want to do something. True False

Keep a secret your friend told you about harming themselves. True False

Touch the other person where-ever and whenever you see fit. True False

Ignore or isolate the person. True False

Treat each other as equals. True False

MODULE TWENTY

LEADERSHIP



MODULE TWENTY: LEADERSHIP

Purpose:

- Understand what leadership is
- Become familiar with First Nations leaders
- Develop oral communication skills
- Define admirable leadership characteristics

Preparation:

- Grade quiz and provide feedback on short answer questions
- Photocopy Journal Entry #6 Handout

Materials/Equipment:

- Tape
- Paper of various colours

Handouts:

- None

Take Home Exercise:

- Journal Entry #6: Leadership

Assessment/Knowledge Learned:

- Oral communication skills
- Participation in group work and/or writing exercise

More to Explore:

- Leaders You Admire activity

LESSON TWENTY

20.1) Confidentiality and privacy reminder

20.2) Quiz Review

[Return students' quizzes. Go over correct answers as a class. Discuss incorrect answers and why they are incorrect.]

20.3) What is a Leader?

Teaching

Leaders are very important. We need responsible and effective leaders in our communities, cities, country, and our world. We also need leaders at school, in sports, and other activities. All of you sitting here today are the leaders of our future. The skills we have learned so far throughout this program will contribute to becoming effective and responsible leaders in the future. These skills include, communication, building relationships, problem-solving, and setting goals. In sports, a leader will have a positive influence on their peers, will take a responsible role, and will help others to achieve their goals while always working to also improve themselves. Leaders will also help the community through volunteering (you have all demonstrated great leadership skills in your completion of your random acts of kindness). In our families, we can be leaders by building better relationships with our siblings, parents, grandparents, aunts, and uncles. We can help with responsibilities, help to plan family activities, and be positive role models. Being a responsible and effective leader takes practice. It is also important to recognize what qualities leaders have and what it means to be a leader. It is also important to understand how we might lead. Today, we are going to practice!

Video

Link to access video: <https://vimeo.com/354151815/420e468dd0>

Now, let's see what Howie has to say about leadership.

Class Discussion

What do you think it mean to be a leader?

A leader is someone who...

[Possible Responses: leads people, motivates, inspires, supports, helps, positively influences, sets goals, achieves goals, helps others to improve, improves self.]

Write summaries of these qualities on the board and have students copy these qualities into their journals.

Alternative to Class Discussion

Five-minute Paper: Have students take five or ten minutes to write what it means to be a leader (what are the qualities of a leader). This may be completed in point form – not sentences. Have students turn them in once they have submitted. Go over their responses out

loud, not using names, just the content of the papers. Write summaries of these qualities on the board and have students copy these qualities into their journals.

As we can see, there are different types of leaders and leadership. The type of leadership we are going to talk about today can be defined as the art of motivating a group of people to act towards achieving a common goal or goals. I bet that you know of some Indigenous peoples that have acted towards achieving a goal or goals.

20.4) Leaders You Admire

Group Activity

Split the class into groups of 4 or 5. Have students discuss First Nations or other Indigenous leaders (for some examples refer back to Module 12) they know or know of and why they admire them. What goals did they set out to achieve? Have one person record the ideas. Once the ideas have been recorded, have students tape their responses to the wall. Once all the groups have taped their responses to the wall, go over them with the class.

20.5) Take Home Exercise:

In your journal, please answer the questions: If you were the Prime Minister of Canada, what are two things you would change and why? You may use your writing or drawing skills, or both.

Date:

Journal Entry #6 - Leadership

If you were the Prime Minister of Canada, what are two things you would change and why?

MODULE TWENTY ONE

BEAUTY AROUND US & WITHIN US



MODULE TWENTY-ONE: BEAUTY AROUND US & WITHIN US

[Ideas here adapted from We Matter Campaign Lesson Plan 12]

Purpose:

- Develop artistic exploration
- Develop oral communication skills
- Improve ability to connect nature to thoughts, emotions, feelings, actions, and events through art
- Improve mindfulness
- Improve self-awareness

Preparation:

- Scope out a safe space outside to bring students for a walk through nature

Materials/Equipment:

- Glue, tape, &/or other adhesives
- Bristol board or pieces of wood (to be used as a canvas for each student)
- Markers, pencil crayons, crayons
- Other art supplies that could be used as part of collage

Handouts:

- None

Take Home Exercise:

- Students may spend time searching for other things from nature for their art projects for next class. Encourage to do this with a friend.

Assessment/Knowledge Learned:

- Participation in nature adventure
- Participation in art project
- One-on-one communication about progress of art project and story

More to Explore:

- Allow students time to begin work on their art pieces if time

LESSON TWENTY-ONE

21.1) Confidentiality and privacy reminder

21.2) Take Home Exercise review

[Have students submit Journal Entry #6]

Did anyone have any questions, comments, or concerns about the Take Home Exercise?

Let's start today off by getting connected to nature virtually and see what Howie has to say. [Show Module 21 video]

Link to access video: <https://vimeo.com/354155371/f7aefe31a2>

21.3) Our Connections to Nature

A while ago we talked about the power of thinking and being positive. Being in and appreciating nature helps us to think and be more positive. With everything going on in our lives, sometimes we forget to appreciate the natural world around us. We forget that it is there, telling us things. For example, if we look to the trees, it may remind us to stand tall. As we walk along a path, the rocks may show us the strength we need to carry on. We may look to a river and it can remind us to keep moving forward in our lives. Finally, when we look to the grass, it may teach us forgiveness as it grows and grows even though it's stepped on. These are just a few examples. I encourage you to try to think of these things when you are outside.

We are going to practice today. Shortly we are going to go for a walk outside. I would like you to keep what you just heard in mind.

The purpose of our walk outside will be for you to practice your appreciation for the natural world but also to collect things that you find in nature that you can use to create a piece of art. This piece of art that you are going to create should tell a story about you. It should tell a story about something you have overcome or something that you hope and/or dream about. Keeping this in mind, let's go 🌿

[Bring students to a safe space outside for 30-45 minutes.]

Thinking Ahead: If you are using Activity Option Three, the Group Mural Project in Module Twenty-Four (see page 191), have students collect extra things that they can use to create a piece of art. Their treasures will also be used for the Group Mural Project.

Caution! Remind students about being respectful to Mother Earth – they must not break or harm anything but rather, take what is freely given by nature, on the ground. For example, sticks and fallen leaves are okay, snapping a branch off a tree or plucking a leaf, is not.

21.4) Take Home Exercise

For the Take Home Exercise, I encourage you to go out with a friend and spend some time in nature. You may wish to collect more items for your art project. You are more than welcome to do so. Please bring the items you collect to our next class when we will be completing our art projects.

Individual Activity - Art as My Story

Students will have the rest of this class and all next class to create a piece of art (collage or tapestry) with the things they find in nature (may use other art supplies if available). This art piece should tell a story about themselves: something they have overcome or something they hope and/or dream about.

Encourage student creativity. They may create a sculpture, a collage, canvas, tapestry. There is no wrong way to complete this assignment.

MODULE TWENTY-TWO

BEAUTY ALL AROUND US



MODULE TWENTY-TWO: BEAUTY ALL AROUND US

Purpose:

- Develop artistic and creative skills
- Develop oral communication skills
- Improve self-awareness
- Improve ability to connect nature to thoughts, emotions, feelings, actions, and events through art

Preparation:

- None

Materials/Equipment:

- Glue, tape, &/or other adhesives
- Bristol board or pieces of wood (to be used as a canvas for each student)
- Markers, pencil crayons, crayons
- Other art supplies that could be used as part of collage

Handouts:

- None

Take Home Exercise:

- None

Assessment/Knowledge Learned:

- Participation in art project
- One-on-one communication about progress of art project and story

More to Explore:

- None

LESSON TWENTY-TWO

22.1) Confidentiality and privacy reminder

22.2) Art as My Story

Students will have this class time to create a piece of art (collage or tapestry) with the things they find in nature (may use other art supplies if available). This art piece should tell a story about themselves: something they have overcome or something they hope and/or dream about. Encourage student creativity. They may create a sculpture, a collage, canvas, tapestry. There is no wrong way to complete this assignment.

Walk around the room as students are creating their art piece. Engage them in conversation about what the piece means to them, what story they are representing, and how the pieces they collected from nature represent different thoughts, feelings, emotions, events, and/or actions.

22.3) Take Home Exercise

If your art-piece is not yet completed, please have it completed for next class. Next week you will do a 5-minute presentation to the class about what your art piece means to you, the story you are representing, and how the pieces you collected from nature represent different thoughts, feelings, emotions, events, and/or actions. Please prepare for this presentation before our next class.

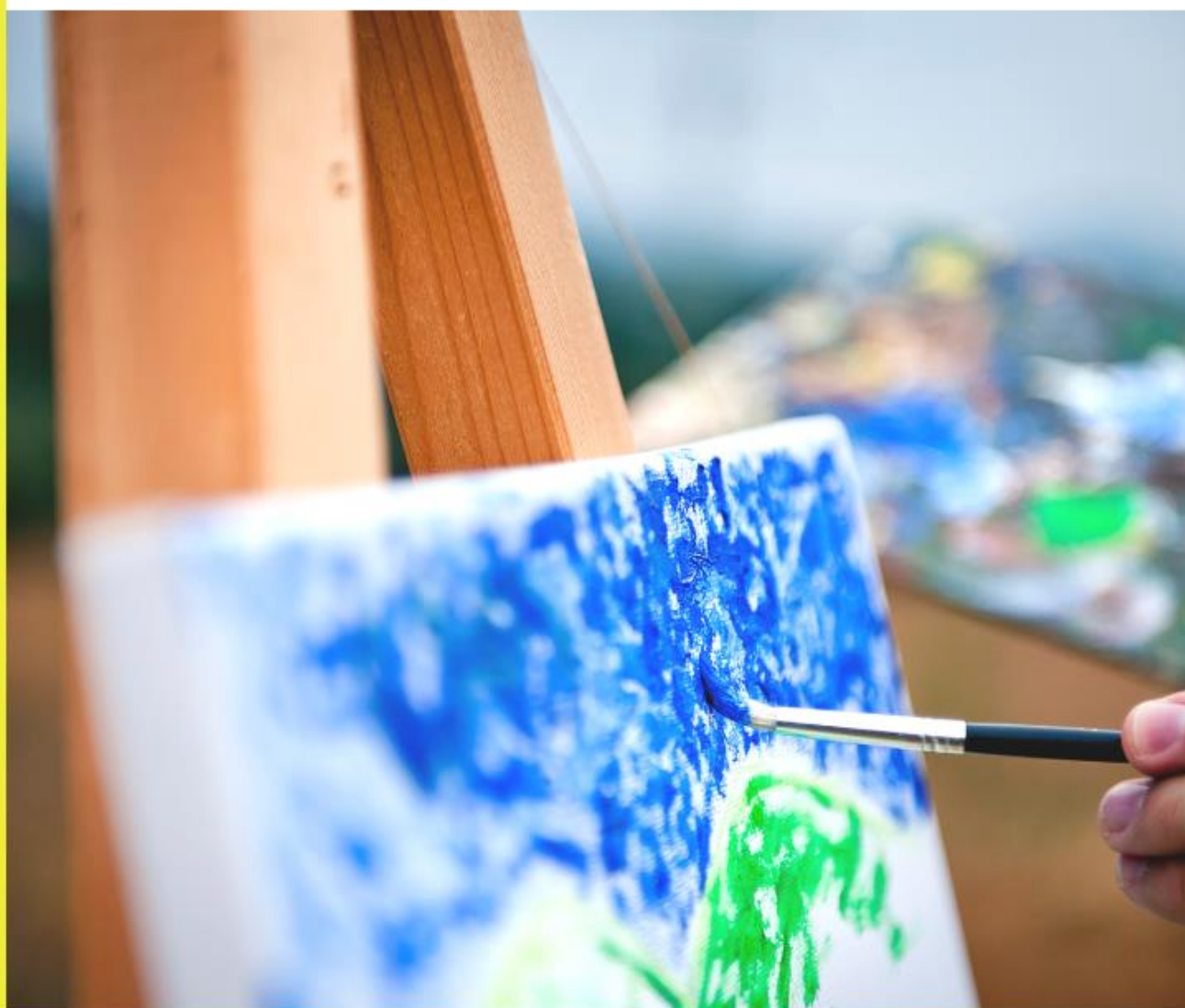
Have students write the following in their journals to use as a guide for their presentations:

1) What the art piece means to me; 2) The story I am representing; 3) How the pieces I collected from nature represent different thoughts, feelings, emotions, events, and/or actions

Allow students to take their projects home if they need to be completed. Each student will be asked to do a 5-minute presentation about their art piece next class. If, overall, students are uneasy presenting in front of the entire class, break them into smaller groups to present.

MODULE TWENTY-THREE

STUDENT ART-PIECE PRESENTATIONS



MODULE TWENTY-THREE: STUDENT ART-PIECE PRESENTATIONS

Purpose:

- Oral communication and presentation skills
- Demonstrate ability to connect art and experience

Preparation:

- Photocopy handout

Materials/Equipment:

- Post-It notes

Handouts:

- Journal Entry #7: What I Learned

Take Home Exercise:

- What I have learned - Journal

Assessment/Knowledge Learned:

- Oral art-piece presentations

More to Explore:

- None

LESSON TWENTY-THREE

23.1) Confidentiality and privacy reminder

23.2) Student Presentations

Handout Post-Its. Ask students to write one positive comment about each student's art presentation. Display the art around the room after each presentation is completed. Have students place their Post-Its around each student's art-piece after it is displayed. Once all students have presented, allow them the opportunity to walk around the room to read the positive comments.

[Allow students 5-minutes each to present their art-piece.]

23.3) Take Home Exercise

[Remind students this is the second last class.]

For your Take Home Exercise tonight, I would like you to complete a journal entry about three things you learned throughout this journey. Two things you learned about yourself and one thing that you learned, overall. Also write about one negative feeling or experience you had during this journey and one positive feeling or experience you had during this journey.

MODULE TWENTY-FOUR

**PUTTING IT ALL
TOGETHER**



MODULE TWENTY-FOUR: PUTTING IT ALL TOGETHER

Purpose:

- Review curriculum material
- Reiterate students' strengths
- Develop teamwork skills
- Improve communication skills

Preparation:

- Photocopy "I Am..." handout
- Prepare necessary supplies for activity

Materials/Equipment:

Depends on activity chosen – see activities below to determine what supplies are required

Handouts:

- I Am...

Take Home Exercise:

- None

Assessment/Knowledge Learned:

- Engagement in activity
- Communication skills

More to Explore:

- None

Note: There are five activities presented below. Only one is to be chosen for the culminating project for this curriculum.

LESSON TWENTY-FOUR

24.1) Confidentiality and privacy reminder

24.2) Putting it All Together

[Have students turn in their journal entries so you can provide feedback.]

[Distribute “I Am...” handout.]

Before we start our last activity to finish this part of our journey together, I would like you to take a few minutes to fill out this handout. Please circle all the personal attributes that you feel or think apply to you. This is something that will stay private. I will not ask to see it and you do not have to share it with anyone else. It might look familiar to you. We filled the same one out at the beginning. I don't want you to peek at that one yet, though. Once you have finished this one, I would like you to pull your folder out and compare the differences. Think to yourself... has anything changed? Is it good or bad? Why?

Activity Option One – Superhero Activity

Today, we are going to create drawings or stories about superheroes we know of or create our own superheroes that we think best represent ourselves. By drawing or writing on the paper I have provided you with, I would like you to answer the following questions:

[Write the following questions on the board. Ask students to copy them onto one side of their paper, the opposite side that their writing or drawing will be on.]

- *What special powers does your superhero possess?*
- *What is your superhero's greatest weakness?*
- *What colours did your superhero (or you) choose for their costume?*
- *Why do you think these colours were chosen?*
- *What does your superhero fight against?*

If you are not finished before the end of class, please take it home to complete. After next class, once they are all submitted, I will be posting them around the classroom, so we can see how many strengths and how much power we have together! A class full of superheroes!

Activity Option Two – Texting Script

Link to access demonstration:

<http://firstnationssuicideprevention.com/module24/module24.html>

[This activity demonstrates a text message conversation between friends. Students may watch this demonstration as an example then come up with their own conversations.]

I would like to you all to consider the following scenario:

Your friend just texted you and told you that they have been feeling sad and lonely for quite some time.

I would like you all to develop a script of what the text conversation with your friend in this situation might look like. Once everyone has completed the task, we will get into pairs and present our text conversations to the class. When in your pairs, you will read your part in the script and your partner will read the friend's part.

[Give students 20 minutes to develop script then allow them to choose pairs. Have each set of pairs present their scripts.]

Activity Option Three – Group Mural Project

This activity is much like the tapestry activity from Modules #22 and #23. However, the purpose of this module is to encourage students to work together and help them to understand that they can work together to overcome adversity and build resilience while developing self-awareness and self-reflection skills.

Break the class up into groups of 5-7 students. Provide each group with a canvas (may be a large piece of cardboard, Bristol board, large painting canvas, etc.). Ask the students to portray themselves as individuals and as a group. They may want to use their “I Am...” handouts as a guide or to help them get started. They may use any of the treasures they collected during the nature walk or any other art supplies available (magazines, paper of various colours, glue, stickers, beads, picture frames, wood, ribbons, wrapping paper). If possible, post the students completed artwork somewhere visible so they (and others) may be reminded of their hard work throughout the modules.

Activity Option Four – Student Showcase

The purpose of this activity is for the students to create a representation of a gift or memory related to what they learned and what they would like to tell and importantly pass along to the next “generation” of students. This activity can be completed individually, in pairs, in groups, or as a class.

Invite students to create a dance, song, skit/play, piece of music, music lyrics, puppet show, painting, mural, sculpture, jewelry, beading, carving, story, poetry, weaving, or short video (created on smart phone or tablet – if available) that represents a gift or memory related to what they learned and what they would like to share with the next “generation” of students that will be embarking on this journey of discovery, strengthening, and capacity-building to become resilient against the risk of suicide. It would be beneficial to organize a time to bring together your students and the students in the grade below. If there are more groups (and

more products from the activity), you may want to have a showcase of products for the rest of the school and/or for parents or caregivers. You should also consider how a repository or library can be created to catalogue the creations of the students as a resource and reference for others to explore.

Activity Option Five – Mask Making

In some First Nations cultures, expressing feelings is not the norm. So, this mask-making activity may be a socially acceptable way for youth to express their feelings. Masks may be made out of Bristol board, paper mâché, or any other media that you believe would be appropriate. Ask students to create one mask representing their emotion. It is okay for students to create masks representing mixed emotions. As students work through this activity, have them explain what their masks represent and why. For an example and further explanation of this activity, please visit this link: <https://psmag.com/social-justice/hope-grief-indigenous-teens-address-suicide-through-art>.

I Am...

Accountable	Embarrassed	Motivated
Aggressive	Energetic	Organized
Angry	Funny	Patient
Antsy	Generous	Proud
Athletic	Gentle	Reliable
Balanced	Happy	Respectful
Boring	Honest	Responsible
Capable	Hopeful	Sad
Caring	Impatient	Scared
Chatty	Insightful	Self-Reliant
Cheerful	Intelligent	Spiritual
Confident	Kind	Strong
Courageous	Lazy	Stubborn
Creative	Lonely	Thoughtful
Daring	Lovable	Tired
Dependable	Loving	Trustworthy
Determined	Loyal	Unhappy
Easy-Going	Mature	Unsure

REFERENCES



REFERENCES

- Agnico Eagle. (2016). *Baker Lake wellness report & implementation plan*. Retrieved from [http://nunavutsemc.com/wp-content/uploads/2016/12/Baker-Lake-Wellness-Presentation- Stratos-6-Dec-2016-SEMC-1.pdf](http://nunavutsemc.com/wp-content/uploads/2016/12/Baker-Lake-Wellness-Presentation-Stratos-6-Dec-2016-SEMC-1.pdf)
- Anderson, K. M., & Olson, S. (2016). *Advancing health equity for Native American youth: Workshop summary*. Retrieved from <http://www.nap.edu/21766>
- Aseltine, R. H., & DeMartino, R. (2004). An outcome evaluation of the SOS suicide prevention program. *American Journal of Public Health, 94*, 446-451.
- Assembly of First Nations, & Health Canada. (2015). *First Nations mental wellness continuum framework: Summary Report*. (Health Canada Publication No. 140360). Retrieved from <https://www.canada.ca/en/health-canada/services/first-nations-inuit-health/reports-publications/health-promotion/first-nations-mental-wellness-continuum-framework-summary-report.html>
- Aster, A. Z. (2005). *Northern lifelines: Aboriginal youth reach out to peers*. Retrieved from http://whitestone.suicideinfo.ca/images/Cross_Currents_article.pdf
- Assessment and Planning Tool Kit for Suicide Prevention in First Nations Communities. (2005). Report prepared for the First Nations Centre, National Aboriginal Health Organization.
- Bennett, K., Rhodes, A. E., Duda, S., Cheung, A. H., Manassis, K., Links, P.,...Szatmari, P. (2015). A youth suicide prevention plan for Canada: A systematic review of reviews. *Canadian Journal of Psychiatry, 60*(6), 245-257.
- Brace, S. (2017, October 4). Social media safety course in La Ronge aimed at helping prevent youth suicides. *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/saskatchewan/social-media-safety-course-la-ronge-suicide-prevention-1.4330640>
- Burns, J. M., & Patton, G. C. (2000). Prevention interventions for youth suicide: A risk factor-based approach. *Australian & New Zealand Journal of Psychiatry, 34*(3), 388-407.
- Center for Mental Health in Schools at UCLA. (2007). *A Center Quick Training Aid: Suicide Prevention*. Retrieved from <http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/suicideprevention.pdf>
- Chandler, M. J., & Lalonde, C. E. (2004). Transferring whose knowledge? Exchanging whose best practices? On knowing about Indigenous knowledge and Aboriginal suicide. *Aboriginal Policy Research Consortium International (APRCi)*. Paper 144. Retrieved from <http://ir.lib.uwo/aprci/144>
- Children's Hospital of Eastern Ontario. (2012). What you need to know about helping children and youth who are feeling suicidal: Information for parents and caregivers. Retrieved from <http://www.cheo.on.ca/en/suicideinfo>
- Ciffone, J. (1993). Suicide prevention: A classroom presentation to adolescents. *Social Work, 38*(2), 197-203.

- Cusimano, M. D., & Sameem, M. (2010). The effectiveness of middle and high school-based suicide prevention programmes for adolescents: A systematic review. *Injury Prevention*, 17, 43-49.
- Dehay, T., Litts, D., McFaul, M., Smith, C., & West, M. (2009). *Suicide prevention toolkit for rural primary care practices*. Retrieved from <https://www.sprc.org/settings/primary-care/toolkit>
- Eggert, L. L., Nicholas, L. J., & Owen, L. M. (1995). *Reconnecting youth: A peer group approach to building life skills*. Retrieved from <https://eric.ed.gov/?id=ED419872>
- Eggert, L. L., Thompson, E. A., Randell, B. P., & Pike, K. C. (2002). Preliminary effects of brief school-based prevention approaches for reducing youth suicide—risk behaviours, depression, and drug involvement. *Journal of Child and Adolescent Psychiatric Nursing*, 15, 48-64.
- First Nations Centre (2012). *Suicide prevention and two-spirited people*. Ottawa: National Aboriginal Health Organization. Retrieved from http://www.naho.ca/documents/fnc/english/2012_04_%20Guidebook_Suicide_Prevention.pdf
- First Nations Health Authority. (2015). Hope, help, and healing: A planning toolkit for First Nations and Aboriginal communities to prevent and respond to suicide. Retrieved from <http://www.fnha.ca/wellnessContent/Wellness/FNHA-Hope-Help-and-Healing.pdf>
- Fraser Region Aboriginal Youth Suicide Prevention Collaborative. (2012). *Suicide prevention, intervention and postvention initiative*. Retrieved from https://www.fraserhealth.ca/media/AH_suicide-prevention.pdf
- Gould, M. S., Greenberg, T., Velting, D., & Shaffer, D. (2003). Youth suicide risk and preventative interventions: A review of the past 10 years. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42(4), 386-405. doi:10.1097/01.CHI.0000046821.95464.CF
- Government of Manitoba. (2011). *Guidelines for public awareness and education activities*. Retrieved from <https://www.gov.mb.ca/health/mh/docs/spg.pdf>
- Haggarty, J., Craven, J., Chaudhuri, B., Cernovsky, Z., & Kermeen, P. (2006). A study of multi-media suicide education in Nunavut. *Archives of Suicide Research*, 10(3), 277-281.
- Harlow, A. F., Bohanna, I., & Clough, A. (2014). A systematic review of evaluated suicide prevention programs targeting Indigenous youth. *Crisis*, 35(5), 310-321. doi:10.1027/0227-5910/a000265
- Health Canada. (2013). *National Aboriginal Youth Suicide Prevention Strategy (NAYSPS): Program Framework*. (Report No. 130365). Ottawa, ON: Health Canada. Retrieved from <https://www.canada.ca/en/health-canada/services/first-nations-inuit-health/reports-publications/health-promotion/national-aboriginal-youth-suicide-prevention-strategy-program-framework.html>

- Health Canada Advisory Group on Suicide Prevention. (2005). *Acting on what we know: Preventing youth suicide in First Nations*. Retrieved from <https://www.canada.ca/en/health-canada/services/first-nations-inuit-health/reports-publications/health-promotion/acting-what-we-know-preventing-youth-suicide-first-nations-health-canada-2003.html>
- Indigenous and Northern Affairs Canada. (2010). *The learning circle: Classroom activities on First Nations in Canada – Ages 4 to 7*. Retrieved from <https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659#un3>
- Jacono, J., & Jacono, B. (2008). The use of puppetry for health promotion and suicide prevention among Mi'Kmaq youth. *Journal of Holistic Nursing*, 26(1), 50-55.
- Jongbloed, K., Pearce, M., Pooyak, S., Zamar, D., Thomas, V., Demerais, L., Christian, W. M.,...Spittal, P. M. (2017). The Cedar Project: Mortality among young Indigenous people who use drugs in British Columbia. *Canadian Medical Association Journal*, 189(44), 1352-1359.
- Juhnke, G. A., Granello, P. F., & Lebron-Striker. (2007). *IS PATH WARM? A suicide assessment mnemonic for counselors* (ACAPCD-03). Alexandria, VA: American Counseling Association.
- Kalafat, J., & Elias, M. J. (1995). Suicide prevention in an educational context: Broad and narrow foci. *Suicide and Life-Threatening Behavior*, 25, 123-133.
- Katz, C., Bolton, S., Katz, L. Y., Isaak, C., Tilston-Jones, T., Sareen, J., & Swampy Cree Suicide Prevention Team. (2013). A systematic review of school-based suicide prevention programs. *Depression and Anxiety*, 30, 1030-1045.
- KidsHealth. (2018). *Talking about suicide*. Retrieved from <http://kidshealth.org/en/teens/talking-about-suicide.html>
- King, K. A. (2001). Developing a comprehensive school suicide prevention program. *Journal of School Health*, 71(4), 132-137.
- Kirmayer, L. J., Brass, G. M., Holton, T., Paul, K., Simpson, C., Tait, C. (2007). *Suicide Among Aboriginal people in Canada*. Ottawa, ON: The Aboriginal Healing Foundation. Retrieved from <http://www.ahf.ca/downloads/suicide.pdf>
- Kirmayer, L. J., Fraser, S., Fauras, V., & Whitley, R. (2009). *Current approaches to Aboriginal youth suicide prevention*. Retrieved from <http://www.namhr.ca/pdfs/Suicide-Prevention.pdf>
- LaFramboise, T., & Howard-Pitney, B. (1995). The Zuni life skills development curriculum: Description and evaluation of a suicide prevention program. *Journal of Counseling Psychology*, 42(4), 479-486.
- Lowe, J. (2002). Cherokee self-reliance. *Journal of Transcultural Nursing*, 13(4), 287-295. doi:10.1177/104365902236703

- Mann, J. J., Apter, A., Bertolote, J., Beautrais, A., Currier, D., Haas, A.,... & Mehlum, L. (2005). Suicide prevention strategies: a systematic review. *Journal of the American Medical Association*, 294(16), 2064–2074.
- Miller, D. N., Eckert, T. L., & Mazza, J. J. (2009). Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review*, 38(2), 168-188.
- Nasir, B. F., Hides, L., Kisely, S., Ranmuthugala, G., Nicholson, G. C., Black, E., Gill, N., Kondalsamy-Chennakesavan, S., & Toombs, M. (2016). The need for culturally-tailored gatekeeper training intervention program in preventing suicide among Indigenous peoples: A systematic review. *BMC Psychiatry*, 16(357), 1-7.
- Office of the Chief Coroner for Ontario. (2010). *Chief Coroner Ontario: Report on suicide deaths at Pikangikum First Nation*. Retrieved from https://provincialadvocate.on.ca/documents/en/Coroners_Pik_Report.pdf
- Perry, Y., Werner-Seidler, A., Cleave, A. L., & Christensen, H. (2016). Web-based and mobile suicide prevention interventions for young people: A systematic review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 25(2), 73-79.
- Ploeg, J., Ciliska, D., Dobbins, M., Hayward, S., Thomas, H., & Underwood, J. (1996). A systematic overview of adolescent suicide prevention programs. *Canadian Journal of Public Health*, 87(5), 319-324.
- Randell, B. P., Eggert, L. L., & Pike, K. C. (2001). Immediate post intervention effects of two brief youth suicide prevention interventions. *Suicide and Life-Threatening Behavior*, 31, 41-61.
- Redvers, J., Bjerregaard, P., Eriksen, H., Fanian, S., Healey, G., Hiratsuka, V., Jong, M.,... Chatwood, S. (2015). A scoping review of Indigenous suicide prevention in circumpolar regions. *International Journal of Circumpolar Health*, 74(27509), 1-10.
- Sanderson, S. K. (2006). *Darkness calls*. [Comic book]. Courtenay, British Columbia: Healthy Aboriginal Network. Retrieved from <https://thehealthyaboriginal.net/>
- Sanderson, S. K. (2006). *Just a story*. [Comic book]. Courtenay, British Columbia: Healthy Aboriginal Network. Retrieved from <https://thehealthyaboriginal.net/wp-content/uploads/2014/04/Just-a-Story.pdf>
- Serna, P. (2011). *Adolescent Suicide Prevention Program Manual: A Public Health Model for Native American Communities*. Newton, MA: Suicide Prevention Resource Center, Education Development Center. Retrieved from https://www.sprc.org/sites/default/files/migrate/library/AdolescentSP_ProgramManual_PH_ModelNA_Communities.pdf
- Stuart, C., Waalen, J. K., & Haelstromm, E. (2003). Many helping hearts: An evaluation of peer gatekeeper training in suicide risk assessment. *Death Studies*, 27, 321-333.

- Substance Abuse and Mental Health Services Administration. [SAMHSA]. (2012). *Preventing Suicide: A Toolkit for High Schools*. (Report No. SMA-12-4669). Rockville, MD: Center for Mental Health Services. Retrieved from <https://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf>
- Takada, M., & Shima, S. (2010). Characteristics and effects of suicide prevention programs: Comparison between workplace and other settings. *Industrial Health, 48*, 416-426.
- Tighe, J., Shand, F., Ridani, R., Mackinnon, A., De La Mata, N., & Christensen, H. (2017). Ibobly mobile health intervention for suicide prevention in Australian Indigenous youth: A pilot randomised controlled trial. *BMJ Open, 7*, 1-10.
- U.S. Department of Health and Human Services. (2010). *To Live to See the Great Day that Dawns: Preventing Suicide by American Indian and Alaska Native Youth and Young Adults*. (Report No. (10)-4480, CMHS-NSPL-0196). Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Retrieved from https://www.sprc.org/sites/default/files/migrate/library/Suicide_Prevention_Guide.pdf
- Vance, A., McGaw, J., Winther, J., & Rayner, M. (2016). Towards an Aboriginal knowledge place: Cultural practices as a pathway to wellness in the context of a tertiary hospital. *International Journal of Indigenous Health, 11*(1), 244-261. doi:10.18357/ijih111201614989
- Wawatay News. (2015). *Wapekeka hosts 20th annual Survivor of Suicide conference*. Retrieved from <http://www.wawataynews.ca/home/wapekeka-hosts-20th-annual-survivor-suicide-conference>
- White, J., & Jodoin, N. (2004). *Aboriginal youth: A manual of promising suicide prevention strategies*. Retrieved from <https://www.cmho.org/documents/res-prom-stat-en.pdf>
- Wisconsin Department of Public Instruction. (2017). Issues in Mental Health: Suicide Prevention Grades 7-12. Retrieved from <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/student-programs/curriculum>
- Working Group for a Suicide Prevention Strategy for Nunavut. (2009). *Qaujijausimajuni Tunngaviqarniq: Using knowledge and experience as a foundation for action. A discussion paper on suicide prevention in Nunavut*. Retrieved from <https://www.tunngavik.com/files/2009/04/2009-04-SP-WG-ENG-discussion-paper.pdf>
- World Health Organization. (1994). *Training Workshops for the Development and Implementation of Life Skills Programmes: Part 3*. Retrieved from <http://apps.who.int/iris/handle/10665/59117>
- Wortzman, R. L. (2009). Mental health promotion as a prevention and healing tool for issues of youth suicide in Canadian Aboriginal communities. *First Peoples Child & Family Review, 4*(1), 20-27.