



Substance Misuse & Help Seeking Skills

January 13, 2020, 10:00-11:30 am PST

Hello! Keshi! Waqaa!

I am Dr. Stephanie Craig Rushing, she/ her

I love coffee.

You can find me at scraig@npaihb.org



I am Dr. Danica Love Brown, she/ her

Choctaw Nation of Oklahoma

I love puppies.

You can find me at dbrown@npaihb.org



I am Jeni Williamson, she/ her

I love green.

You can find me at jjwilliamson@anthc.org

I am Hannah Warren, she/ her

Chevak Quissunamit Tribe

*Namesakes: Atsaq - Akiuq - Angutekeggtaq - Cikigaq -
Kukuuyaraq - Lurvialria - Nuguraq - Nayagaraq (Atkiq) -
Uyanqulria*

I love trees.

You can find me at hewarren@anthc.org



I am Nicole Treviño, she/ her

I love water: rivers, lakes & oceans!

You can find me at

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**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**
Indian Leadership for Indian Health



**ALASKA NATIVE
TRIBAL HEALTH
CONSORTIUM**

Let us Start with a Blessing

“Niicugniliuki qanruyutet
cikiuteten.”

“Listen to all advice given to you.”
-Alaska Native Cup’ik value



Live Virtual Training Logistics



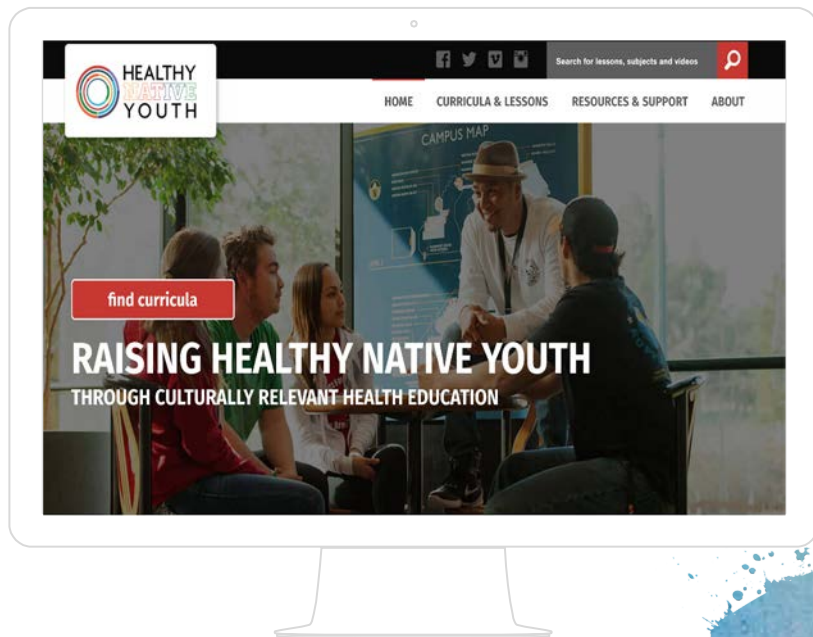
Logistics

- You are muted
- If comfortable, share video

Engagement

- Breakout rooms
- Chat box
- Icons (Zoom & More)





Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

- ★ Name, Tribe, Pronouns
- ★ Role & Organization
- ★ Email address
- ★ How are you feeling today?

Group Agreements

- ★ **Participate Fully**
- ★ **Delay Distractions**
- ★ **Honor Different Experiences**
- ★ **Be Brave & Explore**
- ★ **Others? (Type in the chat)**



We've Got Goals!

By the end of today's session, you will be able to...

- **describe** what Substance Misuse & Help-Seeking skills are
- **select** an intervention or tool to use in your community





Where we are going

1. Substance Misuse & Help Seeking Skills Overview
2. Tools
 - a. Adolescent Health Action Plans
 - b. BRAVE
 - c. Youth Health Tech Survey 2020
 - d. We R Native
 - e. Healthy Native Youth - Enhancement Activities + Virtual Adaptation Guide
 - f. I Know Mine
3. Let's Talk About it!

1. Substance Misuse & Help Seeking Skills Overview

Let's get some background here...



Trickster

Native American Tales
A Graphic Collection



Image: Screenshot of Trickster book cover

“Meet the Trickster, a crafty creature or being who disrupts the order of things, often humiliating others and sometimes himself in the process. Whether a coyote or a rabbit, raccoon or raven, tricksters use cunning to get food, steal precious possessions, or simply cause mischief.”



What is Trauma?

An extraordinary psychological experience caused by threats to life & body, or personal encounters with violence or death

Disasters: Natural

Atrocities: Human



Historical Trauma

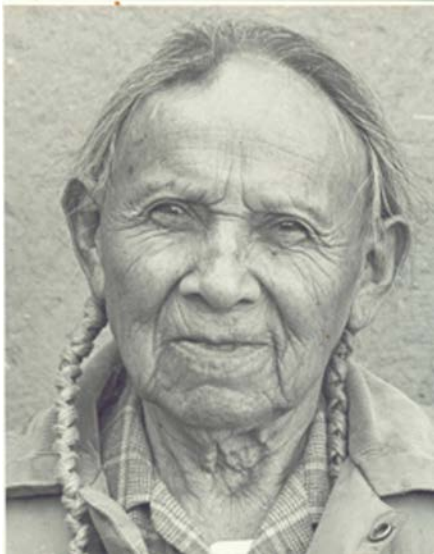


Image: Google images

Cumulative emotional and psychological wounding from massive group trauma across generations, including lifespan. (Brave Heart, 2004)



Epigenetic Transfer of the Trauma



"The memories of our ancestors are passed down on our blood."

Little Joe Gomez

Image: Personal image (Taos Pueblo)

Stress



Image: Google

BREATHING EXERCISE

FOR RELAXATION #1



INHALE
THROUGH NOSE

Perform for
2 to 5 Minutes

Instagram: @elevatevibe

Honor your Compassion



Image: Google

Your empathetic and sympathetic responses are evidence of your compassion and humanity.



How to Support Each Other



Community Care vs Self Care



Shouting “self-care” at people
who actually need
“community care” is how we
fail people.

-Nakita Valerio



*Chatfeed Convo:
Type Questions, Ask
Away!*





2.Tools

Here are some things you can bring back to your communities...

2a. Adolescent Health Action Plans 2020

A Strategic Plan for the Tribes of Idaho, Oregon, and
Washington & Alaska



2020

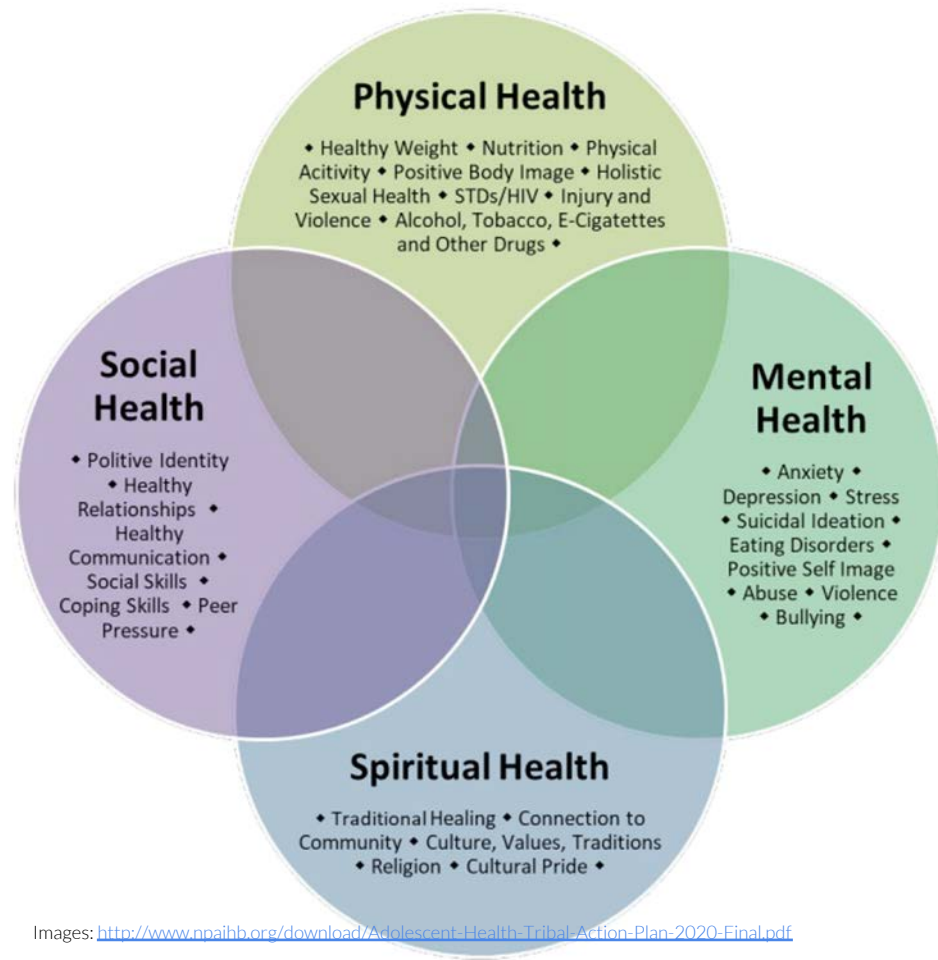
Adolescent Health

Tribal Action Plan

A Strategic Plan for the Tribes of Idaho, Oregon, and Washington



PRIORITY ADOLESCENT HEALTH TOPICS





Goal 1. Ensure Native youth have safe and secure places to live, learn, and play.



Goal 2. Ensure access to high-quality, teen-friendly healthcare.



Goal 3. Create programs and services that provide youth with positive connections to trusted adults.



Goal 4. Increase Tribal capacity to improve adolescent health.



Goal 5. Improve intertribal communication, coordination, and collaboration.

Grounded in cultural practices, values, and teaching methods.

2020

ALASKA ADOLESCENT HEALTH TRIBAL ACTION PLAN

A strategic plan for promoting the health and wellness of Alaska Native Youth



ALASKA NATIVE
TRIBAL HEALTH
CONSORTIUM

Action Plan Goals

Nature
Cultural
Connections

Empower
youth to
reach their
potential

Provide safe
and secure
places to live
and learn

Alaska Native youth are
resilient

www.iknowmine.org/get-data

2b. BRAVE Intervention

A healthy relationship, cultural pride and resilience, help-seeking **video** and **text messaging series** for AI/AN youth 15-24 years old.

Rigorous Crossover Study Design




NPAIHB



What is **BRAVE?**

Why use **BRAVE?**



BRAVE is a video and text messaging series designed to improve healthy relationships, promote cultural pride and resilience, and increase help-seeking behaviors among American Indian and Alaska Native (AI/AN) youth 15-24 years old. The series discusses important topics such as:

- Healthy Relationships
- Native Pride
- Help Seeking Skills
- Domestic Violence
- Substance Misuse
- Suicidality

The BRAVE messages have been shown to improve help-seeking skills among Native teens and young adults. BRAVE videos and text messages can be easily integrated into the flow of services provided by clinics, schools, treatment centers, and other community-based programs. BRAVE can be implemented by a variety of support staff and can be tailored to the needs and time constraints of any setting.



Episode 1- Alex



Episode 2- Chris



Episode 3- Benny



Episode 4- Alex



Episode 5- Chris

Hi! I'm Alex. I've been through a lot this year - parties, girl drama, rez life. To really get to know me, you should see where I grew up. Watch this video to learn more about me: <http://lil.ms/3dc1/3h40xm>
-Alex (We R Native)

As you can see, my dad taught me everything I know - the good and the bad. My dad's drinking, the arguments that would follow... I thought those things were normal.
-Alex (We R Native)



Many of us have grown up in traumatic environments. Now it's up to us to break the cycle. Having people in our lives who love and care about us is one way to build resilience.
Week 2 Challenge: Reach out to a friend or family member this week. Let them know you appreciate them and their support.
-We R Native



It's hard to know what to do when you know a situation isn't okay. Your friends may not think it's their business to get involved but stepping up can help save a life.
Week 4 Challenge: Do your part to create safe spaces. We all play a role in creating a culture of respect to prevent violence. Make it accepted, make it expected.
-We R Native

Alex's drinking was out of control. Drinking in moderation is defined as having no more than 1 drink per day for women and no more than 2 drinks per day for men. Drinking too much can cause lots of negative outcomes. Text MORE to learn more.
-We R Native

Every person has a different relationship with alcohol. Alcoholism - the disease - does not discriminate. If you need to drink in order to feel normal, you may want to talk to a counselor or therapist about why that is. Deep down, your soul may be sick. There's no shame in reaching out for help.
-We R Native



It can be difficult to talk about intimate partner violence and unhealthy relationships in tribal communities, but violence and abuse are never okay. An abusive relationship can include physical, emotional, financial, cultural or other types of abuse: <http://lil.ms/3dc5/3h40xm>

BRAVE Participant Experience

1. Better Mental Health
2. Reductions in A&D Misuse
3. Improvements in Resilience
4. Coping Skills
5. Self-Esteem

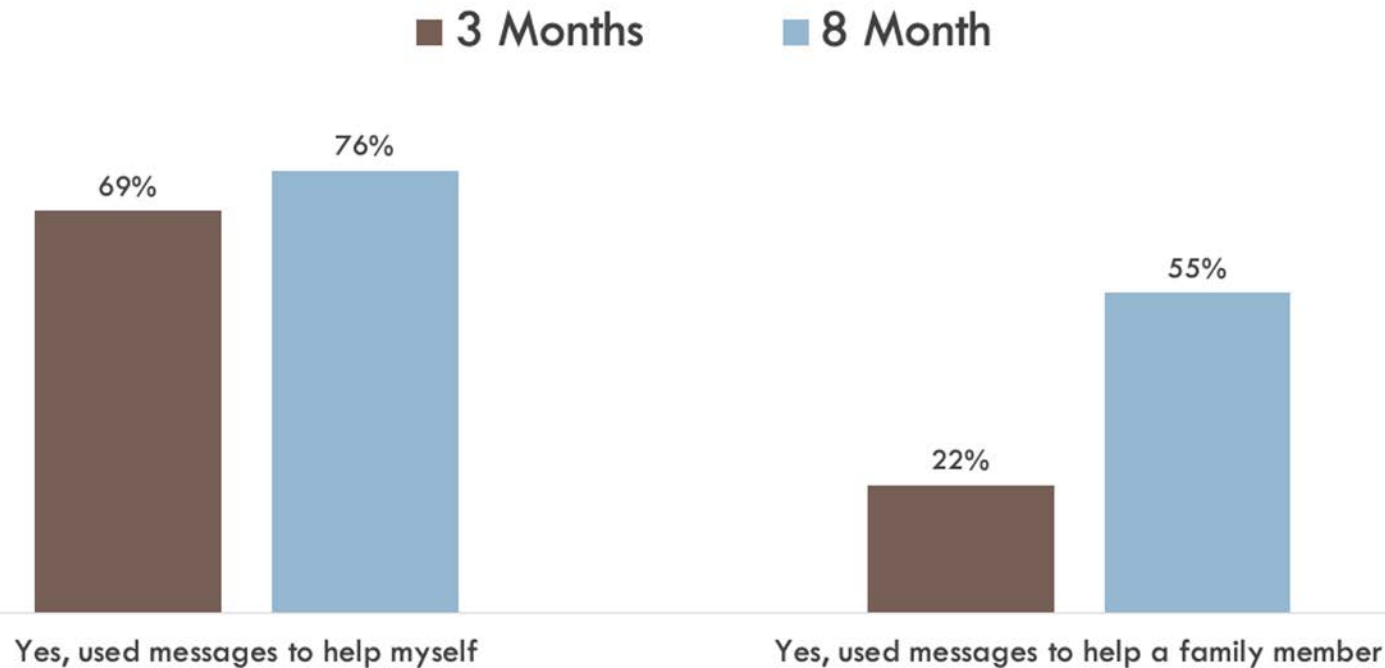
Areas of Interest	Baseline Self Report Rating	8 Months Self Report Rating
Health	3.9	4.1
Resilience	5.1	5.2
Positive Coping	5.0	5.2
Self-Esteem	5.2	5.2

Adapted from Table 4 in Craig Rushing et al. (under review). All differences are statistically significant.



Help-Seeking Reports

Participants Reported MORE Help-Seeking for Themselves and Others





BRAVE

A graphic featuring the word "BRAVE" in large, white, bold, sans-serif capital letters. The word is centered within a solid teal rectangular background. Overlaid on this background are several thin, colorful circles in shades of blue, purple, yellow, orange, and red. These circles are of varying sizes and are arranged in a way that they overlap each other and the letters of the word "BRAVE".

Life has its struggles

But when we come together as a community

Life is good.

Showing the Videos

The BRAVE series is designed to be used in one of three ways:

- Option 1:** Self-Reflection Activity + Youth Sign-up to Receive the video series and Text Message Series **(total activity time = 10-30 min)**
- Option 2:** Facilitator shows the full-length video beginning to end, followed by a 35-minute individual activity and discussion **(45 min)**
- Option 3:** Facilitator shows one of the 7 episodes of the BRAVE video, followed by a 30-minute group activity **(45 minutes, 7 lessons)**

INTRO

Brave is a free online resource that provides information and support for people who are experiencing or witnessing bullying. It is designed to help people understand what bullying is, how it affects people, and what they can do to help. The resource is available in English and Spanish.

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Introduction to the Brave

MEET THE ACTORS



ALEX
Actor/Producer



EMMA
Actor/Producer



BEN
Actor/Producer

Brave

Life has its struggles

But when we come together as a community

Life is good.

LESSON THREE

Start by watching video from the room and about them which to

1. Watch the video about the room and about them which to

2. Watch the video about the room and about them which to

3. Watch the video about the room and about them which to

4. Watch the video about the room and about them which to

5. Watch the video about the room and about them which to

6. Watch the video about the room and about them which to

7. Watch the video about the room and about them which to

8. Watch the video about the room and about them which to

9. Watch the video about the room and about them which to

10. Watch the video about the room and about them which to

11. Watch the video about the room and about them which to

12. Watch the video about the room and about them which to

13. Watch the video about the room and about them which to

14. Watch the video about the room and about them which to

15. Watch the video about the room and about them which to

16. Watch the video about the room and about them which to

17. Watch the video about the room and about them which to

18. Watch the video about the room and about them which to

OPTION 3

LESSON SEVEN

Start by watching video from the room and about them which to

1. Watch the video about the room and about them which to

2. Watch the video about the room and about them which to

3. Watch the video about the room and about them which to

4. Watch the video about the room and about them which to

5. Watch the video about the room and about them which to

6. Watch the video about the room and about them which to

7. Watch the video about the room and about them which to

8. Watch the video about the room and about them which to

9. Watch the video about the room and about them which to

10. Watch the video about the room and about them which to

11. Watch the video about the room and about them which to

Brave Handout OPTION 2

Characteristics of a Healthy Relationship.

Characteristics of an Unhealthy Relationship.

Who is someone you turn to when things get tough? Let them know you appreciate them and their support!

Who is someone you can support right now? What does that support look like?

You might see bullying every day. You want to help but may not know how. Learn how to be more than a bystander, step by step:

- **Notice the Event.** Before you can do anything to help in a bullying situation, first you have to notice it.
- **Identify the Situation as One Needing Intervention.** To be prepared to intervene and help people out, you need to know the signs of a bullying situation.
- **Take Responsibility.** So, you've noticed a problem situation that you think could be stopped if someone stepped in. Now is the time to step up.
- **Decide How to Help.** By learning the right skills, you will know how to safely step in the next time you see a bullying situation.
- **Don't Just Stand By: Intervene.** You know the situation isn't okay. You know you should intervene. You know you can intervene. So, why don't you?

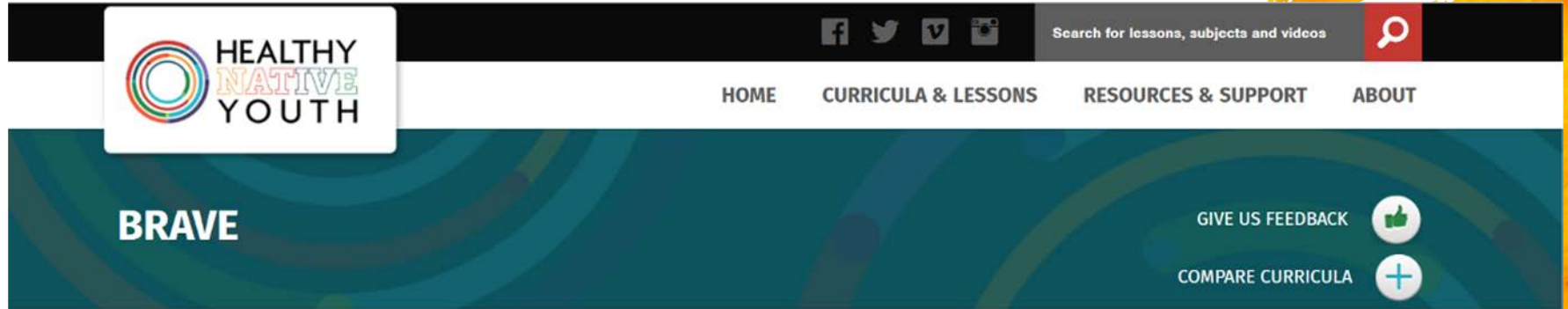
Stand Up. Stand Strong. Don't just Stand by.

National Suicide Prevention
Lifeline: 1-800-273-TALK (8255)
National Domestic Violence
Hotline: 1-800-799-SAFE (7233)
Be More Than a Bystander
(www.warnative.org/articles/be-more-than-a-bystander)

TEXT: BRAVE to 97779

Health Native Youth Website

Link: <https://www.healthynativeyouth.org/curricula/brave/>

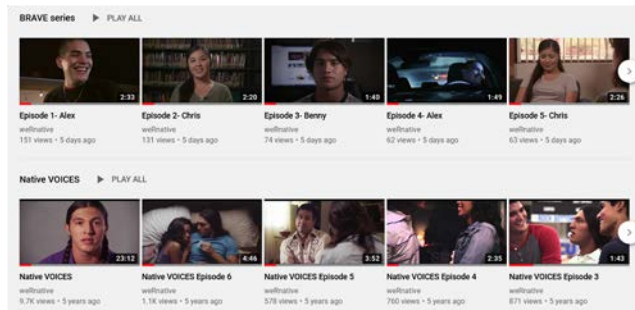


Dissemination Plan

Healthy Native Youth
Website



We R Native Channels



Text BRAVE to 97779



2c. Youth Health Tech Survey 2020

Let's find out what channels Native youth are using...





NORTHWEST PORTLAND INDIAN HEALTH BOARD

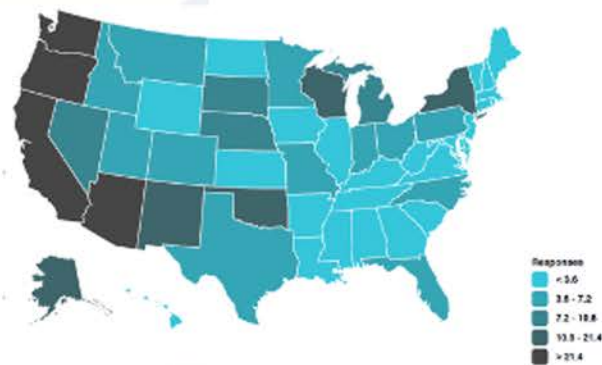
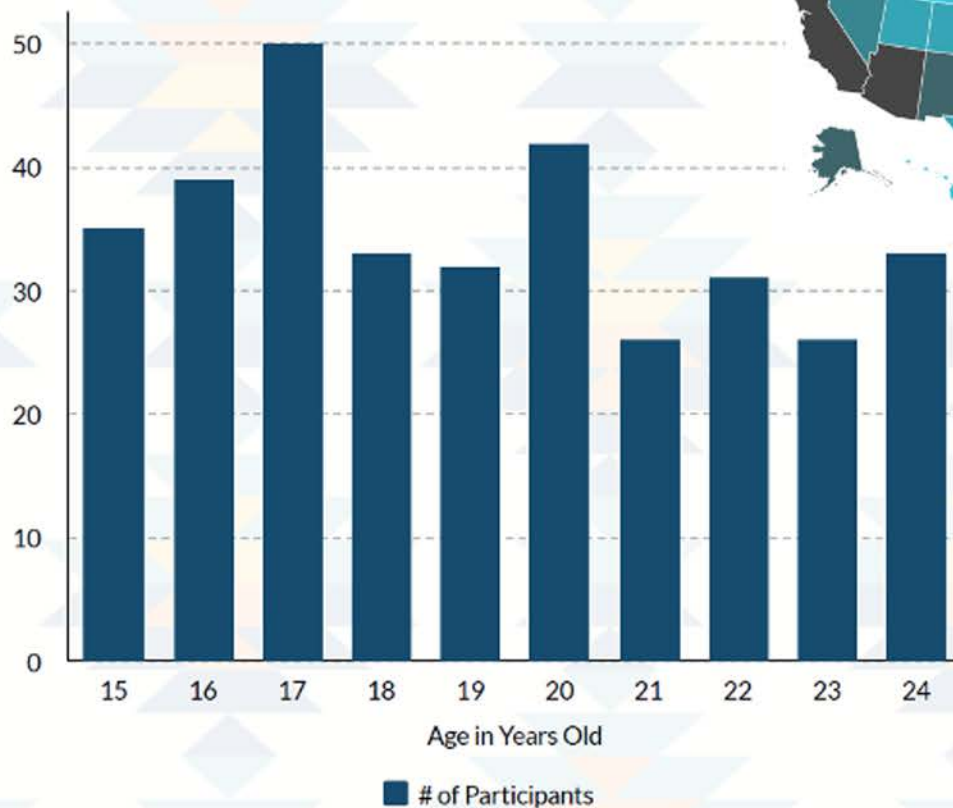
YOUTH HEALTH TECH SURVEY 2020

REPORT CREATED BY NICOLE D. REED, MPH, CHES

In total, 349
Native youth
completed
the survey.

Average
age of
participants
was 19.19

Participant Age Breakdown



Preference of We R Native channels and messaging



1. Instagram



2. Text Messages



3. Facebook



4. WRN Website



5. YouTube



6. Snapchat

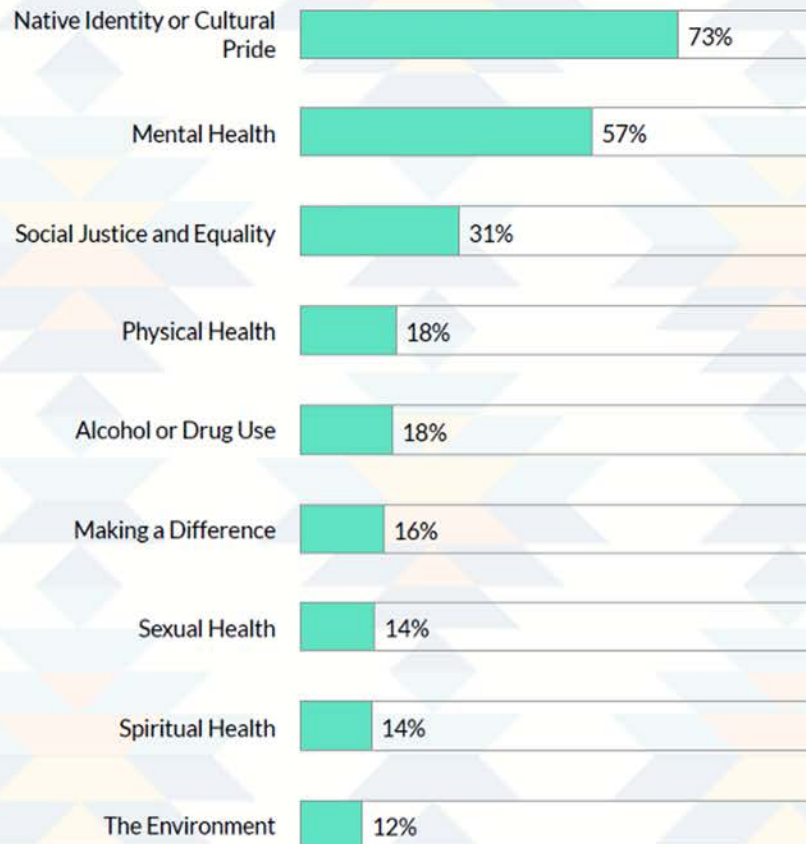


7. TikTok

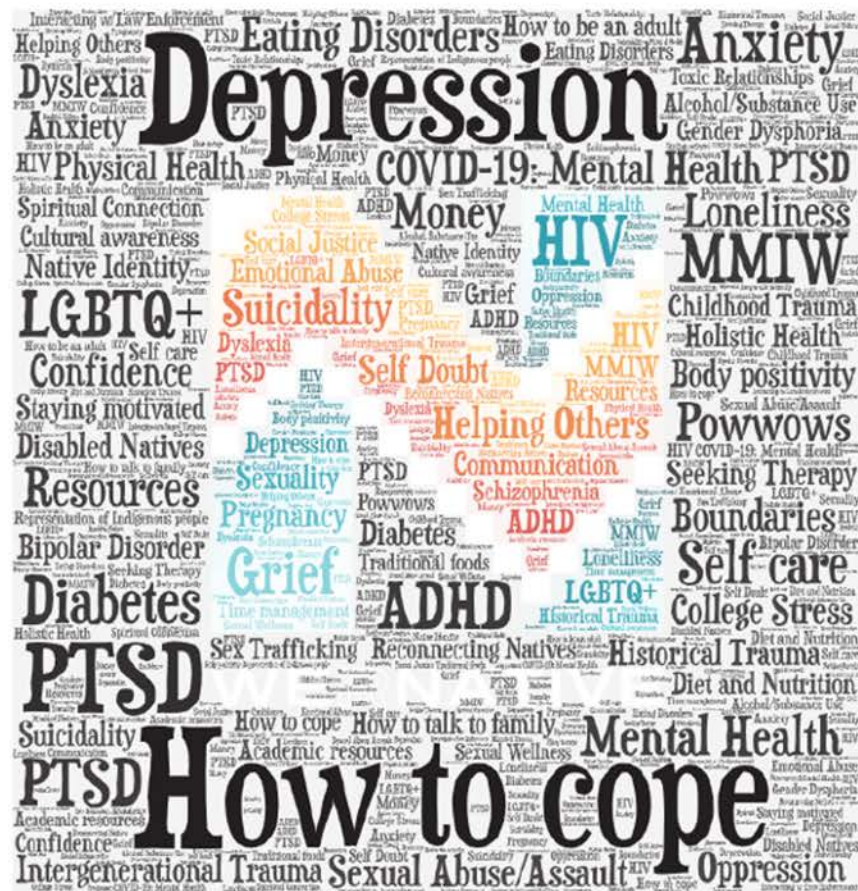


8. Twitter

IN YOUR OPINION, WHAT 3 TOPICS ARE THE MOST IMPORTANT FOR NATIVE YOUTH TO LEARN ABOUT?



Important Topics Native Youth want to see We R Native address



2d. We R Native

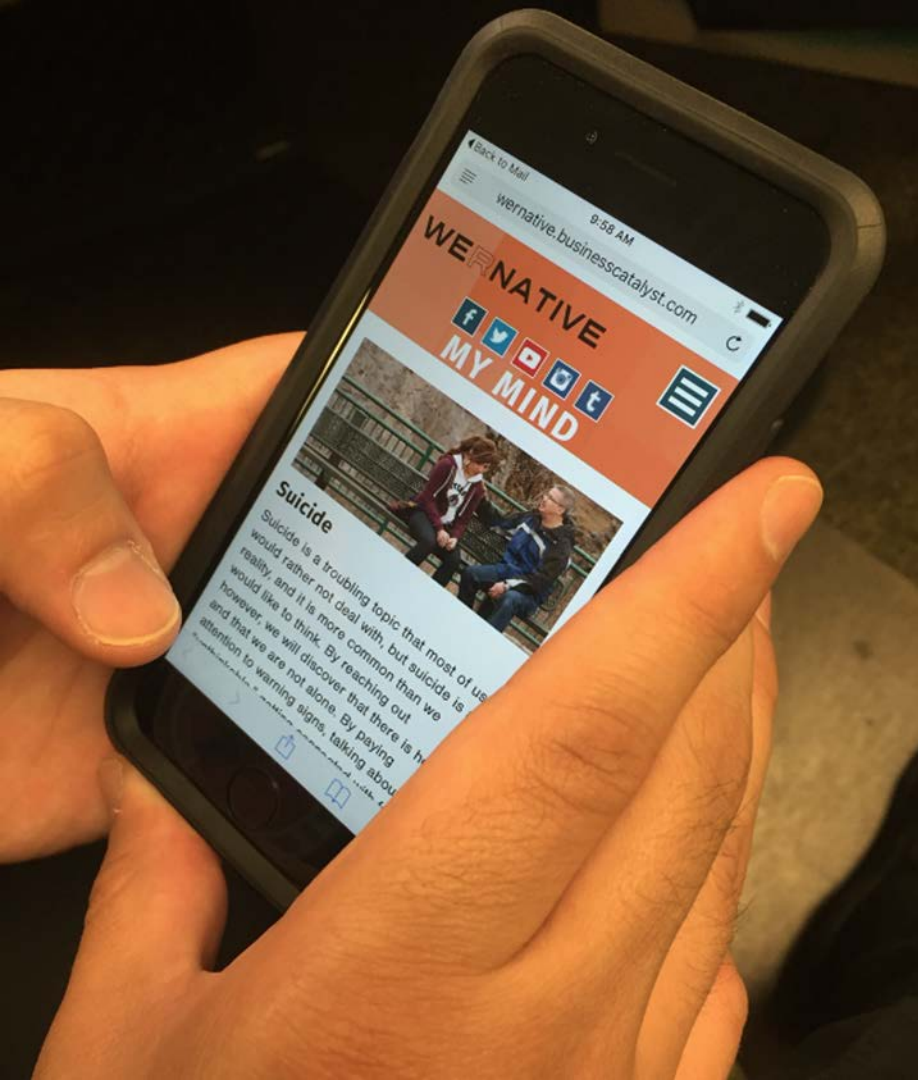
A multimedia health resource for Native youth, by Native youth.





WERNATIVE

For Native Youth, by Native Youth.





FACILITATOR MANUAL



WERNATIVE.ORG



STUDENT HANDOUTS

Adapted for Inter-Tribal Council of Michigan
March 2018

Lesson 4 Outline: Ask Auntie

Lesson Purpose:

The primary purpose of this lesson is to help youth identify resources for support in times of need, especially related to issues of substance use. Along with the last lesson, this lesson has a strong focus on positive peer relationships and seeing oneself as someone who can support others to make healthy decisions.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none">Welcome ParticipantsQuestion Box Q&A	Minilecture Q&A	2 minutes	<ul style="list-style-type: none">Youth Programs
Introducing Lesson Concepts	<ul style="list-style-type: none">Review Homework/ Discuss Health LinesAsk Auntie Intro Video	Large Group Reflection/ Minilecture Video	10 minutes	<ul style="list-style-type: none">HomeworkSchool EngagementAdult Role Models
Ask Auntie Worksheet	<ul style="list-style-type: none">Ask Auntie Research and ReportLarge Group Sharing	Individual Activity Large Group Activity	15 minutes	<ul style="list-style-type: none">Positive Peer InfluenceAdult Role Models
Team Role Play	<ul style="list-style-type: none">Role Play	Small Group Activity Large Group Activity	15 minutes	<ul style="list-style-type: none">Positive Peer InfluenceYouth as Resources
Closing	<ul style="list-style-type: none">Large Group DiscussionFinal ReflectionPreview of next class	Large Group Reflection	8 minutes	<ul style="list-style-type: none">Positive Family Communication

Adult Preparation Topics Covered:

- Positive Adolescent Development
- Healthy Life Skills
- Parent Child Communication Skills

Topics Covered:

- Alcohol
- Smoking
- Marijuana Use
- Help-Seeking

Procedures

Welcome and Group Check In

1. Welcome Participants and Question Box Q&A (2 minutes)

- Welcome participants and ask them if there are any questions before the lesson begins.
- Respond to any questions left in the question box from last session.

Introducing Lesson Concepts

2. Review Homework and Ask Auntie Video (As a group-10 minutes)

- Say, "Last class you were given a homework assignment of calling or texting a health resource hotline. Can I get a couple of volunteers to tell us what health hotline/chat line they called or texted? I'd like for us to share what the experience was like." Ask students follow up questions like:
 - What sort of advice or support did they provide?
 - Would you use it again if you or a friend had a problem?
 - Why/why not?
- Say, "These health lines provide accurate, helpful advice that are important for people who may need help. We all have people in our lives, including ourselves, that could use a little help from time to time, so we are going to learn and practice some skills for helping ourselves, others and taking care of our community. Before we do this, we are going to get some more information that will help us from *We R Native's* website. We will review the drug and alcohol advice provided by Ask Auntie on the website. Using her tips and suggestions, you are going to practice answering an "Ask Auntie" question, and then role play helping someone with a drug or alcohol problem."
- Go over any computer lab, or group rules you think are pertinent. Remind students of group agreements. Break students into groups of 2-4 students.
- Introduce *Auntie Amanda*, <https://youtu.be/qgF3VpCHMFM> to the class with this short introductory video (2:30 min).

Ask Auntie Worksheet

3. Ask Auntie Research and Report (In small groups- 10 minutes)

- Distribute and discuss the L4 Student Handout: "Ask Auntie" Drugs and Alcohol Advice.
- Remind students to add to the *We R Native Resources* list during the lesson as they find them.
- Have students get into small groups and type in the web address: www.wernative.org to watch Ask Auntie videos and begin answering their handout questions. Question 2 requires that they do a quick role play in their small groups or pairs. Let them know how much time you will give them. 10-12 minutes should be enough time. Give them a five and one-minute warning.
- Have students shut down their computers when they are done with their worksheets.

4. Large Group Sharing (5 minutes)

- Pick, or have two to three students volunteer to share their answers with the class. Write the questions they submitted to "Auntie" up on the board.

2e. Healthy Native Youth Enhancement Activities

Another resource for your toolbox...



Help Seeking Behaviors & Strategies

Help Seeking Behaviors & Strategies

This activity was adapted from different sections of the [Healing of the Conco](#).

Activity Overview: Help Seeking (45-60 minutes)

Age Groups: Middle School, High School, Young Adults

Activity Purpose:

The primary purpose of this activity is to introduce youth to "help seeking behavior" strategies to facilitate self-care and give youth tips for how to seek information, help, and resources.

Youth will:

- assess their understanding of their own "self-awareness"
- select "self-care" activities to create a "self-care plan"
- listen and identify ways to seek help for themselves or a friend

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome and Icebreaker	<ul style="list-style-type: none"> • Welcome participants • Icebreaker 	Minilecture	5 minutes
Introducing Activity Concepts	<ul style="list-style-type: none"> • Self-awareness Activity 	Minilecture Whole Group Activity	Time varies
Self-Care Strategies	<ul style="list-style-type: none"> • Creating My Self-care Plan • Use Handouts: <ul style="list-style-type: none"> • <i>Helping Myself Out...Don't Mind if I Do!</i> • <i>My Self-Care Plan</i> 	Minilecture Small Group Work Large Group Activity	15 minutes
Seeking Help	<ul style="list-style-type: none"> • Finding Help for Yourself or Others • Use Handouts: <i>Finding Help for Yourself & Asking for Help</i> letter 	Minilecture	5 minutes
Closing	<ul style="list-style-type: none"> • Reflection on learning • Cultural Teaching (if time allows) 	Large Group Reflection	5 minutes

Help Seeking Behavior & Strategies

www.healthynativeyouth.org

1



My Self-Care Plan

NAME: _____ **DATE:** _____

Instructions: Think about what self-care activities make most sense for you, your lifestyle, and your goals. Select three activities (from the list given, or create your own) and put them in your self-care activity plan. For each activity, write down where, when, when you will do them. And, what will you do to make sure these activities are a part of your life?

#1 Self-Care Activity	#2 Self-Care Activity	#3 Self-Care Activity
How:	How:	How:
Where:	Where:	Where:
When, will I do this?	When, will I do this?	When, will I do this?
How will I make sure this happens?	How will I make sure this happens?	How will I make sure this happens?

Time to Talk Myself Up!

How are talk to ourselves matters! Here are some ways to help change the way you talk to yourself!

1. **Labels** - to what you say to yourself. Notice if it's mostly negative or positive.

2. **Challenges** - what you say to yourself. Would you say this to a friend?

3. **Changes** - how you talk to yourself. Try asking yourself, "What can I do to help me do this?"

Instructions: Think about one statement (or more!) you can tell yourself when you're feeling down or could use a little encouragement. Use the list you're given or create your own. Put that statement(s) below:

You have a friend!

Helping Myself Out...Don't Mind if I Do!

Read the descriptions of "Taking Care of My Whole Self" to find out what it means to take care of every wonderful part of you.

Instructions: Chose a place and make a mark along EACH line that best fits where you are at today.

Taking Care of My Whole Self

Mental
As we know more about our thoughts, they become less negative, making way for more positivity. By not constantly dwelling upon sad or painful memories, we can create room for more positive memories.

Physical
Taking care of what we eat, how we sleep, and exercise can give us more energy and motivation.

Spiritual
The better connected we are to the world and our creator, the better we can connect to the feeling of being a part of something bigger than ourselves.

Social
The better connected we are to the world and our creator, the better we can connect to the feeling of being a part of something bigger than ourselves.

Modified from <https://www.ganthertherapy.com/blog/reversing-cycle-depression/>

My Mental Self

1 I have NO control of this I've TOTALLY got that

My Physical Self

2 I have NO control of this I've TOTALLY got that

My Spiritual Self

3 I have NO control of this I've TOTALLY got that

My Social Self

4 I have NO control of this I've TOTALLY got that

2f. iknowmine

A health resource for Native youth and caring adults

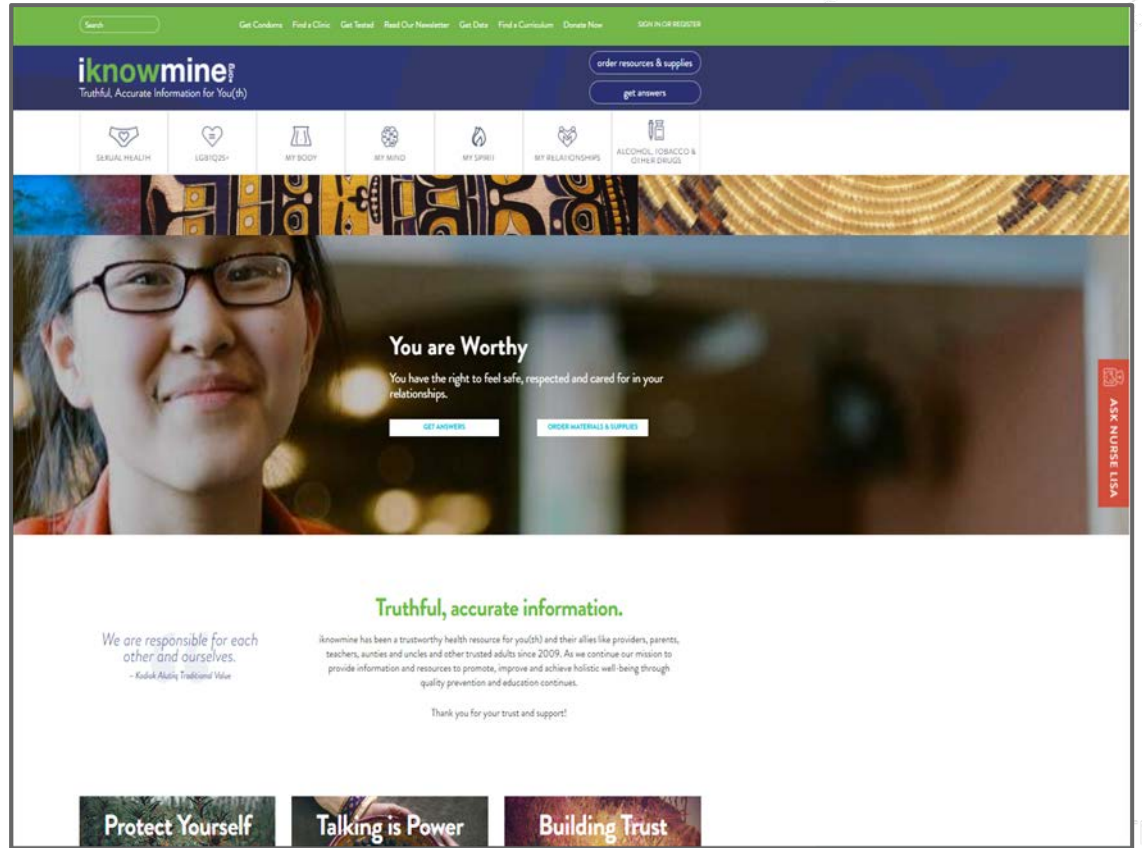


ALASKA NATIVE
TRIBAL HEALTH
CONSORTIUM



iknowmine

- Health resource for youth and their caring adults, focusing in sexual health and wellness.
- Substance Use Educational Resources
 - Substance use lesson plan
 - Substance postcards
 - Text messaging campaign



Substance Use Lesson Plan

Alcohol, Tobacco & Other Drugs

Objectives

- › Educate youth about substance use
- › How to get help for themselves
- › How to help others

Topics

- › Substance use
- › Substance misuse
- › Stigma
- › Harmful use
- › Tolerance
- › And more!

Content

- › PowerPoint presentation
- › Guide
- › iknowmine.org scavenger hunt
- › Worksheet
- › Glossary
- › Bingo activity (optional)
- › Additional handouts:
 - › Language matters, 5 Facts about Substance Use Disorder (SUD), Questions to Ask Your Doctor Before Taking Opioids
 - › Substance postcards (12) are available on iknowmine.org



Alcohol, Tobacco & Other Drugs

A Lesson Plan from IKM

Outline	Activity	Method of Instruction	Time
Welcome & Opening	<ul style="list-style-type: none">• Welcome participants• Grounding activity	Mini-lecture with activity	5 minutes
Lesson Presentation	<ul style="list-style-type: none">• Bingo activity (optional)• Substance Use Overview	Group Presentation to group	20 - 40 minutes
Activity: IKM scavenger hunt	<ul style="list-style-type: none">• Worksheet: IKM scavenger hunt• Report out	Individual, Group or Pairs (refer to "How to prepare" section)	20 minutes
Discussion & Debrief	<ul style="list-style-type: none">• Large group discussion	Large Group Reflection	5 minutes

Substance Use Postcards

Available at
iknowmine.org/shop

Double-sided, set of
12 postcards

Substance Use Disorders <small>Substance use: when someone consumes alcohol or drugs. Substance use does not always lead to harmful or problematic use. Many people can drink alcohol or use certain drugs without being addicted (e.g., prescription medication that is used under medical supervision and with prescribed dosages); however, substance use always comes with the risk that it might lead to addiction.</small>	Marijuana Weed Pot Mary Jane Hash Edibles Dabbing
Alcohol Booze Juice Sauce Liquor Spirit	Methamphetamine (Meth) Crystal Speed Crank Chalk Tina Ice What is Meth?
Cocaine Crack Coke Blow Snow Flake Bump Rock Candy Charlie Toot	Neonatal Opioid Withdrawal Syndrome (NOWS) What is NOWS?
Hallucinogens Rohypnol Ketamine GHB	Prescription Opioids (Pain Medication) Oxy Vikes Percs Pain Killers
Heroin Smack Junk Black Tar Brown Sugar	Spice K2 Fake Weed Moon Rocks Skunk Black Mamba Bliss Genie Yucatan Fire Bombay B
Inhalants Bald (nitrites) Laughing gas (nitrous oxide) Poppers (amyl nitrite and butyl nitrite) Rust	Tobacco Cigarettes E-cigarettes Dip or Chewing tobacco Iqimik Blackbull <small>Tobacco is a leafy plant grown around the world that is made into products to be smoked, va snuffed, chewed, or dissolved. Iqimik or "Blackbull" is a homemade form of smokeless tobacco.</small>

Text Healthy Choices to 97779



97779

Healthy choices

Knowing facts about substances like alcohol, tobacco, and other drugs will prepare you as you enter adulthood.

Don't worry, you don't need to know all the facts, but having some understanding of substances can help you make healthy choices in your life.

To get started, REPLY with your FIRST NAME.

Reply STOP to quit, HELP for info.
Msg&DataRatesMayApply

97779

Ok - is marijuana a stimulant (1) or depressant (2)?

Oh - actually it's a depressant.

Last but not least - caffeine. Is that a stimulant (1) or a depressant (2)?

That's the tea

97779

"Gather Knowledge and Wisdom."
- Saint Lawrence Island Yupik traditional value

How a drug or substance affects our brain depends on the type and our age.

Did you know that our brains keep developing until we're about 25 years old?

REPLY 'yes' or 'no.'

No

Using substances while the brain is still developing can cause serious, lifelong effects, while altering our judgement and decision-making skills.

97779

Phew! 😊 That was a lot of information!

We've got just a couple weeks left. If you have any questions about substance use or your health, you can send a message to Ask Nurse Lisa via the link here: knowmine.org/ask-nurse-lisa/

If you need help you can also reach out to the Alaska Careline (24/7) [1-877-266-4357](tel:1-877-266-4357) or text '4help' to [839863](tel:839863) (available Tues-Sat, from 3PM - 11PM AK Time)

"Help other people."
-Cup'ik traditional value

2g. Virtual Adaptation Guide

Another resource for your toolbox...



Virtual Adaptation Guide Sections

Preparation & Platform Selection

- Community Needs Assessment
- Organizational Assessment
- Logistics Planning
- Platform Selection

Planning

- Building Partnerships
- Creating Safety & Responding to Youth Needs
- Curriculum/ Program Adaptation

Implementation

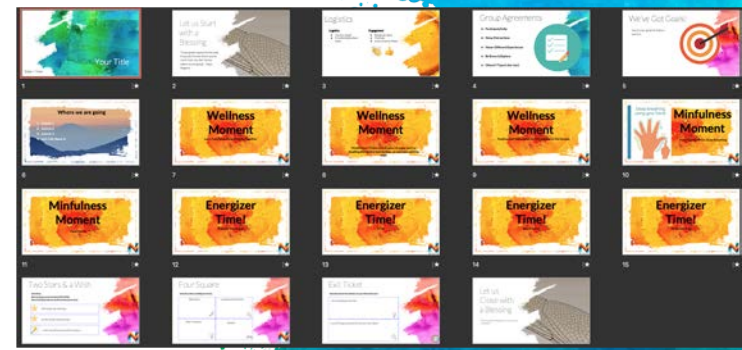
- Setting Platform Expectations & Group Agreements
- Building Group Cohesion
- Gathering Feedback

Monitoring, Quality Improvement, & Sustainability

- Fidelity Monitoring
- Quality Monitoring & Improvement
- Sustainability Reflection



Virtual Adaptation Guide Workbook Resources



Community Needs
Assessment Planning
& Implementation
Tools

Stakeholder/
Partnership
Brainstorming Tool

Adaptation Log &
Detailed Run of
Show Template

Wellness Moments
Slides

Implementation
Timeline

Platform Selection

Online Response
Plan & Resources
Template

AND SO MUCH
MORE!

Join us February 17th!



Community of Practice

*Special Session: Healthy Native Youth Portal & New Virtual Adaptation Guide

February 17th

10:00-11:00 AM PST

How to Join

AT THE TIME OF MEETING,
CLICK THIS LINK

PASSWORD: 020558

JOIN BY PHONE ONLY:
+1 848 518 8658 05
MEETING ID: 929 2852
5767

TEXT: HEALTHY TO 97729

We talk a lot about what's on the Healthy Native Youth website in our CoP calls, but we haven't actually taken the time to show folks *how* and *where* to access all the wonderful resources. We'd also like to share more about the NEW Virtual Adaptation Guide + Workbook that includes FREE tips, tools, and templates!

Join the 2/17 call to take a walk through Healthy Native Youth resources:

- *New Virtual Adaptation Guide
- Curricula & Lessons
- Comparison Chart Functions
- Enhancement Activities
- Curriculum Submission Form
- Resources & Support
- Text Message Interventions
- Two Spirit & LGBTQ Resources
- Social Marketing Campaigns
- And, so much more!

We welcome you to join in Healthy Native Youth's Community of Practice monthly virtual gatherings that include new resources and opportunities to engage with topical experts and others!

...for a special to walk through all the wonderful Healthy Native Youth resources, including a walk through of the NEW Virtual Adaptation Guide + Workbook!



4. Let's Talk About it!

Logistics

Share Your Video
Use the Chatfeed

Engagement

- Use the Chatfeed
- ASL
- Zoom Reactions

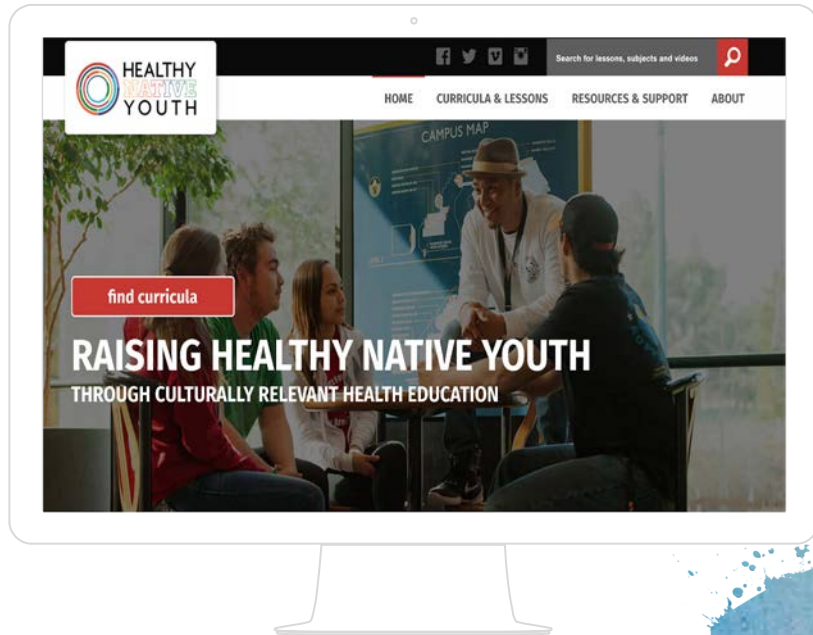


Practice in Action

Taking it back home!



Find Curricula on *Healthy Native Youth*



- ★ Filter & Compare Tool
- ★ All Materials Needed to Implement
- ★ Enhancement Activities
- ★ Resources & Support
- ★ Upload & Submit Your Own Curricula

We've got Your Back with Resources!

Resources



National Suicide Prevention Lifeline:
Call: 1-800-273-TALK
Text: START to 741741



StrongHearts Native Helpline
Call (7am-10pm CST): 1-844-7NATIVE
Chat: strongheartshelpline.org



First Nations & Inuit Hope for Wellness
Hotline
Call: 1-855-242-3310



RAINN - National Sexual Assault Hotline
Call (24/7): 1-800-656-HOPE



Love is Respect - National Domestic
Violence Hotline
Call (24/7): 1-866-331-9474
Text: "loveis" to 22522



We R Native
Ask Auntie & Ask Uncle

Local Resources

We all need help at one point
in time. Every single one of us!

Share - any concerns you have
Talk - with someone you can
trust

Report - if you're worried about
someone

Check out what's available in
your community by checking
with your:

- Tribal Clinic
- School Counselor
- Mental Health Clinic

Text...

For youth:



"NATIVE" to 97779 for
health & wellness tips



"CARING" to 65664 to
be reminded of just how
awesome you are!

For adults:



"EMPOWER" to 97779 for
tips on talking to your
youth about sexual health



Find Help Near You



SAMSHA - Zip code locator for a
treatment center closest to you



Mental Health America - Zip code
locator for a clinic closest to you



WWW.HEALTHYNATIVEYOUTH.ORG

Resources Handout

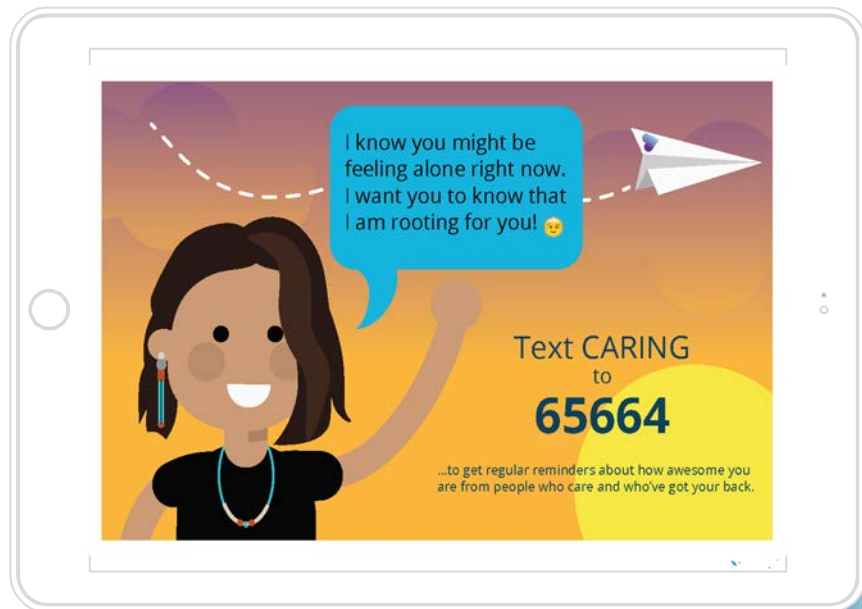
Find in the:

- ★ Resources & Support tab
- ★ Recorded Sessions



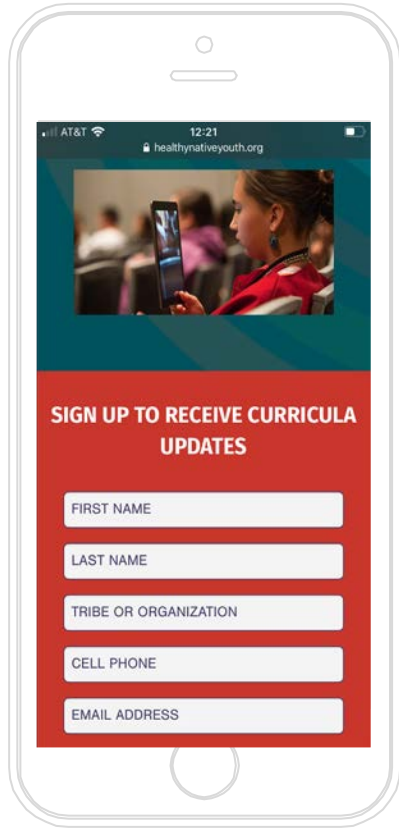
For Adults: Text “Empower” to 97779

- ★ Tips & Resources for Talking to Youth About Sexual Health
- ★ Need some help getting the convo started?



For Youth: Text “Caring” to 65664

To get regular reminders about how awesome you are from people who care and who've got your back!



Sign up for the *Healthy Native* *Youth* Newsletter!

Stay up to Date with the Latest...



Community of Practice 2021 Schedule

**Second
Wednesday of
Every Month**

10:00-11:00 AM PST

How to Join

AT THE TIME OF MEETING,
CLICK THIS

PASSWORD: 020558

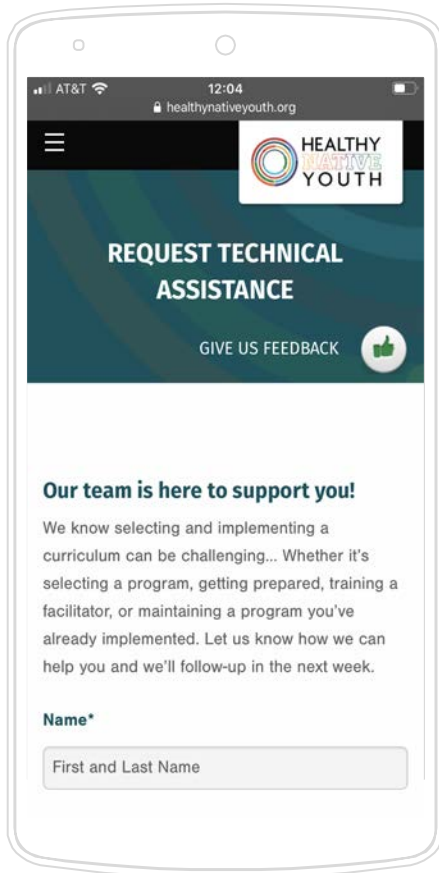
JOIN BY PHONE ONLY:
+1 646 558 8656 US
MEETING ID: 929 2852
5767

TEXT: HEALTHY TO 97779

- | | |
|---------------|---|
| January 13th | Substance Misuse & Help-Seeking Skills |
| February 10th | Connecting our Past with our Present
Re-traumatization |
| February 17th | *Special Session: Healthy Native Youth Portal +
New Virtual Adaptation Guide |
| March 10th | Culture as Prevention |
| April 14th | Supporting Youth Identity: We R Native! |
| May 12th | Circles of Support: Create a Q&A Service like
"Ask Auntie/ Ask Uncle" |
| June 9th | 2SLGBTQ: Level up the Inclusion |
| July 14th | Text Messaging Campaigns |

We welcome you to join in Healthy Native Youth's Community of Practice monthly virtual gatherings that include new resources and opportunities to engage with topical experts and others!

Leave Your Email in Chatbox

A smartphone mockup displaying the Healthy Native Youth website. The status bar at the top shows 'AT&T', signal strength, Wi-Fi, the time '12:04', and the battery level. The browser address bar shows 'healthynativeyouth.org'. The website header features a hamburger menu icon on the left and the 'HEALTHY NATIVE YOUTH' logo on the right. The main content area has a dark green background with the text 'REQUEST TECHNICAL ASSISTANCE' in white. Below this is a 'GIVE US FEEDBACK' button with a thumbs-up icon. The lower section has a white background with the heading 'Our team is here to support you!' followed by a paragraph: 'We know selecting and implementing a curriculum can be challenging... Whether it's selecting a program, getting prepared, training a facilitator, or maintaining a program you've already implemented. Let us know how we can help you and we'll follow-up in the next week.' Below the text is a 'Name*' label and a text input field with the placeholder 'First and Last Name'.

AT&T 12:04 healthynativeyouth.org

HEALTHY NATIVE YOUTH

REQUEST TECHNICAL ASSISTANCE

GIVE US FEEDBACK

Our team is here to support you!

We know selecting and implementing a curriculum can be challenging... Whether it's selecting a program, getting prepared, training a facilitator, or maintaining a program you've already implemented. Let us know how we can help you and we'll follow-up in the next week.

Name*

First and Last Name

We LOVE helping...

- ★ Training & TA Evaluation Form
- ★ Request TA

One Star & a Wish



Instructions:

Share one thing you learned today (ONE STAR).

Share one thing you wish you would have learned more about.



List a tool or intervention you can take back home...



I wish I would have learned more about...



Thank you!

You can find us at:

Amanda Gaston

agaston-

contractor@npaihb.org

Michelle Singer

msinger@npaihb.org



Funding Credit

This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.



Let us Close with a Blessing

“Umyugaqaluki elicauteten
inerquutet-llu”

“Remember what you are taught and told.”

-Alaska Native Cup'ik value

Tarvarnauramken: Blessings In A Time Of Crisis

YouTube Link: <https://www.youtube.com/watch?v=CjpwBAC3is>

