

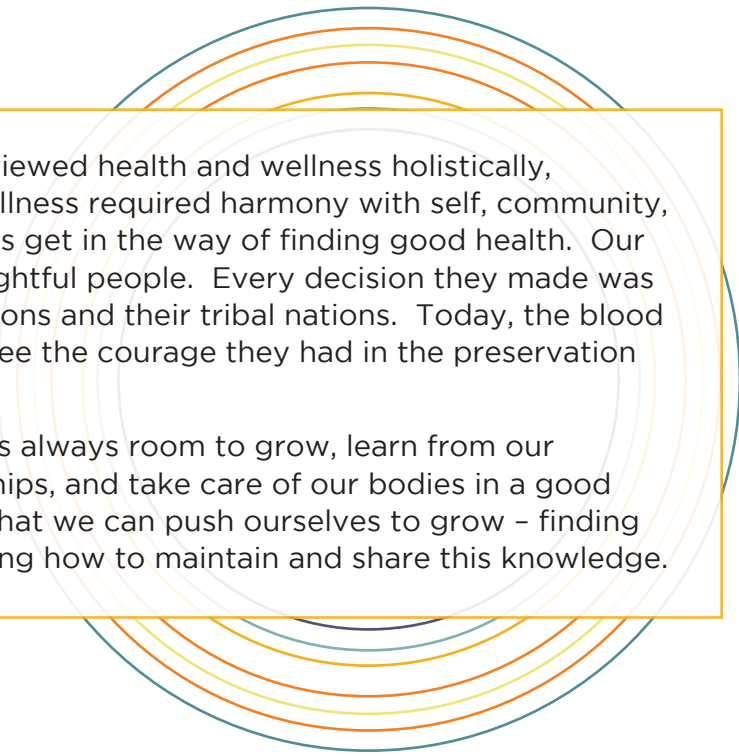


BRAVE

Life has its struggles

But when we come together as a community

Life is good.



Traditionally, many Indigenous communities viewed health and wellness holistically, involving mind, body, and spirit. Individual wellness required harmony with self, community, and the natural environment. Sometimes things get in the way of finding good health. Our ancestors were strong, courageous, and thoughtful people. Every decision they made was based on how it would impact future generations and their tribal nations. Today, the blood of our ancestors runs through our veins. We see the courage they had in the preservation of language, art, and traditional ways.

A wonderful thing about health, is that there is always room to grow, learn from our decisions, build stronger supportive relationships, and take care of our bodies in a good and healthy way. BRAVE is one of the ways that we can push ourselves to grow - finding balance in mind, body and spirit - while learning how to maintain and share this knowledge.

What is **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

Why use **BRAVE?**

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.

How was **BRAVE** developed?

The intervention was designed to amplify and reinforce healthy social norms and cultural values, teach suicide warning signs, prepare youth to initiate difficult conversations with peers and trusted adults, encourage youth to access mental health resources (i.e. tribal clinics, chat lines), destigmatize mental health services, and connect youth to trusted adults.

What's included in this guide?

- User's Guide
- [BRAVE Video YouTube Playlist](#)
- Text BRAVE to 97779
- Classroom Handouts

Evaluation Findings

In 2016, the Northwest Portland Area Indian Health Board's (NPAIHB) We R Native project conducted a national Youth Health Tech survey. After surveying 675 AI/AN teens and young adults, results showed 88% had regular access to a smartphone and over 62% reported getting health information from the internet or social networking sites on a weekly or monthly basis. Knowing this, the BRAVE intervention was designed using common communication strategies, like text messaging and videos on YouTube.

To evaluate the program, the NPAIHB conducted a year-long study that involved 1,000 AI/AN teens and young adults ages 15-24 nationwide. Participants were randomized to receive either 8 weeks of BRAVE text messages, designed to improve mental health, help-seeking skills, and promote cultural pride and resilience, or 8 weeks of STEM text messages, designed to elevate and re-affirm Native voices in science, technology, engineering, math, and medicine. Afterwards, the two groups switched, and participants received the other set of messages.

On behalf of the NPAIHB and our project partners, we hope that you enjoy implementing this program with your youth. If you have any questions about the intervention or would like additional health promotion resources, please feel free to contact us.

Acknowledgements

The intervention was designed, in part, with funding from SAMHSA (grants SM061780 and SM082106). The views, opinions and content of the campaign does not necessarily reflect the views, opinions, or policies of CMHS, SAMHSA, or HHS, and should not be construed as such.

The efficacy study was supported by the [Technology & Adolescent Mental Wellness](#) (TAM) program, run by the [Social Media and Adolescent Health Research Team](#), housed within the Department of Pediatrics at the University of Wisconsin-Madison.

We are grateful to the BRAVE study participants, the communities that support prevention and outreach, and the team at Sky Bear Media - for their commitment to wellness and building help-seeking skills in Native teens and young adults.

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)**

Ideas to Consider as you Plan Your Intervention

- Consider offering food, raffle prizes, or other incentives to encourage participation
- Send a letter home to parents ahead of time, letting them know about BRAVE and the topics it covers
- Invite guest speakers to be a part of the conversation discussing domestic violence, substance misuse, social media, healthy relationships, native pride, and/or help seeking skills
- Consider showing the video to a group of parents and young adults together to support parent-child conversations about help-seeking strategies

Tips for Facilitators

BRAVE discusses sensitive topics and behaviors. This might bring up concerning thoughts, emotions, or feelings with those in the audience. It is important to acknowledge their feelings and get additional support, if needed. Identify a local counselor or mental health person that can serve as a referral or point-of-contact if the need arises.

Additionally, you can provide participants with local or national hotline and chatlines:

- National Suicide Prevention Lifeline at 1-800-273-TALK (8255)
Text “START” to 741741
- National Domestic Violence Hotline at 1-800-799-SAFE (7233)
- Stronghearts Native Domestic Violence Helpline 1-844-7NATIVE
<https://www.strongheartshelpline.org>
- Love is Respect - National Teen Domestic Violence Hotline 1-866-331-9474
Love is Respect: Text “LOVEIS” to 22522
<https://www.loveisrespect.org>

Additional Resources:

Click the hyperlink below for access to a useful, easy-to-print handouts that can be given to participants to use when reaching out for help.

<https://www.healthynativeyouth.org/wp-content/uploads/2020/05/Resources-Talking-is-Power.pdf>

Introduction to the BRAVE Videos:

BRAVE is a 10-minute video that demonstrates help-seeking skills, cultural pride, and resilience, to address situations involving domestic violence, substance misuse, and suicidality.

MEET THE ACTORS:



ALEX

played by Dyami Thomas

Alex is a 23-year-old young man born and raised on the Rez. His mom works for the Indian Health Service (IHS) and his dad is barely around. He was a star basketball player in high school, was offered several college scholarships, but decided to stay home. He started drinking in high school to celebrate the team's wins and cope with their losses. Alex learned to drink from his father. When his dad has too much, his mom tries to stop him. This usually ends up in a fight – sometimes violent. When Alex faces challenges along the way, he gets support from a Counselor.



CHRIS

played by Tashoni Morales

Chris is a 22-year-old young woman raised by her Grandmother in a border town. Her Grandmother lives a simple life. She goes to church, follows the rules, works hard, and was raised to be proud of who she is – a strong Native woman. Chris is driven to become a doctor, to give back and help her people. When she faces challenges along the way, she gets support from her Aunties.



BENNY

played by Keenan Carolin

Benny is a 23-year-old young man pushed to be successful by his father who is an active member on the Tribal Economic Development Council. He has not been able to live up to his dad's expectations. For Benny's birthday, his grandparents bought him a phone. He started making videos on the Rez and quickly gained a large following on social media. He's friends with Alex and Chris and is concerned about Alex's downward spiral. When he's worried about his friends, he gets support from the National Suicide Prevention Lifeline.

OPTION

1

Self-Reflection
Activity + Video and
Youth Text Message
Series Sign-up

(total classroom time = 10-30 min)

OVERVIEW

- The intervention will take approximately 10 – 30 minutes
- Youth will receive video and text messages for 8 weeks
- Ideal for individuals or groups with limited time

IN PREPARATION, YOU WILL NEED

- One or more youth (15-24 years old)
- Pencil or Pen
- Option 1 Handout

IN PREPARATION, PARTICIPATING YOUTH WILL NEED

- Access to a cell phone with text messaging capabilities

IMPLEMENTATION

Start by welcoming youth into the room.

You can say, *“Hello everyone! Today we are going to introduce you to a text message series you will be able to sign up for and receive positive, helpful information designed to improve healthy relationships, mental health and wellness skills, and promote cultural pride and resilience. You will receive 3-6 text messages a week for 8 weeks along with a video series. Before we get you signed up, I would like to walk you through an activity.”*

Print and pass out worksheet found on page 9.

STEP ONE

Read the worksheet instructions:

“Having a sense of purpose, self-awareness, and goals in your life will help you to build your resilience, which is something that can help us to bounce back quicker during tough times. Write down:

- *Three goals you have for the future*
- *Three things you do well*
- *Three things you want to improve in the next five years, and*
- *Three people that will help you get there.*
- *Share with a trusted friend or adult and post them in your room for encouragement.”*

OPTION

1

STEP TWO

After completing the handout, have youth volunteer sharing their reflections section-by-section with the class. This can be done using a talking circle format or having youth volunteer their responses.

STEP THREE

Assist youth in getting signed up for text messages.

You can say, *“Thank you so much for sharing. I am so proud of the goals you have for yourselves, and I want to encourage you to keep pushing forward even when things get tough. Now we will take the next few minutes to get you signed up for the video and text messaging series. Everyone, please get your phones out and open your text messaging app. In the “to” field enter 97779. In the text field write BRAVE. Then go ahead and send the text message. After that, follow the prompts.”*

Assist youth that need help.

CLOSING

Afterwards, thank youth for coming and for signing up for the video and text message series. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

BRAVE Handout OPTION



Having a sense of purpose, self-awareness, and goals in life help build your resilience, which is something that can help us to bounce back quicker during tough times.

Write down:

3 goals you have for the future

3 things you do well

3 things you want to improve in the next 5 years

3 people that will help you get there.

Share with a trusted friend or adult and post them in your room for encouragement.

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
National Domestic Violence Hotline: 1-800-799-SAFE (7233)

“

I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.”

- Lone Man (Isna-la-wica),
Teton Sioux

TEXT: BRAVE to 97779

In crisis? Text NATIVE to 741741.

OPTION

2

Show full-length video + Group activity

(total classroom time = 45 min - 1 hour)

OVERVIEW

- The entire intervention will take approximately 1 hour
- Ideal for groups requiring a single-session intervention

IN PREPARATION, YOU WILL NEED

- Four or more youth (15-24 years old)
- Internet access to YouTube
- Smart TV or projector to play the BRAVE video
([link: https://www.youtube.com/playlist?list=PLvLfi7yZ2zQHLab-9rhDqKwt5pn5bPKzu](https://www.youtube.com/playlist?list=PLvLfi7yZ2zQHLab-9rhDqKwt5pn5bPKzu))
- Board or Flip Chart with markers
 - Virtual Adaptation: Enable Zoom whiteboard feature under profile settings
- Option 2 Handout

IMPLEMENTATION

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

You can say *“Once everyone finds their seat, I will start a 10-minute video that will include alcohol misuse, domestic violence, and inappropriate use of social media. While this is playing, please respect those around you. After the video is done, we will have a chance to share and discuss our comments. [If necessary, give reminders of established group agreements or group rules.] For our group discussion, it’s important that each of us agrees to keep whatever is said in the group within the group. Are there any things that we can do to make sure this happens?”*

Any questions? Thank you.

Now let’s get started.”

OPTION 2

STEP ONE

Show the BRAVE video.

(10:09 minutes)

STEP TWO

Identify Healthy and Unhealthy Relationships:

(5 minutes)

Discuss the characteristics of a healthy relationship. This includes all relationships, not just a romantic one. Have them shout it out while you or a volunteer write it down on the board/flip chart at the front of the room (Virtual Adaptation: use the Zoom whiteboard feature for sharing).

Some example characteristics of a healthy relationship include: mutual respect, trust, honesty, compromise, individuality, good communication, anger control, problem solving, fighting fair, understanding, self-confidence, etc.

Now, discuss the characteristics of an unhealthy relationship. Have them shout it out while you write it down on the board/flip chart at the front of the classroom (Virtual Adaptation: use the Zoom whiteboard feature for sharing).

Some example characteristics of an unhealthy relationship include: control, jealousy, dependence, dishonesty, disrespect, hostility, intimidation, physical violence, sexual violence, etc.

You can say, *“Thank you for those great examples. My hope for you is that you never find yourself in an unhealthy relationship. Next, we are going to talk about our support system in case you do find yourself in an unhealthy situation. And after that, I want to talk with you about how you can be a good friend and be more than a bystander.”*

STEP THREE

Identify Your Support Network:

(10 minutes)

You can say, *“Who is building you up? We can’t give of ourselves to others if we are working on empty. Often, we are unaware of the range of support we have available to us. So, for the next 10 minutes, I’d like us to talk about who we can reach out to in good times and in times where we may need help.*

In watching the BRAVE video, we saw that it took time for Chris to leave Alex, but it was the best thing she could have done for herself. She found support from her friends and her family.

Think about a friend or family member(s) who you appreciate and can call on for support, if and when you need to. Can I have a volunteer to share who you can turn to when things get tough?”

OPTION 2

STEP FOUR

How Can You Support Others? **(10 minutes)**

You can say, *“Now that we have identified people you can call on for support, how can you support those around you? Is there someone that might need your help right now? What might that look like?”*

Give time for youth to think about someone and share with the group.

Next you can say, *“It’s important that we have safe spaces for lots of different reasons, like preventing violence. If you’re ever in a situation where you need to intervene; First: Talk to your friend. Next: Get help from a trusted adult.*

We can create these safe spaces for ourselves and others. Make it accepted, make it expected.

You can learn more by looking at the We R Native site listed on your handout.”

CLOSING

(5 minutes)

Afterwards, thank youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

BRAVE Handout

OPTION

2

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

National Domestic Violence
Hotline: 1-800-799-SAFE (7233)

Be More Than a Bystander
([www.wernative.org/articles/
be-more-than-a-bystander](http://www.wernative.org/articles/be-more-than-a-bystander))

TEXT: BRAVE to 97779

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:

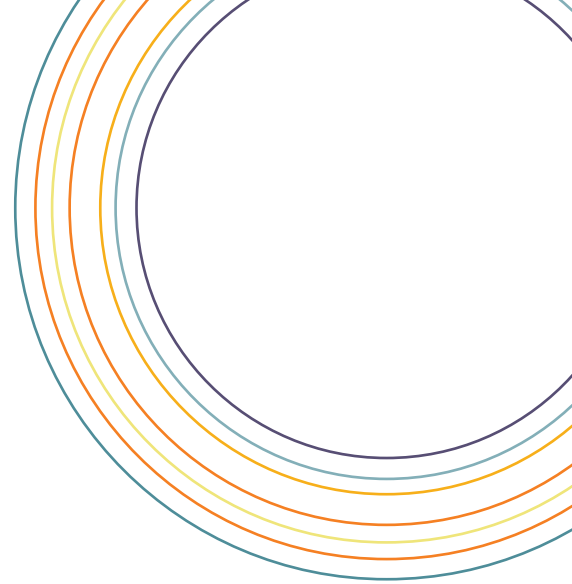
- **Notice the Event.** Before you can do anything to help in a bullying situation, first you have to notice it.
- **Identify the Situation as One Needing Intervention.** To be prepared to intervene and help people out, you need to know the signs of a bullying situation.
- **Take Responsibility.** So, 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.

In crisis? Text NATIVE to 741741.

OPTION

3



OVERVIEW

- The entire intervention will include seven 35-minute sessions
- Ideal for small or large groups that are committed to meeting multiple times

Show seven-episode segments of the BRAVE video, each followed by a group activity

(total time = Seven 35-minute sessions/ ~4 hours)

IN PREPARATION, FOR OPTION 3, YOU WILL NEED

- Four or more youth (15-24 years old)
- Internet access to YouTube
- Smart TV or projector to play BRAVE video
([link: https://www.youtube.com/playlist?list=PLvLf7yZ2zQHLab-9rhDqKwt5pn5bPKzu](https://www.youtube.com/playlist?list=PLvLf7yZ2zQHLab-9rhDqKwt5pn5bPKzu))
- Board or Flip Chart with markers
 - Virtual Adaptation: Enable Zoom whiteboard feature under profile settings
- Option 3 Handouts

IMPLEMENTATION

LESSON ONE

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the first short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 1 - <https://youtu.be/dOcthWY9CLI> (2:32 minutes)

Themes:

- Substance Misuse
- Domestic Violence

You can say *“What are your initial thoughts with this video? Do any of you identify with a character in the clip? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers. (Virtual Adaptation: use the Zoom whiteboard feature for sharing.)

STEP TWO

(10 minutes)

You can say, *“Thank you for being BRAVE and for sharing your thoughts and experiences with this video. Today I want to focus on Domestic Violence and talk about relationships.”*

You can say, “First, I want you to take the next 5 minutes and complete the handout. Then, we will take time to share with the class.”

After 5 minutes, you can say, “Let’s take some time to identify healthy and unhealthy relationships.”

Discuss the characteristics of a healthy relationship. This includes all relationships, not just a romantic one. Have them shout it out while you or a volunteer write it down on the board/flip chart at the front of the room. (Virtual Adaptation: use the Zoom whiteboard feature for sharing.)

Some example characteristics of a healthy relationship include: mutual respect, trust, honesty, compromise, individuality, good communication, anger control, problem solving, fighting fair, understanding, self-confidence, etc.



OPTION 3

Now, discuss the characteristics of an unhealthy relationship. Have them shout it out while you write it down on the board/flip chart at the front of the room. (Virtual Adaptation: use the Zoom whiteboard feature for sharing.)

Some example characteristics of an unhealthy relationship include: control, jealousy, dependence, dishonesty, disrespect, hostility, intimidation, physical violence, sexual violence, etc.

You can say, *“Thank you for those great examples. My hope for you is that you never find yourself in an unhealthy relationship. Next, we are going to talk about our support system in case you do find yourself in an unhealthy situation.”*

STEP THREE

(10 minutes)

You can say, *“Who is building you up? We can't give of ourselves to others if we are working on empty. Often, we are unaware of the range of support we have available to us. So, for the next 10 minutes, I'd like us to talk about who we can reach out to in good times and in times where we may need help.*

In watching the BRAVE video, we saw that it took time for Chris to leave Alex, but it was the best thing she could have done for herself. She found support from her friends and her family.

Think about a friend or family member(s) who you appreciate and can call on for support, if and when you need to. Can I have a volunteer to share who you can turn to when things get tough?”

CLOSING

(5 minutes)

Afterwards, thank youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

BRAVE Handout OPTION

3

LESSON ONE

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

National Domestic Violence
Hotline: 1-800-799-SAFE (7233)

TEXT: BRAVE to 97779

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!

Some things you could tell them:

- Thank you for your unconditional love and useful advice!
- I am forever grateful to how you have supported me and helped me!
- You've inspired me to do better for myself and my community!
- You've always had my back, thank you!
- Thank you for accepting me as I am and not trying to change me.
- Thank you for your generosity!
- You've always believed in me, thank you!

If you don't have supportive people in your life, seek them out. There are people out there who care about you and believe in your potential. See if your high school or college has a mentoring program. Some of these programs may be linked with career planning and the college application process. Youth groups, team sports, and community sponsored programs like Boys & Girls Clubs could be potential sources of support too.

In crisis? Text NATIVE to 741741.

LESSON TWO

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the second short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 2 - https://youtu.be/9aRxIQd_62E (2:19 minutes)

Themes:

- Raised by a Grandparent
- Native Pride

You can say *“What are your initial thoughts with this video? Do any of you identify with a character in the clip? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

(25 minutes)

You can say, *“Thank you for sharing your thoughts and experiences with this video. Today I want to focus on Native Pride. Let’s take some time to talk about our cultural values.”*

Pass out Handout with Medicine Wheel.

You can say, *“The Medicine Wheel, sometimes known as the Sacred Hoop, has been used by generations of various, but not all, Native American tribes for health and healing. It symbolizes four parts of health and the cycles of life and seasons. All four parts of health (physical, mental, spiritual, and emotional) are related to one another. When you are not doing well in one area, your whole self feels it. I would like for us to take some time looking at our own lives and how our Native culture has helped us and can continue to help us. If you haven’t had the opportunity to use your Native culture yet, that’s ok! My hope is that we can work together today to see how our ways can strengthen us and prepare us for whatever life might throw our way.”*

Using a white board or flip chart at the front of the room, draw your own Medicine Wheel (Virtual Adaptation: use the Zoom whiteboard feature for sharing). Start with the “physical” quadrant and move clockwise around the circle. Have the youth raise their hands or shout out what physical support looks like to them (ex: exercising – like traditional dancing, running, basketball). Have them draw upon their cultural strengths like family, community gatherings, traditional practices like the smudging or powwows.

CLOSING

(5 minutes)

Thank youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence.

BRAVE Handout
OPTION

3

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

National Domestic Violence
Hotline: 1-800-799-SAFE (7233)

LESSON TWO

TEXT: BRAVE to 97779

MEDICINE WHEEL

Physical

(ex. Exercising)

Mental

(ex. Journaling)

Emotional

(ex. Talking)

Spiritual

(ex. Praying)

In crisis? Text NATIVE to 741741.

LESSON THREE

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the third short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 3 - <https://youtu.be/k3YycAzDYkc> (1:40 minutes)

Themes:

- Pushed to Succeed
- Misuse of Social Media

You can say *“What are your initial thoughts with this video? Do any of you identify with a character in the clip? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

(15 minutes)

You can say, *“Benny found himself in a pretty bad spot. He was doing something he loved, making videos for social media, but he ended up recording a really painful experience. During the first session, we talked about who we can go to when things get bad. Since then, have you been able to rely on the people you identified as someone you can call upon when things get tough?”*

“I want to turn our attention this week to how we can be there to support someone else.”

Pass out Option 3 Lesson 3 Handout. Give time for youth to think about someone they can help and to write it down.

Next you can say, *“It’s important that we have safe spaces for lots of different reasons, like preventing violence. If you’re ever in a situation where you need to intervene; First: Talk to your friend. Next: Get help from a trusted adult. We can create these safe spaces for ourselves and others. Make it accepted, make it expected.”*

Let’s read together now about how we can Be More Than a Bystander.”

CLOSING

(5 minutes)

Afterwards, thank youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

BRAVE Handout OPTION

3

LESSON THREE

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

National Domestic Violence
Hotline: 1-800-799-SAFE (7233)

TEXT: BRAVE to 97779

Who is someone you can support right now?

What does that support look like?

Be More Than a Bystander (www.wernative.org/articles/be-more-than-a-bystander)

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.

In crisis? Text NATIVE to 741741.

LESSON FOUR

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the fourth short clip from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 4 - <https://youtu.be/SfaJBE7ttdk> (1:49 minutes)

Themes:

- Substance Misuse

You can say *“What are your initial thoughts with this video? Tell us a little about that.”* Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

(25 minutes)

You can say, *“Thank you for sharing. This video is a hard one to watch, isn't it? Alex was in a bad place and made some really bad decisions because of it. What are some things that Alex could have done before it got this bad?”*

Allow participants to think this through. Record their answers at the front of the room. Thank them for responding.

You can say, *“In some situations, despite our best efforts, we still can't fix the problems we find ourselves in. If you've tried a number of problem-solving strategies and none of them have worked, it might be time to focus on developing skills to help you cope with your problem. Coping strategies can help you learn to accept situations that are beyond your control and find ways to help you feel better even if the problem still exists.”*

Pass out the handout.

You can say, *“Let's look at some actions we can take to help us cope better when times get tough. These ideas came from the We R Native website.”*

Walk them through each section in the handout, leaving time for sharing with the group.

CLOSING

(5 minutes)

Afterwards, thank youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-8255 or the National Domestic Violence Hotline at 1-800-799-SAFE.

BRAVE Handout OPTION

3

LESSON FOUR

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

National Domestic Violence
Hotline: 1-800-799-SAFE (7233)

TEXT: BRAVE to 97779

<https://www.wernative.org/articles/developing-coping-strategies>

Challenge negative self-talk that can make you feel bad.

Write out 3 positive statements that are true about yourself. Read these every day to encourage yourself in a positive direction.

1. _____
2. _____
3. _____

Talk to people who can support you. Who can you go to for help?

Relax. What are healthy ways you like to relax?

Distract yourself, try hanging out with friends, watching a movie or going for a run. What are some other healthy activities you enjoy? Write them down.

Get involved and enjoy some activities that you like. What are some healthy ways you can be involved in your community? Join a club. Create a new club. Volunteer. Write a letter to your Tribal Council or local elected official asking for help or complimenting them on a job well done!

Practice acceptance. When you're faced with a difficult situation, an important question to ask is "What's the best thing I can do to resolve this problem?"

If there's anything you can do, it's important to work through the options one step at a time. But sometimes you might find yourself in a situation that you can't change, no matter how much you would like things to be different.

What has happened has happened, and we can't change the past. Accept the way things are without insisting that they should be different and try to get on with your life in a positive way.

In crisis? Text NATIVE to 741741.

LESSON FIVE

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the fifth short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 5 - <https://youtu.be/VpW035EXdQM> (2:25 minutes)

Themes:

- Resilience
- Family Support

You can say *“What are your initial thoughts with this video? Can anyone relate? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

(25 minutes)

You can start by saying, *“Chris grew from her painful experience. She was able to focus on school, get help through counseling, connect with family, and more importantly heal from her trauma. Chris is resilient. Who can share what resilience means to them? To be resilient means to be able to withstand or recover quickly from difficult conditions. In what ways have you been resilient or witness this from others?”*

Give the group time to say out loud what they know resiliency to be.

You can say, *“Do you think that you can get better at being resilient? Good news, you can! Having a sense of purpose, sense of identity, optimism, spiritual connections, and goals for the future can help build resilience, and having a sense of humor doesn’t hurt either. Today we are going to focus on just that. I want to give you some tools and ideas on how to become more resilient.”*

Pass out Option 3 Lesson 5 Handout.

You can say, *“A number of things can help you be resilient when faced with adversity – when you’re facing a difficult situation.*

1. *Having people in your life who care about you and help you through tough times*

Think back to Lesson 1. Who is that person in your life? Write their name down.

2. *Having people who believe in your abilities and strengths and who have high expectations for you to be successful, and again, who is this person? Do you have a trusted adult? If not, let’s make sure we find that person for you!*

OPTION 3

3. *Living in a community that provides opportunities for meaningful participation, including being involved in decision-making, contributing your talents to the good of the community, and other forms of service.*

Write out something you can do in your community that would feel meaningful to you. If you can't think of an option, is there something helpful that you could start doing on your own or with friends?

Take time to discuss all three of these points. Help youth find connections in the room if they are struggling with identifying trusted adults and opportunities for community service.

(5 minutes)

You can say, *"There are some additional tips on your handout. These are taken from the We R Native website. Let's read these out loud before you leave for the day."* You can ask for a volunteer to read or you can read them to the class.

Personal factors that help build resilience

- **Positive social skills.** Open, respectful, but direct communication techniques, maintaining a positive attitude and having a sense of humor when faced with challenges.
- **Problem-solving skills.** Being able to stop and think before reacting, being able to generate alternative solutions, and weighing consequences of decisions before you act, and openness to seeking support when needed.
- **Feeling secure about yourself,** having a sense of self-worth, and having a clear sense of self identity so that you step away or create some physical or psychological distance from things that pull you down or give you stress.
- **Having a sense of purpose** and hope for the future such as having personal goals, strong values and connectedness to others. When we are more resilient, we are able to stand against depression.

<https://www.wernative.org/articles/how-does-a-person-become-resilient>

Afterwards, thank the youth for coming, participating, and being honest. Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

BRAVE Handout OPTION

3

LESSON FIVE

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Resilient – able to withstand or recover quickly from difficult conditions.

A number of factors contribute to a person's ability to be resilient when faced with adversity:

(1) Write who you have in your life that cares about you and help you through tough times. Think back to lesson one when we identified our support system: a friend, family member, coach, elder, teacher, spiritual advisor, pet, etc.

(2) Write out something you can do in your community that can give you meaning. Some ideas include: being involved in a Youth Council or sports team, participating in community service, or helping out your family (by babysitting, cooking meals, or cutting wood for an Elder). If you can't think of something you're already doing to help out, is there something helpful you could start doing on your own or with friends?

Personal factors that help build resilience

- **Positive social skills.** Open, respectful, but direct communication techniques, maintaining a positive attitude and having a sense of humor when faced with challenges.
- **Problem-solving skills.** Being able to stop and think before reacting, being able to generate alternative solutions, and weighing consequences of decisions before you act, and openness to seeking support when needed.
- **Feeling secure about yourself,** having a sense of self-worth, and having a clear sense of self identity so that you step away or create some physical or psychological distance from things that pull you down or give you stress.
- **Having a sense of purpose** and hope for the future such as having personal goals, strong values and connectedness to others.

<https://www.wernative.org/articles/how-does-a-person-become-resilient>

In crisis? Text NATIVE to 741741.

LESSON SIX

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the sixth short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 6 – <https://youtu.be/f8EubVYcrB0> (2:25 minutes)

Themes:

- Help Seeking Skills

You can say, *“What are your initial thoughts with this video? Do any of you identify with what Benny chose to do? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

You can start by saying, *“Benny was a great friend for Alex. Without him intervening, something even worse could have happened to Alex. Let’s talk about who we can reach out to and what we can do when we or a friend are in need of help. We will do this by role playing.”*

Start by having your participants break up into groups of two. One person will be the helper. The other person will be the one in need of help.

You can ask the group, *“Who here has heard of QPR? It’s an acronym that stands for Question, Persuade, Refer. It is a tool that we can use to help our friends and family that are having suicidal or harmful thoughts. I would like us to take time today to role play. Everyone will get a chance to be the helper and the one seeking help. This DOES NOT substitute for completing an actual QPR Training which you need to do through a certified QPR trainer or with the QPR Institute.”*

Have the groups of two practice asking the questions provided on the handout. When they’ve gone through the exercise, have them switch roles.

CLOSING

(5 minutes)

You can say, *“Thank you for taking time today to go through the exercise. I know this can be heavy and uncomfortable. Remember to reach out to your adult you’ve identified in lesson one. Lean on them for help and advice when you know of a friend or family member who is in need of help or who might just need a little encouragement. Together we can create strong and safe communities.”*

Remind them that you are available if the content triggers any past trauma of experiencing alcohol abuse or domestic violence. Additionally, they can call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or the National Domestic Violence Hotline at 1-800-799-SAFE (7233).



BRAVE Handout OPTION

3

LESSON SIX

Additional Resources:
[https://www.livingworks.net/
infographic](https://www.livingworks.net/infographic)

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Break up into groups of two for the following role-playing exercise. Assign one person as the helper and the other person as a person in need of help. After you've gone through the questions, switch roles.

To begin, assume the person in need of help has said something that triggered the helper to intervene. Have the helper question the comment, ask for details to determine the level of intervention, then help refer the person in need of help to someone appropriate. This DOES NOT substitute for completing an actual QPR Training which you need to do through a certified QPR trainer or with the QPR Institute.

<https://qprinstitute.com>

Q: Question

Helper: *"Something you said made me feel uncomfortable. You are important to me. I need to ask you this question."*

Ask the question, *"Are you thinking of hurting, harming, or ending your life? Do you have a plan? How are you planning to do it?"*

P: Persuade

Be prepared to listen and let them talk.

Helper ask, *"Do you want to talk? Do you want to talk to someone besides me? Is there someone you trust I could call for you?"*

Listen without judgement. If they haven't told you they were thinking of suicide, ask, *"Can I ask how you were planning to do it? Do you actually want to go through with it?"*

Ask where they keep the object, ask if you can get and take it. If it's a gun, rope, or pills please do not ask them to get it by themselves.

R: Refer

Helper ask, *"Is there someone you know at the clinic? A drug and alcohol counselor, traditional healer, elder you would want to call, come over, or go see? I will go with you."*

The message they need to hear is *"I'm here with you, and I won't leave you."*

In crisis? Text NATIVE to 741741.

LESSON SEVEN

OPTION 3

Start by welcoming youth into the room and direct them where to sit.

(5 minutes)

STEP ONE

(5 minutes)

You can say *“Once everyone gets settled and quiet, we will start. I will begin by playing the final seventh short episode from the BRAVE series. Afterwards, we will discuss what we watched.”*

Play Episode 7 - https://youtu.be/_RwwkiuMNHw (2:10 minutes)

Themes:

- Resilience

You can say *“What are your initial thoughts with the last video of the BRAVE series? Did it leave you feeling hopeful? Tell us a little about that.”*

Allow participants to respond by either raising their hands or shouting out their answers.

STEP TWO

You can say, *“Thank you for sharing your thoughts and opinions with this clip. Alex, Chris, and Benny all grew up from the experience we watched. They began to take responsibility for their choices and accept who they were. In the words of Benny, “I show my community now the way I want to be seen.” We can all be the change we want to see in our communities.*

“This is our last week of discussions for the video series. I want you to leave thinking about your future and living the healthiest and best life possible. Finding healthy outlets that work for you is key to maintaining mental health and wellness. Benny used film, Alex used coaching, and Chris drew strength from her goals for the future... all of these are great examples of positive wellness skills. I want to take time to talk about a healthy wellness skill you do or would like to do.”

Pass out Option 3 Lesson 7 Handout.

Have the youth answer by raising their hand or shouting out their answers. Record this at the front of the room.

You can say, *“Thank you all for sharing! What you are doing to stay balanced supports your physical, mental, and spiritual health. Art, culture, exercise, talking to a friend, cultural activities, spending time outdoors, or playing with a pet are more great ways to decompress when you’re feeling stressed, angry, or sad.”*



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LESSON SEVEN

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Having a sense of purpose, self-awareness, and goals in life help build your resilience, which is something that can help us to bounce back quicker during tough times. Write down:

3 goals you have for the future

3 things you do well

3 things you want to improve in the next 5 years

3 people that will help you get there.

Share your list with a trusted friend or adult and post it in your room for encouragement.

“I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.” ~ Lone Man (Isna-la-wica), Teton Sioux

In crisis? Text NATIVE to 741741.

BRAVE

**Thank you for sharing the BRAVE video
with youth in your community!**

**If you have any questions or would like additional
resources to support adolescent health,
please contact the Northwest Portland Area Indian**

Health Board's Healthy Native Youth team at:

www.healthynativeyouth.org