



# Facilitation Guide

## Overview

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

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

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

This curriculum is a work in progress – we expect it to expand and change over time. Facilitators may also want to add resources and new relevant information to further enhance chapter topics. If you discover the need for further edits or additions to the curriculum itself, please contact Julia Ortiz at [jortiz@swinomish.nsn.us](mailto:jortiz@swinomish.nsn.us).

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

# The Swinomish Indian Tribal Community (SITC) &

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# Acknowledgements

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

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

No project of this magnitude is accomplished without the participation of many individuals. In this case, people from three programs collaborated to develop the Youth Spirit Program curriculum: the Swinomish Indian Tribal Community, the Northwest Portland Area Indian Health Board (NPAIHB), the Alcohol and Drug Abuse Institute (ADAI) at the University of Washington (UW), the Port Gamble S'Klallam Tribe, and the Suquamish Tribe. Project staff from the Youth Spirit Program who contributed to this curriculum includes Tanisha Gobert, Leah Gobert, Laura Lindburg, Dr. Jamie Dontatuto, Julia Ortiz, Amanda Gaston and Dr. Stephanie Craig Rushing. Staff from ADAI includes Dennis Donovan, Lisa Rey Thomas and Lisette Austin.

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

- Members of the YSP Advisory Board who gave careful guidance to each step of the process.
- Members of the past and present YSP Tribal Council who granted authority for the collaborative research partnership and oversaw critical activities.
- Members of the YSP curriculum review and adaptation group who attended weekly meetings to review, adapt and develop each and every chapter of the curriculum.
- The Swinomish Elders who listened so respectfully and provided wisdom, and the YSP youth for their willingness to participate and the hope that they provide for our future.

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

# How to Use the Curriculum

## Before Each Chapter

- Complete the facilitator checklist that appears before each chapter
- Make sure you have a blackboard (dry erase board or flip chart) and markers to write down responses
- Arrange the room in a way that every participant can be included without having to stand out
- Have handouts and other materials prepared as needed
- Confirm speakers

## During The Chapters

- The chapters generally have a consistent format, starting with the goals of the chapter, the lessons, and ending with a chance to examine and write about what was learned in the chapter
- Let the participants know that there will be breaks for snacks and for using the restrooms
- During each of the chapters, try to encourage dialogue so that the facilitators are not the only ones talking
- It will be important for the facilitators to be aware of non-readers or youth who may be having trouble with reading the handouts and to find a way to help without making it obvious
- In general, facilitators should model appropriate behaviors (respectful listening, remaining calm during conflict, honoring diverse viewpoints, etc.)
- If the group tends to be non-participatory, the co-leader can respond and therefore avoid one adult doing all of the talking
- It can be useful to post group rules (including how to respectfully listen to speakers) in a clearly visible location in the room
- Each chapter will contain several handouts that go along with the discussion or follow the discussion. These handouts will be placed in the binders as the chapters progress. Having a binder with handouts allows the participants to reflect on what they have learned in the chapters

## After The Chapters

- Collect all of the binders after each chapter. To maintain confidentiality, the participants can put a code name (or nickname) on the binder so that they can quickly identify it at the next chapter. After collecting the binders each day, place them in a locked cabinet until the next chapter
- Informally check in with participants to make sure there are no unresolved issues

# Tips on Cultural Sensitivity

- Keep in mind that some of the participants might be reserved and quiet. However, this does not mean that they are not listening. Many will exhibit normal teen exuberance
- Have knowledge of the Swinomish Tribe and other Native American culture, traditions, values, and more
- Have knowledge of the Swinomish Tribal community, such as tribal officials, Elders, religious leaders, cultural leaders, customs, etc.
- Have knowledge of the importance of the family and extended family. Many of the participants will come from varying kinds of backgrounds (single family households, foster parents, other relatives, such as aunts, uncles, grandparents who might be raising the child). Be sensitive to this in language and examples used
- Have knowledge of community resources, Swinomish Tribal leaders or Native and non-Native service providers who are supportive of Swinomish Tribal individuals
- Have knowledge of the natural support systems in the Swinomish Tribal culture, such as extended family, spiritual leaders, religious and social functions, and Canoe Journey
- Do not make stereotypical assumptions, ask questions
- Be willing to share yourself. This is critical in developing rapport and respect. If you don't want to share something about yourself, why should they be willing to share?
- Taking the time before each chapter to socialize and get to know each other is a good way to start things off. Allow ample relationship building time (humor, small talk, story-telling, etc.)
- Establish credibility and trustworthiness through genuine concern and respect. Participants are not likely to be impressed with education and degrees
- Use active listening (reflecting, clarifying, restating, summarizing and empathizing)
- Confrontation, pressure and manipulation tend to be ineffective
- Giving is part of the traditional behavior. It is deeply ingrained and should be respected and appreciated
- Remember, all Native American families are unique and operate on differing levels of acculturation, which will affect response to interventions

## Chapter Summary

**Chapter 1** - The Importance of Tradition & History

**Chapter 2** - Who am I: Beginning at the Center

**Chapter 3** - Media Literacy

**Chapter 4** - Community Help & Support

**Chapter 5** - Moods & Coping with Emotions

### **Halftime Break! Note to Facilitators**

*Upcoming Lesson: Suicide Prevention*

**Chapter 6** - Staying Safe - Suicide Prevention

**Chapter 7** - Seeking Help for Myself & Others

**Chapter 8** - Who will I Become? Goal Setting

**Chapter 9** - Overcoming Obstacles: Solving Problems

**Chapter 10** - Listening

**Chapter 11** - Effective Communication: Expressing Thoughts & Feelings

**Chapter 12** - Safe Journey without Drugs & Alcohol

**Chapter 13** - Indigenous Leaders

**Chapter 14** - Honoring Ceremony

