

YOUTH SPIRIT PROGRAM



Chapter 4: Community Help & Support

Adaptation Note:
Circle of Trust Handout
from NNCTC & Healthy
Native Youth





The goals of this chapter

...to learn about the importance of community, how we are a part of many communities, and the importance of giving back to our communities.

Age Groups: Middle and High School Youth

Time: ~30 minutes

Youth will:

- learn the importance of community
- learn how you are a part of many communities
- learn the importance of giving back to your community
- learn what a mentor is
- learn how you can become a mentor
- learn about protocol in your community
- learn about the harmful effects of club drugs and stimulants

Materials

- Whiteboard/flipchart + marker(s)
- Youth Handouts
- Question Box/ paper

*Additional Activity Option(s) (additional time needed for this activity)

- Yarn

Preparation

- Preview Lesson plan
- Bring your Tribal/Community] Vision & Mission Statements to share with youth
- Preview the Handouts for this lesson to determine what is most appropriate for your youths' levels and your goals. Print enough copies of the lesson handouts for each youth and small groups

Cultural Component Option(s)

Note: additional time needed for this activity

Materials

- A print-out of the booklet, "The Swinomish Totem Pole: Tribal Legends"
- Field Trip:
 - Permission Slips

Preparation:

- Field Trip Preparations: Organization Approval, Permission Slips, Transportation, meals/ beverages, etc.



Welcome & Group Check in

5 minutes

Welcome youth, introduce yourself, have guest speakers and youth introduce themselves and direct youth where to sit.

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

Question Box Q&A

Respond to questions left in the question box

Icebreaker

Time Varies

Use the "[Icebreaker](https://www.healthynativeyouth.org/stand-alone-lessons/)" activity guide found on Healthy Native Youth (<https://www.healthynativeyouth.org/stand-alone-lessons/>) to find an icebreaker appropriate for your group (i.e. small or large group, new or established group, etc.)



Doodle Page

Feel free to draw while you listen.
It can help you learn better!



Help on the Journey

5 minutes

Say, "Today, we're going to talk about how others are a part of our community, our inner and outer circles and how they help us out on our journeys. Why is it important to think about who is in our inner and outer circles? Why is it important to think about who we choose as friends?"

Generate responses and write them on the board. List should include:

- *There will be problems if you don't like others on the trip.*
- *If you don't like them, you won't work well together.*
- *If you don't like them, you won't enjoy the journey.*
- *If you don't like them, you might get into an argument with them.*
- *You don't always get to choose who is in the canoe.*

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

- Family/Extended Family
- Community
- Mentors

Family Support

Say, "The traditional Swinomish teaching says that family is the primary source of support. In the past, family and extended family were so important that they were considered critical to survival. As you may know, Native families tend to extend beyond the nuclear family of parents and children (inner circle). The extended family usually includes elder, spiritual leaders, grandparents, aunts, uncles, cousins and even friends (outer circle). Extended family members share the responsibility for the whole family. These large families provide social, financial and emotional support. The family also shares in the care of the children and helps in times of crisis. This teaching shows just how connected people are and how important family is.

Tribal Support

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



Help on the Journey

Continued...

[YOUR TRIBAL/COMMUNITY] VISION & MISSION STATEMENTS]

Vision Statement

[Insert your vision statement here if appropriate]

Mission Statement

[Insert your mission statement here if appropriate]

Ask youth how this supports the idea of community.

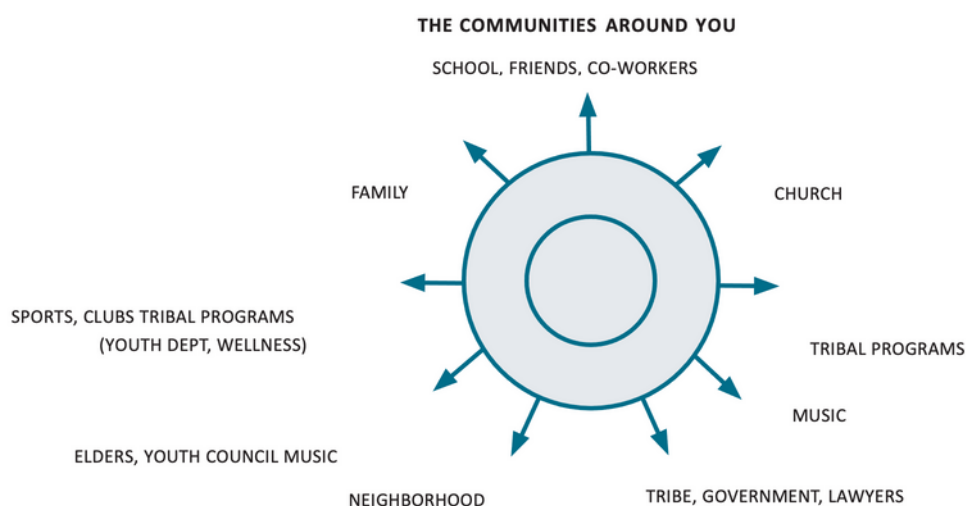
Communities Around You (outer circle)

Say, "Can you think of some different communities you are a part of?"

Distribute handout - Circle of Trust

Write the word "community" in the center of the board. Write the responses around it.

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



Community Summary

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

Circle of Trust

People you can turn to when you need to

Description

A "Circle of Trust" shows you the people in your life that you can turn to when you need to.

And, it all starts with you - at the center.

To start, think of who you would talk to if something traumatic, scary, or upsetting happened.

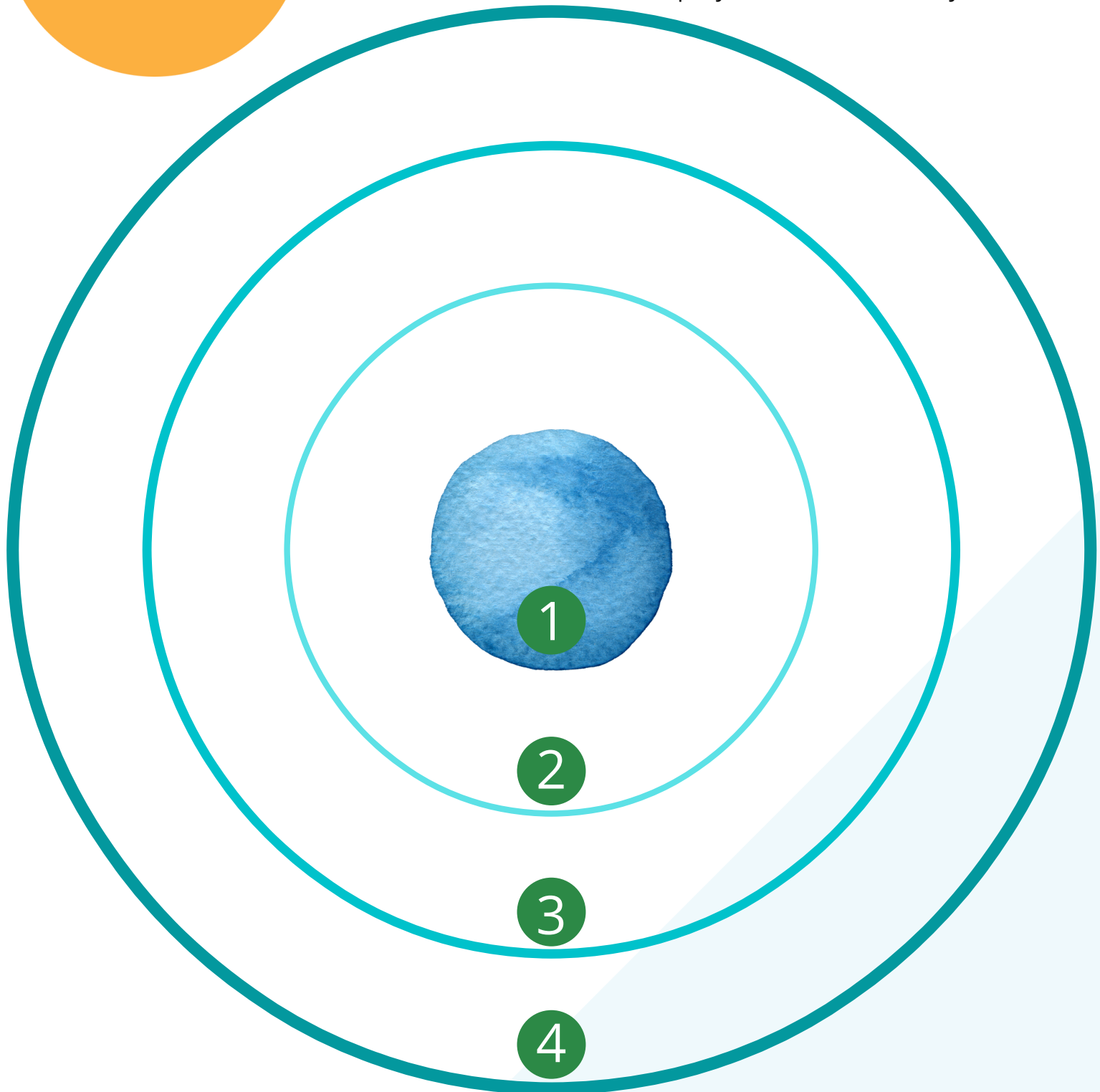
Instructions:

1. **Circle 1: Write your name**
2. **Circle 2: Write the names of people very close to you.** If it is very personal we should be careful who we tell and maybe stick with those who are closest to you. For example, friends, family, trusted adults, who know how to help, listen well, will not repeat what you say to others
3. **Circle 3: Write the names of people you know and spend time with;** people you feel good being around and are able to trust
4. **Circle 4: Write the names of acquaintances** that you like to spend time with and that you feel good being around. For example, role models, community leaders, professional counselor, or a clergy member.

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#1a

Circle of Trust

People you can turn to when you need to



1

Write Your Name

2

Write the names of
people very close
to you

3

Write the names of
people you know
and spend time
with

4

Write the names of
acquaintances

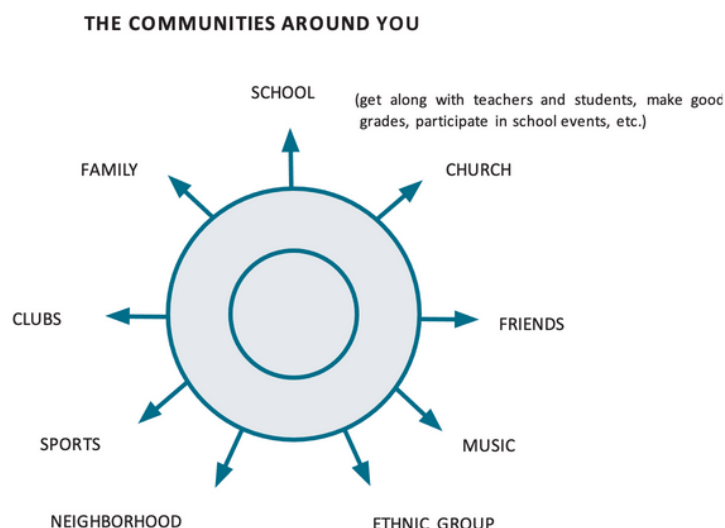
*Additional Activity Option: Community Skills Yarn Game

**If you choose this option, add an additional 15 minutes to the session.*

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

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

Write down responses next to the appropriate word.



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

Allow for responses.

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

Cultural Component Option(s)

If time allows, consider inviting guest speakers to tell youth stories of Swin Teachings & Generosity, for example:

- Learn about related protocols in the community
- Honoring the earth
- Respecting and appreciating resources
- Honoring our Elders, (served food first, reserved seating)
- Provide for Elders in community (sharing of fish, clams, firewood)

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

**If you choose this option, this will add additional time allotted in the outline.*





Mentorship

5 minutes

Say, "When you think about whom you want in your life journey with you, you might think of a lot of people. You might think of your friends because you have fun with them and trust them. We will also talk about older people that you might want with you or helping to guide you. Who else might you like to have in the canoe with you besides your friends?"

Allow participants to respond.

Say, "Is there any reason that you may want Elders on the journey with you?"

Allow participants to respond.

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

List may include:

- Someone who cares
- Someone you trust
- Someone you respect
- Someone who is an authority

Allow participants to respond.

Say, "In what ways are mentors similar to teachers and Elders?"

List may include:

- Someone who can guide you
- Someone who can teach you important life skills

Allow participants to respond.

Say, "There are some differences among teachers, Elders and mentors but there are many more similarities. Many traditional Native Americans including the Swinomish people believe that Elders are to be honored and respected because of the lifetime's worth of wisdom they have acquired."



Selecting a Mentor

5 minutes

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

List may include:

- A teacher
- A counselor
- A pastor or minister
- A parent or friend's parent
- A relative
- An elder in the community
- A coach
- Another student
- A friend

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

Mentor Attributes

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

List may include some of the following:

- Has wisdom, understanding and experience
- Is a good listener
- Understands the person's beliefs
- Possesses and uses faith
- Is comfortable to be around
- Is good-natured and happy
- Possesses self-confidence
- Is patient, honest, trustworthy and caring
- Has a loving, caring attitude
- Is supportive and encouraging
- Gives honest feedback
- Sets high standards
- Shows confidence in you

Write responses on board.

Say, "We can see by this list that one mentor might not do everything for us. We can have different mentors who guide us in different areas of our lives. Just like there might be someone who is better at navigating life's journey, we can have many mentors who mentor us in different areas."

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

Being A Mentor

Say, "Mentors can be older but you can be a mentor regardless of your age. Who could you mentor?"

List may include:

- Friends
- Younger relatives
- Fellow classmates
- Team mates
- Neighborhood children

Write a list of responses on the board.



Selecting a Mentor

Continued

Mentoring

Distribute handout - Mentoring.

Say, "On your handout, write down what you would like a mentor to do for you. This will help you to think about who might be good mentors for you. Then write down what you might do to mentor someone. In what ways can you be a mentor? Or, what qualifications do you have that would make you a good mentor to someone?"

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

List of responses could include:

- Be a good listener
- Be supportive
- Serve as a role model
- Teach the skills that you know

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

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

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#2

Mentoring

I would like my mentor to...

I can be a mentor to others
by...

Names of potential mentors for myself...



Club Drugs

2.5 minutes

Say, "The next drug that we will be addressing is club drugs. Before we look at the handout, let's see how much you already know about club drugs. What is a club drug?"

Allow for responses.

Say, "The term "club drugs" is a term used for illegal substances, that are usually found at nightclubs, bars, and raves (all night dance parties). These drugs can either be stimulants, depressives or hallucinogens and are smoked, snorted, injected or swallowed. What are some of the common club drugs?"

Allow for responses. List can include: MDMA or Ecstasy, Ketamine, Rohypnol, GHB

Say, "What is a date rape drug?"

Allow for responses.

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

Distribute handout - Club Drugs. Briefly discuss contents.

Club Drugs

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

The following list describes the most popular club drugs:

MDMA

MDMA (Ecstasy) creates a relaxed and euphoric (or giddy) state. The user feels stronger sensations, intense feelings of empathy, emotional warmth, and self-acceptance. It is both a stimulant and a hallucinogen. MDMA releases the brain chemical, serotonin, which lifts mood and increases blood pressure and heart rate. Use can lead to heart or kidney damage. Users may suffer from long-term brain injury in areas of the brain that are critical to thought and memory. Symptoms of MDMA overdose: faintness, panic attacks, going unconscious, seizures, high blood pressure.

SLANG TERMS for ECSTASY: E, X, XTC, Adam, Bean, M, Roll, molly

Ketamine

Ketamine is a rapid-acting painkiller that is either injected, snorted or smoked. Ketamine produces a dissociative state and can elicit an out-of-body experience. Adverse effects include high blood pressure, amnesia, seizures, respiratory depression and can cause impaired motor function.

SLANG TERMS for KETAMINE: K, Special K, Ket, Vitamin K, Kit Kat, horse tranquilizer

GHB

GHB is a depressant linked with date rape. Initially, it creates a feeling similar to alcohol, euphoria, relaxation and calmness. Adverse effects include nausea, loss of consciousness, drowsiness, respiratory distress, dizziness and possible seizures.

Effects can occur 15 minutes to an hour after ingestion. One very risky symptom is an inability to remember what happened during the hours after ingesting it. Withdrawal symptoms may include insomnia, muscular cramping, tremors and anxiety.

SLANG TERMS for GHB: Liquid Ecstasy, Liquid X, Soap, Cherry Meth, Nature's Quaalude

Rohypnol

Rohypnol is a benzodiazepine (ingested orally) that is typically used as a sedative and is commonly called the “date rape” drug.. The drug's effect begins within 30 minutes. Adverse effects include decreased blood pressure, memory impairment, drowsiness, visual difficulties, dizziness, confusion and gastrointestinal pain. It can at times induce excitability or aggressiveness. Withdrawal symptoms include headache, muscle pain, anxiety, tension, restlessness, confusion and irritability.

Numbness, tingling of the extremities, loss of identity, hallucinations, delirium, convulsions, shock and cardiovascular collapse also may occur.

SLANG TERMS for ROHYPNOL: Roofies, R-2, Circles, Mexican Valium, Roach-2, Roopies

One of the most insidious risks of “club drugs” is the uncertain chemical make-up of the drugs. Club drugs are illegal so they are often produced in unsanitary laboratories. This makes it impossible to know exactly what the user is taking.



Stimulants

2.5 minutes

Say, "Before we look at the stimulant handout, let's see how much you already know about stimulants. What are stimulants?"

Allow for responses.

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

Allow for responses.

Say, "Increased alertness, increased energy, euphoric feeling, decreased appetite, sleeplessness, confidence, anxious. What are some negative effects of stimulants?"

Allow for responses.

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

Distribute handout – Stimulants. Briefly discuss.

Stimulants

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

SLANG TERMS FOR STIMULANTS: Dexies • Pep Pills • Cross Tops • White Crosses • 357 Magnums (Note: cocaine and crack are also classified as opiates)

CRACK

CRACK is one form of freebase cocaine that has been chemically altered so that it can be smoked.

The term “crack” refers to the crackling sound made when the mixture is smoked (heated). Some users say they were addicted the moment they first put a pipe to their lips.

SLANG TERMS for CRACK: Rock, Casper The Ghost, Chalk, Cookie, Biscuits, Boulder, Bump

COCAINE

COCAINE is an odorless, crystalline powder that reaches the brain within three to five minutes of snorting. If cocaine is injected into the blood stream, it reaches the brain in 15 to 30 seconds. When chemically modified into a “free base” form or converted into CRACK, the cocaine reaches the brain within seconds, resulting in a sudden and intense high. The euphoria quickly disappears, leaving the user with an enormous craving to freebase again and again.

SLANG TERMS for COCAINE: Coke, Dust, Snow, Sneeze, Lines, Toot, Blow, Freeze, Base, Blizzard, Sleet, White Lady, Nose Candy, Soda, Snow Cone, Blanco, Cubes, Yayo, sugar booger, white girl

METHAMPHETAMINES

METHAMPHETAMINES are powerfully addictive stimulants that dramatically affect the central nervous system. There is an increased risk of heart problems, stroke and serious brain damage because of the lethal chemicals used to make the drug. These chemicals include battery acid, drain cleaner, lantern fuel and antifreeze. The crystallized form of methamphetamines that is smoked is referred to as Crystal, Ice, Crank and Glass.

SLANG TERMS for METHAMPHETAMINES: Speed, Meth, Chalk

EFFECTS OF LOW DOSES: increased alertness • increased energy • euphoric feeling • headache • decreased appetite • sleeplessness • confidence • blurred vision • anxiety • dizziness • dry mouth • elevated blood pressure • increased heart and respiratory rates

EFFECTS OF HIGH DOSES: rapid or irregular heart beat • blurred vision • dizziness • restlessness • delusions • loss of coordination

EFFECTS OF EXTREMELY HIGH DOSES: flushing or paleness • tremors/ seizures • heart attacks • strokes • loss of coordination • physical collapse • toxic psychosis (delusional thinking) • death • respiratory problems/ failure • liver, kidney and lung damage

LONG-TERM HEAVY USE EFFECTS: malnutrition/vitamin deficiencies • high blood pressure • ulcers • skin disorders • weight loss • anorexia • depression • anxiety • irregular heart beats • stroke • smoking stimulants cause serious respiratory problems • snorting stimulants cause permanent damage to nasal tissue • intense craving • depletion of dopamine (the neurotransmitter that helps regulate mood, attention and motivation)

Cultural Component Option(s)

If time allows, have youth listen to:

- Totem Pole Stories: Maiden of Deception Pass

And, take a

- Field Trip: Rosario Beach

If you choose this option, this will add additional time allotted in the outline, along with tribal field trip policies.



Closing and Final Reflections

5 minutes

Distribute the handout - What have I learned today? Encourage youth to write what they have learned. If necessary, draw on the board and give the youth a few examples of what they may have learned from this chapter.

Say, "We learned about the importance of community. We learned about the communities around us. We considered how we can be a part of many communities. We examined what makes a good mentor and how we can become a mentor, addressing our Mental health."

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

Say, "We need to become physically involved in our communities by getting out and participating. We learned how we can benefit from having many communities, addressing our Physical health."

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

Mention the next meeting time, location and the topic that will be covered, if applicable.

If time allows, close with a poem, song, story or tradition that highlights the activity concept.



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#5

Journal Space

What have I learned Today?

Think about your mental, spiritual, social, and physical self.
Then draw, doodle, or write about what you have strengthen
today.