

You're Doing Great!

It's time for the Halftime Break!

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





Note to Facilitators

Upcoming Lessons: Suicide Prevention

The following suicide prevention and intervention chapters are important to the YSP curriculum. Although our intent is to focus on strength and hope, the topic is still very sensitive and can be difficult to facilitate. Some youth (and adults) may have had experience with suicide in their family, community, or personally so they may be especially sensitive to the discussions. Here are some suggestions to assist you in feeling prepared – please see the training manual for a more complete list.

Tips for Success

Be sure to carefully and thoroughly review both chapters before working on them with the participants – the more familiar you are with the chapters the easier it will be to facilitate the difficult parts. The following pages offer some suggestions that can help with this process...

Preparation for Suicide Prevention Topics

Suggestion

Send a letter home to parents/guardians explaining the two chapters, how it will be facilitated (strengths based) so participants' families are aware that the sensitive topics are being discussed. A sample letter is in the appendix of the training manual.

If any of the materials is confusing or makes you very uncomfortable, work with your co-facilitator ahead of time or another team member to become more comfortable in preparation for discussions with the participants.

Review the suggested videos or those you might find on You Tube in advance so you know what to expect when they are shown.

If you have mental health counselors available to you, it might be helpful to review the two modules with them to give you pointers and answer questions you may have.

If you have mental health counselors available and it is comfortable for everyone, you can invite the counselor to be present during the sessions focused on suicide awareness and prevention to provide support, answer questions, and let participants know that resources are available to them if needed.

Be flexible with the timing of the two suicide chapters. If participants are beginning to feel overwhelmed by the topics you may need to discontinue the discussion and take a break – do a physical activity inside or outside, have a snack, engage in a cultural activity, go for a walk, etc. It may be that more breaks than usual are needed so that participants can work with the materials – therefore it is likely that it will take a number of sessions to complete the two chapters.

Lead

Status

Preparation for Suicide Prevention Topics

Suggestion

Have hands on activities available to the participants during these discussions – stringing beads, working with play dough, etc.

While facilitating these two chapters on suicide, you may want to refer back to the previous chapter on Moods and Coping with Emotions where there are some relaxation/mindfulness exercises that can help participants navigate the difficult emotions and/or distress that may arise.

Check in with yourself regularly during these sessions to make sure you are feeling grounded and positive – if you are feeling overwhelmed, take a break and do another activity with the participants.

Fill in others...

Lead

Status

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