



# Pilgaq Curriculum

Cook Inlet Tribal Council, Prevention Team

Compiled by: Haley Putruq Hakala

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**We would love to hear from you!**

This is a living document, so we are always looking for improvements! Please get in touch with us using our contact information:

**Email:** [Prevention@citci.org](mailto:Prevention@citci.org)

**Phone Number:** (907) 793-3458

**Address:** 3600 San Jeronimo Dr, Anchorage, AK 99508



*“You are in the enviable position of being able, personally, to affect the future of these young people. The degree of enthusiasm & respect for human life with which you approach the task will make all the difference.”*

*-pg. 6, American Indian Life Skills Curriculum*



## Piġgaq Curriculum Introduction:

“Piġgaq” is an Iñupiaq word that means “to braid.” Braiding has always been a traditional method of signifying strength, wellbeing, and relationship. For instance, braiding a sister’s hair indicates a close bond; braiding seal intestine indicates strength, health, and tradition; braiding sweetgrass tells the story of how the mind, body, spirit are connected and mutually dependent. Our hope is that all Alaska Native and American Indian students can experience a braided form of education; where their education system braids Indigenous ways of knowing with Western education curriculum. The Piġgaq Curriculum seeks to do this by weaving together strands of Indigenous wisdom, emotional learning activities, and healthy ways of movement that can be easily incorporated into any classroom. By edifying emotional resiliency with Indigenous representation in the classroom, we hope that Native youth can be empowered by their culture, and remember their incredible potential.

Haley Putruq Hakala

## Lesson 1: Intro to Emotions Part 1

**Opening Yarn Activity** (can do with a group of 5-25): Hold onto a ball of yarn while you instruct the group to stand in a circle. Review the instructions:

**Step 1:** The first person to speak holds the entire ball of string. They introduce themselves with their name, how they are feeling right now, and something that brings them peace or joy. Then, while holding onto the end of the string, toss the rest of the ball of string to another person across from you. Once that person introduces themselves, have them hold onto their section of string then toss the ball to the next person. Continue to do so until everyone has introduced themselves. (Note: everyone should be holding the string so it is taut; it should start to look like a spiderweb!)

**Step 2:** Once everyone has introduced themselves, reflect on our interconnectedness as Native people, and the value of learning together. Ask the students what they learn by observing the Web of Yarn. Point out how we are all connected and depend on one another.

**Step 3:** Return to seats.

### Introduce Emotions

Ask the kids: What are emotions? **Emotions are ENERGY! All emotions are messengers. When you feel an emotion, it is telling you something. It is never “bad” to feel an emotion. All emotions are okay to feel, and since we are human, we will feel a bunch of different emotions throughout our life. Some emotions, like sadness, anger, and loneliness, can feel overwhelming at times.**

**Life can even feel like you’re on a qayaq at times!**

**Ask: Who here has ridden in a qayaq before? What is it like when you’re on a qayaq? (Answers may include: it can be bumpy, it can be a smooth ride when there are no waves)**

**As we travel on the waters of Life, sometimes our qayaq hits rough waves. Our emotions can feel like those big waves. It’s important we learn how to handle our emotions, so our qayaq doesn’t tip over!**

**Qayaq Modeling Activity:** Everyone stand up, and pretend you’re in a qayaq with me! Feel yourself on the water. Now bob up and down inside your qayaqs, as if you are on the ocean. Here comes a BIG wave, hit the wave with your qayaq! Here comes one more wave! Okay, great job, everyone can sit back down.

**Throughout our time together, we will be learning tools to help us enjoy life and keep our qayaq upright in the water of life. Think about it: We need tools to survive. When we go out to fish, we make sure and have the proper tools. By making sure we have the proper tools, we are able to make it home safely. Our Elders have taught us how to hunt and be safe out on the Land so we can make it home safely, right? And in this class, we will be learning the tools of how to handle and feel emotions so we can make it through life safely. Some of these tools will include: journaling, deep breaths, talking it out, and meditation. We will go over all these things together.**

**Ask the kids to help you brainstorm some different emotions. Write “Emotions” on the whiteboard and make a list. Once they can’t think of any more emotions, take a moment and encircle all the emotions in a big circle.**

**This is a great list of emotions! And I want to tell you that every single one of these emotions is okay to feel. No single emotion is better than the other. It’s okay to have sad moments; it’s okay to have happy moments. By remembering our emotions are messengers, we can ask: What is this emotion trying to tell me?**

**Pass out “I feel...” Wheel** and ask the kids if there are any emotions they don’t know on the chart. Help them define unknown emotions.

**Ask:** Why is it important that we know the names of all these emotions? Why is it important that we be specific + honest with our emotions?

The reason is:

- 1.** When we are honest with how we feel then we are allowing ourselves to handle the emotion instead of hiding it. When we bury an emotion, it gets stuck inside of us, and we can become really stressed and have high emotional pressure! We want to be honest with how we feel and allow ourselves to feel the emotion. Think of emotions as your waves, and you're the qayaq. When you feel a wave, you relax, and let your qayaq pass over the wave. You don't freak out, or yell at someone. Once the wave passes, you can keep paddling!
- 2.** By being specific and honest with how we feel, then we can know what we need. Remember, emotions are messengers. Emotions guide us, like a compass, to what we need. For example, if I am sad, then I can ask myself "What is "sad" trying to tell me? What do I need...a hug, alone time, to talk it out with someone?"

Let me give you another example. Let's say I gave you a grocery list to go buy some groceries, and on that list, it said: soda, chips, meat, vegetables, fruit. What's wrong with my list? It's not specific! So you wouldn't know what kind of meat to buy, or how many pieces of fruit to buy. How does this relate to being specific with our emotions? We need to know WHAT we are feeling so we can know how to manage it!

**Ask:** What is something you feel confident in doing? (Answers may include: fishing, cooking, beading, hunting, sewing, reading, talking with others, etc.)

**Ask:** How did you become confident in doing that? (Answers may include: I practiced, someone taught me, I learned how, etc.)

By practicing something over and over again, we can become confident. It is the same as we learn the tools to help us manage emotions. As we practice them over and over again, you'll become confident in handling emotions! You'll know what to do when you're anxious, because you'll have practiced!

### **Close with Deep Belly Breathing**

Today I want to teach you about Belly Breathing. This is one tool that can help you feel more relaxed. Breathing is awesome because it's a tool you can use whenever and wherever! So let's try some Belly Breathing:

- Start by closing your eyes and sit straight up in your chair with both feet flat on the ground.
- Put your hand on top of your belly. The palm of your hand goes right over your belly button, and when you breathe, breathe into your belly so it expands. (like a balloon is in your stomach!)
- We will breathe in slowly through your nose, counting to 4, and fill your stomach with air.
- We will hold our breath for 4 counts, and then slowly exhale for 4 counts. When you exhale, exhale through your mouth like you're breathing through a straw.

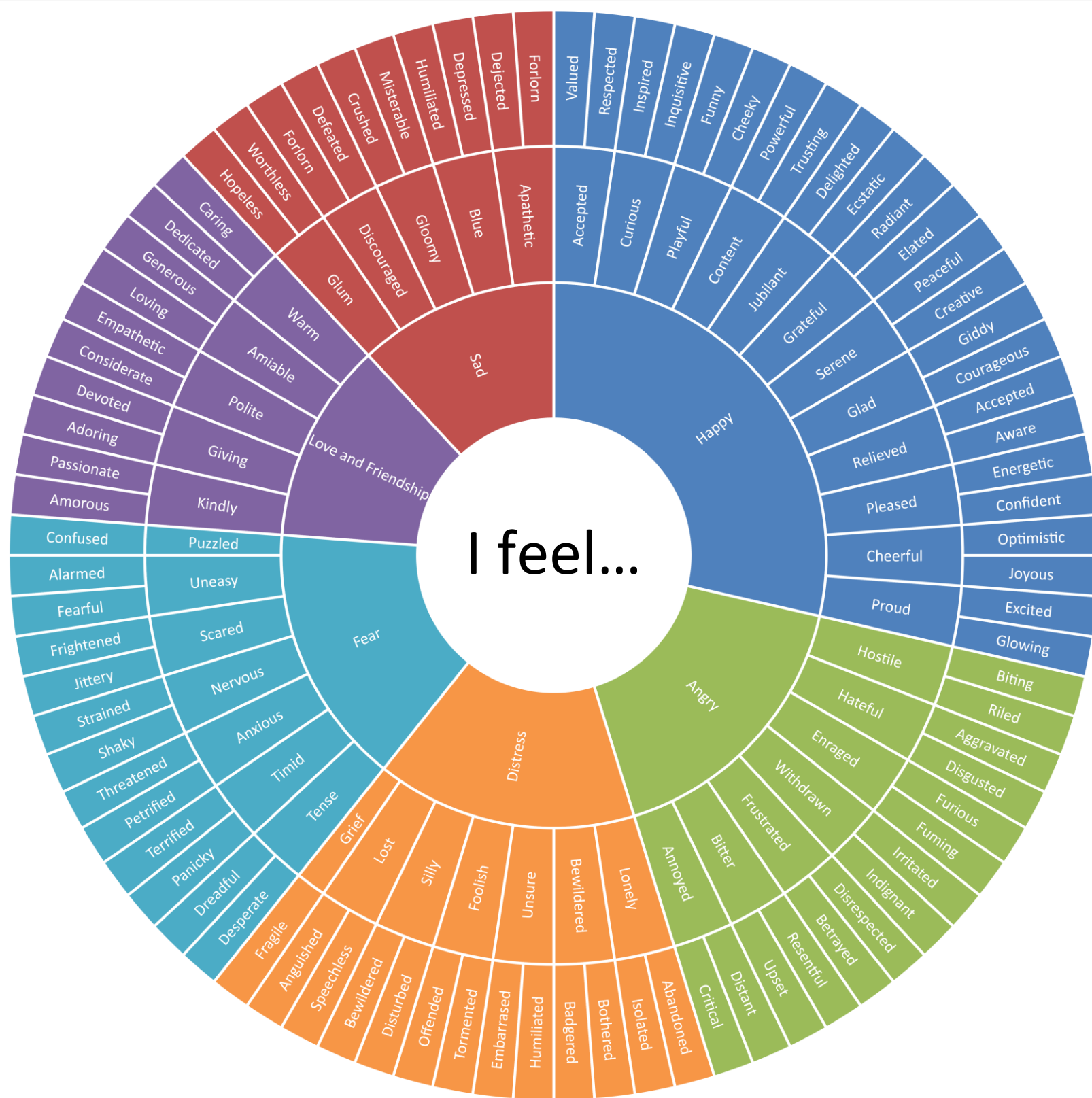
Now that we know how to Belly Breathe, let's do 5 big Belly Breaths together.

[Optional: use this guided breathing visual up to help the students follow along:

<https://www.youtube.com/watch?v=GViVk4RVJYE>]

**Ask:** What did you notice? How do you feel now? (Answers may include: I feel calmer, more relaxed, sleepy/tired)

And remember, you can do Belly Breathing anytime!





## Lesson 2: Intro to Emotions Part 2

**Check-In:** Guide kids through a stretch.

Let's open class today with our blueberry picking stretch. Start by picking some high bush blueberries; now pick some low bush blueberries. Now stretch however seems nice for a few moments.

### Introduce how to recognize and communicate emotions

**Ask:** What does anger feel like? Where do we feel anger? (Answers may include: I feel anger in my throat, I feel anger in my hands, my head starts to hurt, I start to see the color red, my heart beats faster)

Go through the main emotions using this model, giving the kids plenty of time to think about where they might feel that emotion. This is a grounding exercise to help kids know how to recognize emotions through physiological sensations.

- What does sadness feel like/where do we feel sad? What does joy feel like/where do we feel joy? How about fear? How about loneliness?
- **Ask:** why is it important to recognize what you're feeling? (Answers may include: so you can know what you need, so others can know how to help you, so we can ride the wave of emotion)

### Pass out the "I Statements" handout

Let's practice talking about how we feel with other people. I'm going to read off a scenario, and you tell me how you may feel, and what you'd need in that situation by using your "I Statements" handout.

*Note: Make sure you allow plenty of time for multiple kids to answer. Validate them and their different responses.*

### Scenarios:

- Let's say you let your little brother borrow your skateboard, and when he gave it back to you it was super muddy and a wheel was missing. How would you feel? What could you tell your little brother, using the "I Statements" handout?
- Now, let's say your parents grounded you but you have no idea why they grounded you. How'd you feel? What could you say to your parents using your "I Statements"?
- You're at school and someone is saying mean jokes about your family; they are making fun about your dad's job and the amount of money he makes. How would you feel? What could you say to this person?
- You share a room with your sister, and you try your best to keep your side of the room clean. But, your sister is super messy and her clothes are all over the room. You'd like to have a clean room so you can relax and read on your bed without her clothes everywhere. How would you feel? What could you say to her?
- Your friend keeps pressuring you to let him borrow some money. You've already let him borrow some, and he hasn't paid you back. You don't want to keep giving him money, because you are also trying to save up to buy a dirt bike. How would you feel? What could you say to him?

Now we understand the importance of why we need to recognize our emotions, right? And also knowing WHAT emotion we are feeling. It's so we can communicate to ourselves and others what we are feeling.

**Ask:** Do you feel like it is hard to express your feelings? Is it hard to tell other people how you feel?

**Ask:** What are some of the challenges with expressing how you feel?

I challenge all of you this week when you feel an emotion to PAUSE, identify the emotion, and think about what it is telling you. Ask yourself, "what do I need?" Then communicate it! Use the "I Statements" Handout to help you this week!

### Close with 5 Belly Breaths

# **“I Statements”**

**I feel** \_\_\_\_\_

**(Tell the other person how you feel)**

**When** \_\_\_\_\_

**(Describe the event that caused your feelings. Be specific!)**

**Please** \_\_\_\_\_

**(Tell what you would like to happen in the future)**

### Lesson 3: Emotional Pressure

#### Opening Activity: Emotion Charades

Print off the “Emotion List,” cut them up into slips of paper, then place them in a box. Have a student come up and randomly draw an emotion. Without using words, have the student act out the emotion, letting the rest of the students try and guess what the emotion is. After two minutes, if the emotion still hasn’t been guessed, let the actor use words to describe the emotion (WITHOUT using the actual word or a variation of the word. For example, if they drew the emotion “happy,” they can’t say “happiness.”). Go through about 5 more students, and then reflect on what the activity teaches us.

Reflect by asking: **What can we learn from this activity? (Answers may include: using our words to describe how we feel made it easier to guess, words are helpful, humor is helpful in learning, humor alleviates stress)**

#### Balloon Analogy for Emotional Pressure

*Note: It may be helpful to model this analogy with a real balloon.*

Say I have a balloon and I’m blowing it bigger and bigger and bigger. How do I release the pressure in the balloon without popping it? By letting the air out! When we feel emotional stress and pressure, it can feel like a balloon inside our bodies, getting more and more full. It can be uncomfortable to feel emotional pressure. How do we let the pressure out without popping, or blowing up and getting mad at someone? By talking about it! Whenever we talk with other people about what we are feeling, it releases emotional pressure. And keeps us from popping!

Just like we learned from “Emotion Charades” it is important to TALK about how we feel.

Pass out “I feel...” Wheel Handout and introduce “Telling our Emotion Activity”

The rest of class will be a time for storytelling.

Ask: **Why is storytelling important to Native people? (Answers may include: It is a way to pass down wisdom, for children to learn from their elders, a chance to incorporate humor and laughter into life, we learn better through stories)**

By sharing stories, we are releasing emotional pressure. Just like we talked about with the balloon; when we talk about what we are going through, it’s a way to let air out without popping the balloon.

For today’s activity, you are going to pick ONE emotion from the list, and take 5 minutes to write out a time when you felt that emotion strongly. After 5 minutes, we will go around the room and each person will tell us about a time when they felt their emotion. It’s important to be VERY specific. The more detailed you are, the more pressure you are letting out of your balloon. As you write out and then talk about your experience, envision the pressure inside you being released.

As we share our stories, let’s remember our group guidelines: confidentiality, supportive, trusting, nonjudgmental, respectful.

I’ll go ahead and start by sharing a time when I felt \_\_\_\_\_.

*Note: It is helpful for the teacher to model this activity by sharing a time when they felt a strong emotion to the students. By sharing a time when they felt a strong emotion, the instructor is showing it is safe and healthy to talk about emotions. Make sure the experience chosen is appropriate and not too personal. (The instructor may pick an emotion that the students are nervous to share about such as: fear, anger, sad, lonely.)*

Now, take a look at our Emotion Wheel. Are there any emotions you don’t know the definition of?

Now everyone is going to pick ONE emotion from the list. Go ahead and circle it. For the next 5 minutes, write out a time when you felt this emotion strongly, and then we will share.

Give the students five minutes to write.

Have students tell their stories randomly until each person has gone. Make sure to validate each experience and emotion. Keep careful watch for students who may share troubling experiences, and may need extra resources.

**Close with 5 Belly Breaths:** As we do our 5 Belly Breaths, let's focus on intentionally releasing the pressure inside of our bodies, and on relaxing our shoulders, neck, and bodies.

## Emotion List:

Sad

Sad

Sad

Happy

Happy

Happy

Angry

Angry

Angry

Grumpy

Grumpy

Grumpy

Proud

Proud

Proud

Jealous

Jealous

Jealous

Upset

Upset

Upset

Excited

Excited

Excited

Surprised

Surprised

Surprised

Confused

Confused

Confused

Confident

Confident

Confident

Irritated

Irritated

Irritated

Cheerful

Cheerful

Cheerful

Scared

Scared

Scared

Overwhelmed

Overwhelmed

Overwhelmed

Grateful

Grateful

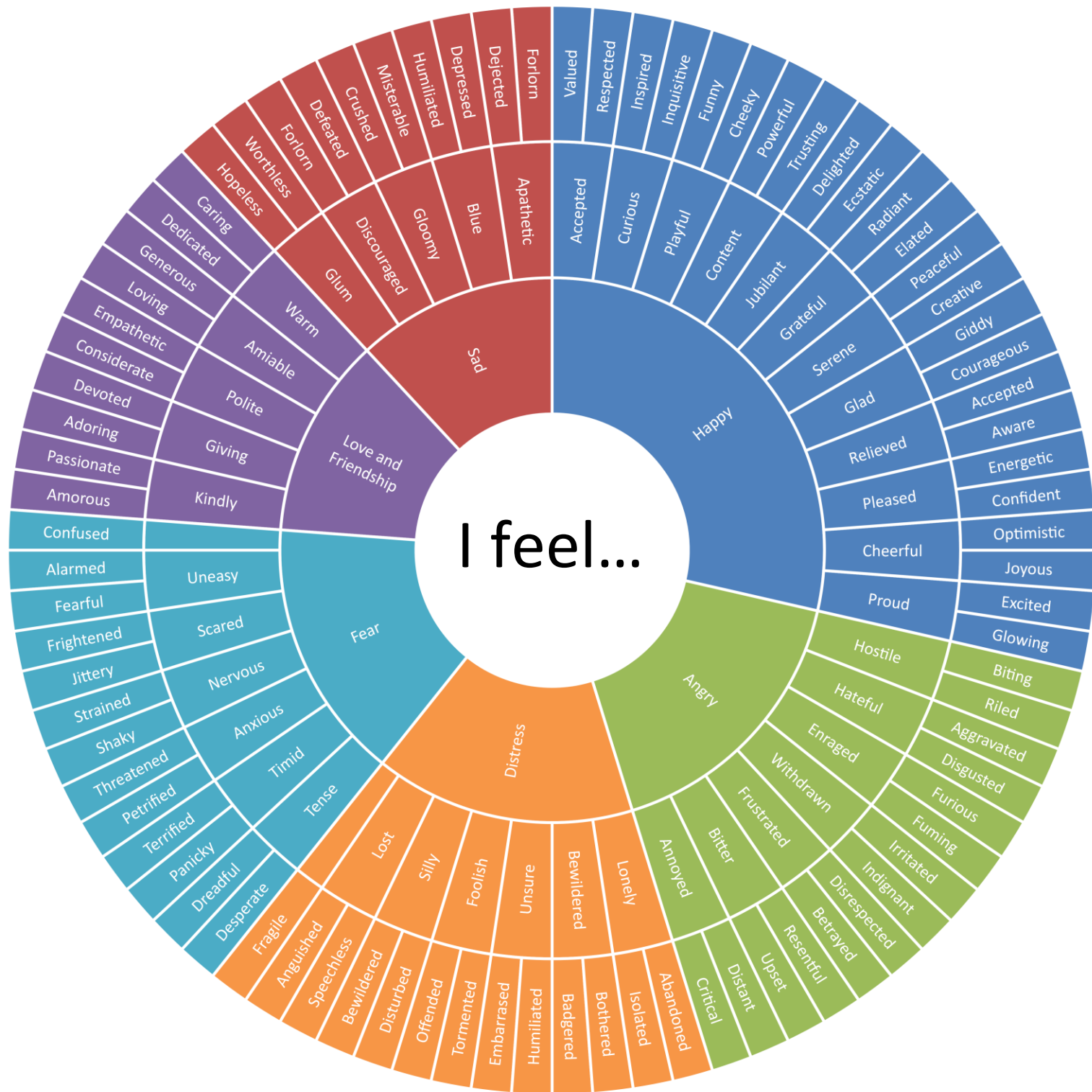
Grateful

Powerful

Powerful

Powerful





## Lesson 4: Balancing Our Sacred Circles

**Check-In:** Guide kids through the “picking high bush + low bush blueberries stretch”

**Recap:** How did it go this last week using your “I Statements” to communicate your emotions and needs?

### Introduce Sacred Circles

**Ask:** What does the word “sacred” mean? (Brainstorm on whiteboard, and write down the following definition):

Sacred means you regard something with great respect and honor; it is something you DO NOT make fun of.

**Ask:** What are some things Native people treat as sacred? (Answers may include: life, creation, nature, Native values, traditions, Elders, birth, parents, and stories)

An important thing to understand is that if we believe all people and life is sacred (meaning we don’t make fun of it; we treat it with respect), then that includes emotions. Each person has emotions. Each person has their own story, and we need to treat every person, their story, and their feelings with respect.

**Ask:** Why is it important we don’t make fun of emotions?

Draw a circle on the whiteboard and split it into 4 equal parts. **Pass out Sacred Circle Handout.**

**Ask:** Has anyone heard of a medicine wheel or a sacred circle? If yes, what is it?

**Explain:** The four parts of the circle represent the four parts of what makes up a human being. There are four states of “being:” physical, mental, emotional, and spiritual. Our emotional being refers to the part of ourselves that carries our feelings and emotions, as well as memories. Our mental aspect refers to our conscious thoughts, desires, beliefs, and values. Our spiritual aspect refers to our connection with ourselves and our connection to all of life around us. Our physical being refers to our physical body, and includes what we eat, how we move, how we sleep.

It is important that all four of these are in balance. What happens when a section of the circle is missing? The circle becomes incomplete. It becomes a broken, unhealthy circle. This teaches us we need all aspects to be whole, happy, healthy, and in harmony with ourselves and others. The reason we go over this is because it is important to take care of all parts of you. Let’s talk about how we can keep all parts of ourselves healthy and whole by playing Sacred Circle Bingo.

### Sacred Circle Bingo Game

**Instructions:** Make sure each student has the Sacred Circle Handout, with each quadrant labeled “spiritual, physical, mental, and emotional.” Randomly call out a healthful “activity” from Table 1 (see end of this lesson) and ask the students to write the activity into the quadrant where they think it best belongs. Continue to call out items from the table. Once someone has 5 in a quadrant, they can say “Bingo!” and share the wellness activities they have listed. Continue this for a little while longer. Stop at a set time and invite students to share their “Sacred Circle Bingo” card with the class. Then invite students to come up with their own healthful activities they can add to each quadrant.

**Ask:** How can we keep our physical aspect healthy? (Answers may include: eating traditional foods, moving in ways that feel good, getting enough sleep)

**Ask:** How can we keep our mental aspect healthy? (Answers may include: having goals, staying true to our values, taking care of ourselves when we are stressed, not taking too much on, asking for help)

**Ask:** How can we keep our spiritual aspect healthy? (Answers may include: being on Land, taking time to connect with ourselves and other people, having quiet time, breathing fresh air, talking to Elders)

**Ask:** How can we keep our emotional aspect healthy? (Answers may include: asking for help from other people, be honest with how you feel, talking with other people about how we feel, remembering our emotions are sacred and okay to feel)

As you talk about this with the students, have them continue to add to their own medicine wheel/sacred circle with things in their life that can help them live a balanced life. Encourage them to use words, drawings, colors, or anything else that promotes balance in their life.

**Writing Activity:** Invite students to write down their responses to the following questions:

1. How do we become imbalanced in our lives?
2. What are some things that I do to heal and try to live a harmonious and balanced life when I feel imbalanced?
3. How can substances like alcohol, drugs, and other unhealthy practices lead to imbalance?

Ask if any students would like to share their responses to these questions.

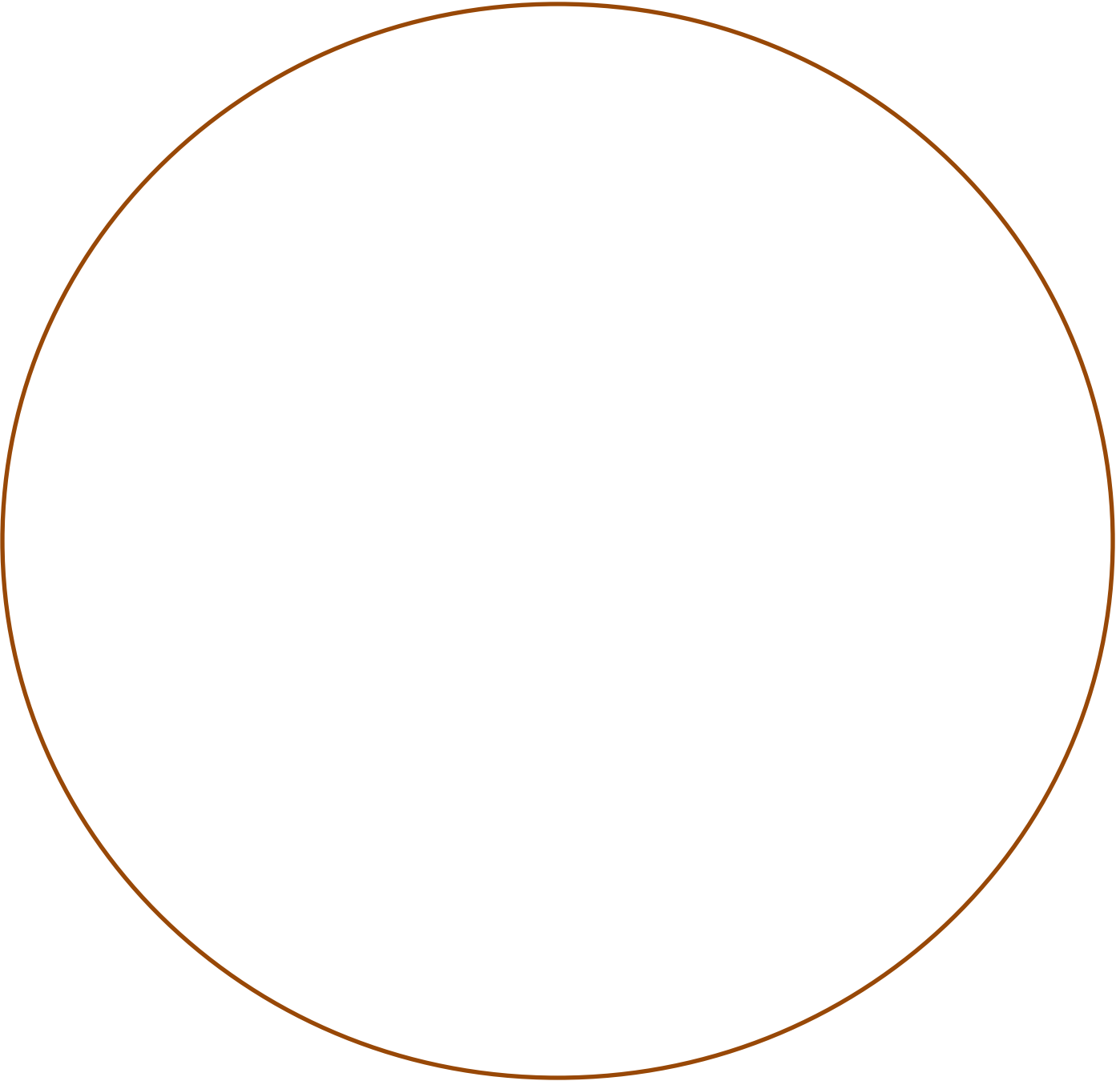
**Close with 5 Belly Breaths**

**Table 1: Sacred Circle Bingo Call-Card\***

Physical	Mental	Emotional	Spiritual
Toss around a frisbee	Keeping a promise	Journaling at the end of the day	Meditate in the morning
Go for a hike	Reading a book	Belly Breaths	Go for a walk
Play with your dog outside	Community service	Meditation	Offer a prayer of thanks to the Land
Eating scrambled eggs for breakfast	Take a brain break while studying for a test	Having good night's sleep	Expressing gratitude
Taking a walk in the woods	Taking time to laugh	Painting a picture	Picking berries
Saving your money	Dancing around while cleaning the room	Taking time to laugh	Connect with family and friends
Staying hydrated	Pet your dog!	Practice yoga	Volunteer in the community

***\*Note: Many of these wellness activities overlap with other aspects (for example, taking a walk is good for the physical body, spiritual health, and mental health)***

# Sacred Circles



## Lesson 5: Understanding Depression

**Check In:** Guide kids through the “picking high bush/low bush blueberries stretch”

**Recap Sacred Circle:** Remember we have four aspects to our health: physical, spiritual, mental, and emotional wellbeing. In order to keep our emotional wellbeing healthy, we need to remember to be honest with how we feel, treat our emotions and stories as sacred, and ask for help when we need help.

**Ask:** Let’s recap our definition for sacred, do you all remember what we defined it as? (Treat with respect/honor, don’t make fun of it)

**Ask:** What are some of the things we treat as sacred? (Answers may include: Native values, emotions, stories, Elders, Life, Land, Nature)

### **Introduce Depression (or “Feeling More than Sad”)**

**Ask:** What are some strong emotions we may feel? (Answers may include: anger, happiness, fear, sadness)

**Explain:** Sad can be a strong emotion. And remember, it is OKAY to be sad sometimes. Remember when we talked about emotions as gifts? Well, truly courageous people understand that feeling sad is OKAY, because when we are sad, it means we have something or someone we truly care about that may no longer be with us. Being sad shows us how much we CARE about someone or something. Sadness is never “bad” to feel. All emotions are messengers; they are here to tell us that we need something.

All Native people have their own creation story, and in each creation story, emotions were a part of the creation. That means ALL emotions are okay to feel.

Remember we also talked about emotions as a compass, guiding us to what we need.

**Ask:** When we feel sad, what might that sadness be guiding us to? (Answers may include: to ask for help, ask for alone time, ask for a hug, call a friend, talk with someone you trust, go do something you love, pet your dog, cry it out)

Some people think that crying is a sign of weakness. Actually, crying isn’t weak. Just a second ago we talked about how sadness shows us how much we care about something. And crying is one of the ways we can express sadness.

**Ask:** What are some things we might be sad about? (Answers may include: loved one passing away, loved one leaving the family, about to graduate, a friend moved away, someone said something mean)

Feeling sad is okay. And it’s important to know there may be times when we feel “More than Sad.” This can be called depression, and it’s important to ask for help if we are feeling this way.

**Ask:** Depression is a word that gets used a lot. What do you know about depression?

**Ask:** Where did you get that information? (Answers: TV shows, family history, books, internet, talking with friends)

Understanding depression is complex and confusing because it is both a medical condition and an emotion. Depression is a medical illness that causes sadness, hopelessness, and lack of energy and interest. This medical condition can only be diagnosed by a physician. When you’re in a sad mood, it may feel like it will last forever. Usually feelings of sadness don’t last very long—a few moments, a few hours, or a day or two; but sometimes sad feelings can go on for too long, hurt too deeply, and make it hard for you to enjoy the good things about your life. Today, we’re talking about depression—the emotion—as being a deeper, more intense kind of sadness that lasts a lot longer and influences some of the things we do in our lives.

**Ask:** What are some situations that might make a 5<sup>th</sup> grader feel depressed? (Answers may include: parents are fighting and thinking about divorce, friends at school are being mean, thinking everyone hates me, etc.)

**Ask:** What are some signs of depression? (Answers may include: Not eating, too little/too much sleep, feelings of sadness you can’t shake off, don’t want to do things you normally do, going to bed sad and waking up sad for multiple days)

Another sign of being depressed is if you go to bed at the end of the day feeling like the day was so difficult that you can’t handle the next day. Being unable to shake off the sadness by yourself is also a sign of being depressed.



**Ask:** What can we do if we feel like we can't shake off our sadness? We can talk to an adult we trust and get the help we need!

**Ask:** If a friend is depressed and wants to talk with an adult, whom could they go to? (Answer: school counselor, parents, coaches, favorite teacher)

**Ask:** What can that adult do to be helpful? (Answer: listen and give some perspective on the problem, get professional help)

In the upcoming lessons, we are going to go over more skills to help manage emotions and stress. Today we learned about what depression is, and how it may affect young people. If today's lesson brings up some difficult thoughts or feelings, please share those with a parent, with me, or with another trusted adult.

**Write on whiteboard: "Things Worth Living For!"** Now, let's think about things worth living for! What do you all love about life? (Answers may include: to eat ice cream, go on adventures, to laugh, go hunting, berry picking, smelling flowers, finishing a good book, road trips, to travel to new places, try new foods, hugs, games with friends, long walks in the park, learning more about my culture, etc.)

*Note: Encourage every student to participate and add at least 1 thing to the list. Go around the room and call students by name if they aren't participating. Take your time! Try to fill the ENTIRE board up with things worth living for. This shows the kids that there are so many good reasons to live life, and will reiterate all the beautiful things about life. If kids get stuck, write a few of your own reasons for living on the board!*

**Write on whiteboard: "Things I love to do..."** I am setting my timer for 3 minutes. I want you to jot down as many things as you can think of on the worksheet that you love to do. This can include any hobbies, fun projects, or any other activity you love to do! Let's see if you can fill up the whole paper!

Once the timer rings, come back together as a class and fill up the whiteboard together.

#### 5<sup>th</sup> + 6<sup>th</sup> Grade Activity

**Name Activity:** (The instructor should model this first on the whiteboard)

**Step 1:** The instructor should write their name on the board and explain how the colors/types of lines reflect different aspects of themselves. The instructor should illustrate how this forms a web describing important people/events in their life (describe in story form).

**Step 2:** Have students write their names using colors and unique lines that reveal how they feel about themselves.

**Step 3:** Have students surround their names with all the people, places, and events that are important to them. Tell them to circle each and connect to name.

**Step 4:** Once the students have had time to work on their names, go around the room and have each student select one person/event that is important to them and describe it to the class.

#### 7<sup>th</sup> + 8<sup>th</sup> Grade Activity

**Pass out Safety Nets Worksheet;** go through and fill it out together

*Note: Write out the answers for the worksheet as you go on the whiteboard. Make sure each child is filling it out with you at the same time. Always encourage kids to think of the answers first, and then help edify their answers.*

#1: **Answers may include:** school teachers, school nurses, aunties/uncles, grandmas, grandpas, older siblings

*Note: Kids may not have 3 trusted people they can ask for help. Help them think of specific people they can ask for help, and if you feel comfortable, let them know they can put down your name and work phone number.*

**#2:** You may not feel like you know professional agencies, but actually there are a lot of resources for you! The Alaska Native Medical Center (ANMC) is a great resource; you can also download the “Alaska Careline App.” You can also text HOME to 741741, and you can get connected with help.

**Note:** write out these numbers and contacts on the whiteboard for kids to see.

**#3:** Warning signs that you might mean you need help from others can include: not playing basketball (or doing another hobby you normally love), isolating yourself in your room, not laughing as much, not hanging out with friends like you normally do, feeling sad all the time.

**#4:** Answers can include: Relaxing, breathing exercises, playing basketball, doing a hobby, talk it out

**#5:** Answers can include: asking for help, surrounding self with uplifting people, not giving into peer pressure, not doing risky behavior

**Ask:** Are there any questions about anything on this worksheet? Any thoughts that come up?

**Explain:** The reason we have a safety net for ourselves is so that we know when we need help, and we don’t turn to harmful things to cope with the sadness. Because there are healthy ways to manage being sad, and there are harmful things. These are the healthy ways!

**Ask:** What might be some harmful ways of coping with sadness? (Answers may include: drugs, alcohol, addiction, not talking, ignoring the sadness)

**Close:** Model the Butterfly Hug: \*

Please watch me and do what I am doing. Cross your arms over your chest, so that the tip of the middle finger from each hand is placed below the clavicle or the collarbone and the other fingers and hands cover the area that is located under the connection between the collarbone and the shoulder and the collarbone and sternum or breastbone. Hands and fingers must be as vertical as possible so that the fingers point toward the neck and not toward the arms.

If you wish, you can interlock your thumbs to form the butterfly’s body and the extension of your other fingers outward will form the Butterfly’s wings.

Your eyes can be closed, or partially closed, looking toward the tip of your nose. Next, you alternate the movement of your hands, like the flapping wings of a butterfly. Let your hands move freely. You can breathe slowly and deeply (belly breathing), while you observe what is going through your mind and body such as thoughts, images, sounds, odors, feelings, and physical sensation without changing, pushing your thoughts away, or judging. You can pretend as though what you are observing is like clouds passing by.”

**Ask:** How do we feel after doing Butterfly Hugs?

\*Jarero, Ignacio, and Lucina Artigas. “The Butterfly Hug Method for Bilateral Stimulation - EMDR Foundation.” *The Butterfly Hug Method for Bilateral Stimulation*, EMDR Foundation, Sept. 2014, <https://emdrfoundation.org/toolkit/butterfly-hug.pdf>.

# **I am a Sacred Person**

## **My Safety Net**

**1. Name and phone numbers of 3 trusted people you can ask for help:**

- a.
- b.
- c.

**2. Names of 2 professionals/agencies you can contact during a crisis:**

- a.
- b.

**3. List 3 warning signs that might mean you need help from others:**

- a.
- b.
- c.

**4. List three things you can do on your own to manage strong emotions:**

- a.
- b.
- c.

**5. List three things you can do to keep yourself and surroundings safe:**

- a.
- b.
- c.

**6. Name one thing that is MOST important to you and worth living for:**

- a.

**7. List three people you would help if they asked for help:**

- a.
- b.
- c.

### When I feel sad

1. Name it. Say "I feel sad."
2. Say, "I will **allow** myself to feel this emotion."
3. Talk to someone I trust.
4. What do I need? (A hug, alone time, help from another person...?)
5. What can I do that brings me to joy?

\*Note: if you feel like you can't shake off your sadness, or you feel more than sad, it's important to talk to an adult you trust about how you feel.

### Things I love to do

## Being More Than Sad: Depression Info Sheet

It's normal to feel moody or sad at times. But with depression, a sad or bad mood lasts for weeks, months, or even longer.

Depression affects more than a person's mood. It can affect the way they act, and how well they do in school. It can affect their energy, sleep, and eating, too. If people are depressed, they find it hard to enjoy things like before.

Most of all, depression affects how people think and feel about themselves. And how close (or distant) they feel from others. People going through depression often feel alone. It might seem like no one understands or cares. They may feel bad about themselves. They may blame themselves for having a hard time.

But depression is not a person's fault. It's not a personal failing. And it's more common than most people think.

Depression can start small. But it can build and get worse. That's why it's good to take care of it as soon as you can.

*Depression gets better with the right attention and care.*

### If you think you might be depressed:

- Talk to an adult in your life. You can turn to a parent, teacher, mentor, or coach. Let them know what you're going through. It can help you feel more hopeful, and less alone, just to have someone listen and show they care.
- Talk with your doctor or with a mental health expert. You can ask your parent (or adult in your life) to set up a visit for you. Your doctor or therapist can talk with you, listen, and check for depression. If you do have depression, they can explain how therapy can help you and how to get started.
- If you don't have an adult you can turn to, reach out to someone at a help line. There are people there to talk with 24/7. They can listen and guide you on how to get the help you need. In the United States, start with SAMHSA's free helpline at 800-662-4357.
- Text HOME to 741741 and a counselor will text you back!
- Find out what you can do to take good care of yourself, too.

If you are going through depression, there are many things that can help you get better. And there is always someone who will help.

*Information found at: <https://kidshealth.org/en/teens/depression.html>*



## Lesson 6: Affirmations Pt. 1

**Check-in:** Guide the students through a stretch.

### Introduce Affirmations

The way people want to see themselves is the way they really become! Think about how you talk to yourself for a moment. Are you kind to yourself? When you mess up...do you say mean things to yourself? In today's lesson we will be talking about how a key to feeling happy is to talk to yourself and about yourself in an uplifting way. You can think of this as talking to yourself like you're your own best friend.

**Ask:** If you thought of yourself as your own best friend, how would that influence how you talked to yourself?

One way we can talk kind to ourselves is through affirmations!

**Ask:** Who knows what an affirmation is? Let students define it for you if they know. An affirmation is a positive, powerful statement that helps us overcome negative thoughts.

**Give Example:** Let's say you had a big test coming up, and you were thinking, "I'm not smart enough, I am not ready." An affirmation for this could be: "I can do my best. I have prepared."

Let's write up our own affirmations!

**Affirmation Brainstorm Activity:** Write on the white board: "I am..." "I can..." "Today, I will..." with LOTS of space between each phrase. Starting with the phrase "I am...", go around the room and have each student fill in the blank (I am...kind, a good person, human, a sister, trying hard, doing my best). Write the word/phrase they say underneath the "I am" on the whiteboard. Do the same thing for "I can..." and "Today, I will" (I can...do my best, try again, ask for help) (Today, I will...go with the flow, be flexible, be kind to myself). The goal is to have each student give at least 1 or 2 ideas for each phrase. By the end of this activity the whole whiteboard should be filled with affirmations! Take your time with this activity and encourage each student to give multiple answers. The goal is to emphasize to the students that their affirmations are positive, true, powerful, and creative.

**Ask:** How can we use our Native values in our affirmations? (I am resilient, I can respect my Elders, I can respect Land, I can laugh)

**Ask:** How does using affirmations protect us against harmful things like substance misuse?

**Ask and write on whiteboard:** When can you use affirmations? (before taking a test, before playing a soccer game, during a hard day, if I have lots of homework)

A good way to use affirmations is to say them in the morning when you wake up, and in the evening before you go to bed.

**Ask:** How do you think people would feel if they said their affirmations regularly?

Run through some scenarios:

- Let's say Katie is playing basketball, the game is tied, and there are only 3 seconds left in the game. She shoots a basket, and she misses it! She's super disappointed. What affirmation can she say to herself? (Answers may include: I can do better next time, I am still learning, I am not my mistakes)
- Let's say Drake has been studying for a big math test that's happening today, and he's feeling nervous. What can he say to himself? (Answers may include: I am prepared, Today, I will do my best)

- Let's say Chad has been working really hard on a presentation he'll give the class today. It's 5 minutes before his presentation and he's feeling a nervous. What affirmation can he say to himself?

**Pass out Personal Qualities Worksheet** and give 5 minutes for everyone to circle their positive qualities and strengths.

**Ask: What are some of your strengths?** Go around the room. Encourage all students to participate.

**Now flip the worksheet over and fill out YOUR TOP 10 affirmations.** (give the kids about 5 minutes)

**Explain the Power of "Yet":** Write "YET" on the whiteboard.

**Does anyone know who Michael Jordan is? Oh, no one knows?** (the kids will say, "OF COURSE WE KNOW WHO HE IS!")

**Who is he? Let kids answer** Michael Jordan is the greatest basketball player of all time, but he hasn't always been a great basketball player. Did you know that he was cut from his high school basketball team? Instead of giving up, or talking mean to himself for getting cut, he told himself, "I can't play basketball YET."

"Yet" is a powerful word. There are lots of things we can't do...YET. So if you hear yourself saying, "I can't do this math problem." Or "Dang, I can't do a bunny hop on my bike" make sure to add the word YET at the end. "I can't do this math problem, YET." Because it's okay that we don't know how to do everything, we are human! We are constantly learning! And adding the word "yet" helps us remember to be kind to ourselves as we learn.

**Ask: What are some things you can't do yet? Why do you want to learn to do it?** (Answers may include: learn your Native language, do a wheelie/bunny hop on a dirt bike, get an A in math, drive a car).

**Close with Butterfly Hugs**

# Personal Qualities

Careful	Generous	Respect my elders
Neat	Humble	In harmony with nature
Kind	Trusting	Decision-maker
Hardworking	Resilient	Sharing
Loyal	Cheerful	Traditional
Organized	Reliable	Hard worker
Goofy	Relaxed	Listener
Funny	Listener	Baker and Cook
Creative	Brave	Willing to learn
Accepting	Enthusiastic	Loving
Strong	Forgiving	Thoughtful
Friendly	Sensitive	Courageous
Flexible	Mature	Artistic
Thoughtful	Focused	Love to laugh
Confident	Courteous	Easy going
Optimistic	Open-Minded	Playful
Respectful	Grateful	Calm
Determined	Positive	Generous
Skilled	Responsible	Authentic
Helpful	Frugal	Graceful
Motivated	Tolerant	Musical
Insightful	Innovative	Energetic
Patient	Balanced	Intelligent
Realistic	Good at Sports	Adventurous
Willing to try new things	Carefree	_____
Selfless	Clever	_____
Honest	Polite	

# MY POSITIVE THOUGHTS & AFFIRMATIONS

List some positive thoughts and affirmations you can say to yourself.

#1	
#2	
#3	
#4	
#5	
#6	
#7	
#8	
#9	
#10	

## Lesson 7: Affirmations Pt 2

*Note on prepping: before class, print off the affirmations from Page 165-168 in “American Indian Life Skills Development Curriculum” and cut into little slips. Put them in a cup/box for kids to pull from. Also be sure to cut slips of paper for the chain link.*

**Check-in:** Guide students through a gentle stretch and emotional check-in.

**Recap** what affirmations are (Write on whiteboard “I am” “I can” and “Today, I will” to help remind the kids).

**Make Chain Link of Affirmations:** Model this activity yourself by writing an affirmation on a slip of paper and tape it into a circle. Pass out strips of paper to all the kids and instruct them to write their own favorite affirmation on the slip of paper. Then have each student come up and link their affirmation onto the chain by looping the paper through the chain and taping it. By the end of this activity you will have a long chain link. Hang the chain link from the ceiling somewhere in the classroom, and tell the kids that from here on out, at the beginning of each class, they will start by tearing off one of the links and reading aloud the affirmation. This will be the “affirmation of the day.”

When can we use our affirmations? When we are stressed, at the beginning of the day, or maybe before a test. We can say an affirmation ANYTIME. Affirmations also help us remember goals that we want to accomplish.

### Using Affirmations to Achieve Goals

Ask: **What are some of your goals in life?** Write their answers on the whiteboard in a column. (try to encourage each student to give at least one goal) **Now help me brainstorm some affirmations for these goals!**

Ex:

Goal: I want to go to Arizona State University. | Affirmation: I am capable of going to college!

Goal: I want to learn how to drive. | Affirmation: I can learn how to drive.

**By saying our goals as affirmations, it helps us remember that we CAN accomplish our goals!**

**Pass out Affirming our Strengths Worksheet:** fill out together

Ask: **How would it feel to remember your strengths every day?**

**Closing activity:** Before class, prepare a cup full of affirmations (printed from pages 165-168 in “American Indian Life Skills Development Curriculum”). Have each student pull a slip of paper with an affirmation written on it from the cup. Ask if anyone wants to share their affirmation. Encourage them to hold onto it throughout the day and see how it feels to have that reminder. Check in with them about this at the beginning of the next class.



# Affirming our Strengths

Part One: Please complete the sentences below:

- ☀ I feel good when \_\_\_\_\_
- ☀ I feel strong when \_\_\_\_\_
- ☀ I am very good at \_\_\_\_\_
- ☀ I am excellent at \_\_\_\_\_
- ☀ I am talented at \_\_\_\_\_
- ☀ People are always telling me I am good at \_\_\_\_\_
- ☀ I feel relaxed when \_\_\_\_\_
- ☀ I can \_\_\_\_\_ when I need a lift in spirits
- ☀ I can rely on \_\_\_\_\_ to help me through a tough time.
- ☀ I draw strength from \_\_\_\_\_

Part Two: Draw a picture that shows what you are good at OR what makes you happy! You can keep it simple. For example, if you are good at cooking, you can draw a pan or something that represents that skill.

A large empty rectangular box with a thin black border, intended for a drawing. It occupies the bottom half of the page.

## Lesson 8: Journaling

**Check in with class:** Have one student pull an affirmation off the chain link and read it out loud to the class. This is the affirmation for the day. **How did it go with affirmations this past week? How did it feel to carry that affirmation with you throughout the day?**

### Introduce Journaling

**Ask:** Who here likes to write?

**Explain:** Some students like to write and some don't. Some don't like to write because usually they are told **WHAT** to write. Writing in school is important; but writing what **YOU** want to write makes a huge difference! Today we are talking about journaling. And journaling means writing about what you think and feel. Journaling is a great way to manage stress.

**Ask:** Does anyone already write in a journal? (If yes, do you have any writing tips for us?)

**Ask:** What are some reasons for journaling? (Answers may include: want to remember happy moments, let out emotion, remember events, problem-solve, write about something that's bothering me)

**Ask:** When can we journal? (Answers may include: at night, when stressed, as soon as we wake up)

**Ask:** How do we journal? (Answers may include: use prompts, do a brain download, free write whatever comes to mind)

**Just like how affirmations help us when we are stressed, so does journaling!**

**Pass out journals to students** Give students 10 minutes to make the journal their own. Bring out markers and pens and encourage them to be creative. They can write affirmations on their journal cover, write their name inside, their favorite quote, or draw flowers on the cover. **Also pass out the journal prompt worksheet** and have them glue it into their journal if they would like to.

*Note: During these 10-15 minutes, play some indigenous music in the background. Some great Alaska Native artists include: Pamyua (Yup'ik group), Byron Nicholai (Yup'ik), Mary Youngblood (Aleut/Seminole). American Indian flute music/drumming is also an option. Make sure it is calming music!*

**Now we are going to practice journaling! I'm going to give you 5 minutes to write about a time you felt really happy. Be as descriptive as you possibly can.**

**Ask:** Would anyone like to share about a time they felt happy?

**Now we are going to take 5 minutes and write about a time you felt really sad. Again, be as descriptive as you can. Remember that by being descriptive you are letting the pressure out of the story, so the balloon of pressure doesn't pop inside you** (reference the Balloon Analogy from a few lessons ago).

**Ask:** Would anyone like to share about a time they felt sad? (Emphasize importance of listening with respect and carefulness to each other's stories, treat emotion with respect, and validate each other's emotions)

**Now I want you to pick one topic from the prompt list and take 5 minutes to write about it.**

**Ask:** Would anyone like to share what prompt they picked and what they wrote?

**I challenge you to put your journal where you'll remember to use it, and use it once a day for the next week. Then when we check back in we will talk about how it went.**

**Close with Butterfly Hugs**

## Journaling Prompts

- ☀ Write about a time you felt really happy. Be as descriptive as you can.
- ☀ Five years from now, where do you want to be?
- ☀ Write about a really hard moment that happened today; then write about a really good moment that happened.
- ☀ Describe someone who is a hero to you and explain why.
- ☀ What happened today? And how did you feel?
- ☀ Write down everything that is on your mind, hold nothing back!
- ☀ What is your favorite kind of weather, why?
- ☀ What makes you feel angry?
- ☀ What makes you feel happy?
- ☀ Write about a time you felt loved.
- ☀ Write about a time you stuck up for something you believed in.
- ☀ Write about a difficult decision you had to make. Why was it hard to decide?
- ☀ What are 3 things you care about?
- ☀ Write about something that disappointed you. Why did it disappoint you?
- ☀ If you had 3 wishes, what would they be? Why?
- ☀ Why do you like Fridays?
- ☀ Name and describe someone special in your life. Why do they matter to you?
- ☀ What is something you are really good at?
- ☀ Who is the most important role model in your life? Why?
- ☀ Describe one thing that means the most to you.
- ☀ What is your definition of success?
- ☀ What was one thing you did well today?
- ☀ What are three things you love about yourself?

## Journaling Prompts

- ☀ Write about a time you felt really happy. Be as descriptive as you can.
- ☀ Five years from now, where do you want to be?
- ☀ Write about a really hard moment that happened today; then write about a really good moment that happened.
- ☀ Describe someone who is a hero to you and explain why.
- ☀ What happened today? And how did you feel?
- ☀ Write down everything that is on your mind, hold nothing back!
- ☀ What is your favorite kind of weather, why?
- ☀ What makes you feel angry?
- ☀ What makes you feel happy?
- ☀ Write about a time you felt loved.
- ☀ Write about a time you stuck up for something you believed in.
- ☀ Write about a difficult decision you had to make. Why was it hard to decide?
- ☀ What are 3 things you care about?
- ☀ Write about something that disappointed you. Why did it disappoint you?
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- ☀ Describe one thing that means the most to you.
- ☀ What is your definition of success?
- ☀ What was one thing you did well today?
- ☀ What are three things you love about yourself?

## Lesson 9: Managing Stress Pt. 1

**Check in with class:** Have one student pull an affirmation off the chain link and read it out loud to the class. This is the affirmation for the day. **How did it go with affirmations this past week?**

Recap two ways to manage stress: affirmations + journaling

Ask: **How is journaling going?**

### Introduce Recognizing Stress

Ask and write on board: **What is stress? (Our body's response to pressure, worrying, etc.)**

Ask: **What are some signs of stress? (Feeling overwhelmed, worried, hard to concentrate, anxious)**

Ask: **Where might we feel stress in our body? (Upset tummy, skin breakouts, nervousness, sadness, headaches)**

Today we are going to talk about recognizing stress and not avoiding it. Because when we avoid stress or pressure, what happens? It builds and builds and builds, just like air in a balloon. So when we recognize that we have a headache, or a tummy ache, we can recognize that we could be feeling stressed.

Ask and write on whiteboard: **What are some things that may cause you stress? (running late, playing sports, when someone yells at you, when you lose your phone, have lots of homework, the school bus is running late, something that's happened, going to school, family finances, other people's actions or decisions)**

Ask: **Which of these things can we control? (circle them)**

Ask: **What can we NOT control?** Emphasize that there are things we can control, like choosing our friends, choosing our attitude, choosing our behavior/actions. And although there are things we cannot control (other people's actions, other people's thoughts, if the bus is late), we CAN always control our attitude towards these scenarios and how we think about these things. We don't need to stress over things we can't control.

Ask: **What CAN we control about situations? (attitude, how we respond)**

Ask and write on board: **How can we deal with stress in a healthy way? (talk to mom, talk to trusted adult, cry, go for a bike ride, shoot hoops, call a friend, pet your dog)**

Ask: **What are UNHEALTHY ways to cope with stress? (drinking alcohol, yelling, hitting others, self-harm, taking drugs, running away)**

*Note: Whenever the topics of drinking alcohol, suicide, or self-harm come up, always remind the students who they can turn to for help if they or someone they love is struggling with any of these things. Always remind the students you are there to listen, and know how to offer resources for more help if they are struggling with these things. Remind them that it's okay to struggle in life, but they don't need to struggle alone.*

**Pass out Coping Cards:** instruct students to cut out the cards. After they've cut them out, read through them together. For the "extra" coping card, encourage students to look at the board at the "Healthy ways of coping with stress" for ideas on what their freebie coping card can be.

Keeping ourselves healthy means being able to talk about our feelings and stress. And it means knowing how to handle stress. Today we've gone over what stress is, and healthy ways we can cope with stress. Sometimes when we are stressed our thoughts seem like they are spinning, and we can feel overwhelmed. Let's end class today with a short video that explains that we are not our thoughts.

**CLOSING:** follow along with a "You are Not your Thoughts" Guided Meditation

<https://www.youtube.com/watch?v=0QXmmP4psbA>

## Lesson 10: Managing Stress Pt. 2

**Check in with class:** Have one student pull an affirmation off the chain link and read it out loud to the class. This is the affirmation for the day. **How did it go with affirmations this past week?**

Recap that we can manage stress through healthy ways of coping, and remembering “we are not our thoughts.”

Ask: **Have any of you used your coping cards yet? How is it going?**

Ask: **How is journaling going?**

**Introduce Managing Stress:** write in columns on white board “Stress,” “Response,” “Action Taken,” and “New Action, if Needed.” Make sure to leave plenty of space under each heading. Go over each heading with students by giving the example on “Stress Worksheet 1.”

Ask: **What were some things that were stressful for you this last week? Or in general, what are you feeling stressed about?**

As students answer, list some of their stressors in the “Stress” column. Once the class has finished, pick one of the stressors and work through the scenario. Ask the students what their response was, given the stressor, and what action was taken. Then if it was a negative action (that made the situation more stressful), go over what new action could be taken for next time.

**By now, we can see there are actions we can take that improve our stressful situation, by making it less stressful...and there are actions we can take that make our situation worse and become more stressful. In the example, we talked about how the student first reacted to his mom yelling by yelling back and saying hurtful things. This only makes the situation worse, because if you yell at your mom, there’s a good chance you could get grounded or get into MORE trouble. But, if that student paused for a moment, took a breath, and communicated what he was feeling, then it improves his situation and relieves some of the stress. The way we handle stress is important!**

**Pass out Stress Worksheet 1:** give the kids 5-10 minutes to work through the worksheet. As they work, play some calming indigenous music or nature sounds to help them concentrate. Walk around the classroom to see if any kids are stuck.

Ask: **Is there anyone that would like to share one of their stressors, their response, and action taken?**

**Pass out Stress Worksheet 2:** Your challenge for the week is to use this worksheet as a log for your stress. Next week we will debrief about it.

Last week we talked about how to observe our thoughts. This week, we will talk about one way you can do that. If you ever feel like you are overthinking, or you can’t stop thinking, then you can do a meditation called “Leaves on a Stream.”

**CLOSING:** Follow along with a “Leaves on a Stream” Guided Meditation

- a. For 7<sup>th</sup>-8<sup>th</sup> grade: <https://www.youtube.com/watch?v=vjKltKKSUR8>
- b. For 5<sup>th</sup>-6<sup>th</sup> grade: <https://www.youtube.com/watch?v=r1C8hwj5LXw&t=86s>

*Note: This exercise works best when your phone is connected to a speaker (or if you can connect with the projector). The video isn’t that important; as long as the students can clearly hear the audio.*

**How do you feel after doing this exercise? Is it calming to envision being near a river and putting your thoughts on leaves?**

**When are times we can do this meditation?**

*Note: Some students have really connected with this exercise, saying they thought of specific rivers that ran next to their village. By hearing and visualizing the river, this can be a powerful calming exercise for students. Really take the time to connect with them on this.*

# STRESS WORKSHEET 1

1. Under the "Stress" heading, list 9 stressful events that have happened to you or others. For the remaining headings, list your response to the stress, the action taken, and then write down one way to manage a stressful situation by taking positive action.

	<u>Stress</u>	<u>Response</u>	<u>Action Taken</u>	<u>If Negative, Possible Positive Action to Take</u>
Example:	Mom yells at me for over-sleeping.	Anger, stomach ache, heart beats faster	Yelled at her and said hurtful things	Take deep breath, and talk to her saying "I feel...I need"
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

## STRESS WORKSEET 2

Date	Stress	Response	Consequence	New Behavior

1. Stress is a natural part of life. It is bound to happen.
2. We can learn to handle stress in healthy ways.



## Optional Lesson 10.5: Coping with Parents who struggle with Alcohol

*Note: During SEL classes, the topic of alcohol misuse may be brought up. Some kids have expressed that they don't know how to cope with their parents' alcohol use, or don't know what to do when their parents are drunk. This lesson is to help support kids whose parents drink. We suggest to use this lesson the week after kids bring up this topic, or to include it after lesson 9: Stress Management Pt 2. As always, be aware of any students that are struggling and need extra assistance. These kids can be referred to therapy, talk to the school nurse or counselor, or receive extra care and support. Use discretion with the language used and how alcohol is referred to in the lesson. Take care to refer to a person struggling with alcohol as "someone who struggles with alcohol" not an "alcoholic." We can also say "a person struggling with drugs" instead of "drug addict."*

**IMPORTANT:** Make sure a counselor or safe person is in the room during this lesson. Also ensure that you have talked with the principal about giving this lesson beforehand. Also pass out the attached "Parent Letter" a couple days before the class so the parents know their child is learning about coping strategies.

**Check-in:** Affirmation of the Day and guide the students through a gentle stretch.  
Recap last week's lesson

**ASK:** What can we do? Last week the topic of substance misuse came up. If you're living with someone or know someone who struggles with addiction or substance misuse, you may be having a tough time. Reach out to others for safety, help, and support.

Together let's talk about "what we can do" to remember what we do and do not have control over.

**Pass out "What I Can Do" Handout** out and read each bullet point together

**ASK:** How does it feel to have someone we love struggle with drinking?

- i. embarrassed, angry, or sad about a parent's substance use
- ii. worried about their parent's health or safety
- iii. worried for themselves, siblings, or their other parent
- iv. scared, alone, or unsafe at home
- v. frustrated when their parent doesn't change
- vi. relieved when a parent takes steps to recover
- vii. it's hard to trust or relax
- viii. they have to be an adult before they're ready
- ix. overwhelmed
- x. depressed or anxious

The incredible thing about life, is that we each get to choose for ourselves how we want to live our lives. Each of you have the power to choose if you want to live your life differently than your parents do. You have the power to choose for yourself.

**Close** with a guided meditation: <https://www.youtube.com/watch?v=s0PO2xo7I9g>

How do you feel after this meditation?

# What Can I Do?

If you're living with a parent who has a substance use problem, you might be having a tough time. Reach out to others for safety, help, and support. If you ever feel like you or someone you love is in danger, call 911. Here are some things to do:

**\*Open up to someone.** Talk to a good friend. Also talk to an adult you trust like an auntie, uncle, or grandma. For example, a teacher, school counselor, doctor, therapist, or relative. Let them know what you're going through. It can be a relief to share what it's like for you. And they may be able to help you in other ways.

**\*Know that it's not your fault.** Some people blame themselves for their parent's substance use. They may think about times when a parent was angry or blamed them. They may wonder if they caused a parent to drink or use drugs. But kids can't cause a parent's substance problem.

**\*Know and name your emotions.** Don't bury your feelings or pretend that everything's OK. Notice how a parent's substance problem makes you feel. It's OK to feel the way you do. Use words (and not harmful actions) to express how you feel and why.

**\*Find a support group.** Find a group like [Al-Anon/Alateen](#) (they have a 24-hour hotline at 1-800-344-2666) or go online for help. Join a support group. Talking with others who are going through the same thing can help you cope. Go to this link to attend a free teen group: <https://al-anon.org/newcomers/teen-corner-alateen/alateen-electronic-meeting/>

**\*Find a safe place.** Do you avoid home as much as possible? Are you thinking about running away? If you feel you're not safe at home, you can call the [National Domestic Violence Hotline](#) at (800) 799-SAFE. If you think you or another family member could be in danger, call 911. Covenant House is another resource.

**\*Build good emotional habits.** Some people learn not to speak up or show emotion. They worry it may trigger a parent's drinking or substance use. Habits like these may help you survive tough times at home. But they may not work in other parts of your life. Being able to speak up, say how you feel, and show emotion helps you have good relationships in the future. Sometimes people need therapy to build good habits they were not able to learn living with an alcoholic or addicted parent.

**\*Stop the cycle.** People who have parents with substance use problems are at higher risk of having these problems too. A support group or therapy can help you learn how to avoid this risk.

## Lesson 11: Humor

### Check in: Affirmation of the Day

Recap: **What have you guys been stressed about recently?**

Write in columns on the whiteboard "Stress," "Response," "Action Taken," and "New Action, if Needed." Make sure to leave plenty of space under each heading. Brainstorm any new stressors the kids have encountered, writing them under "Stress." Once everyone has shared, work through the rest of the columns on how to handle that stressor.

### Introduce Humor

[Optional Activity: Emotion Charades

Write different emotions on various slips of paper (angry, sad, happy, etc.) and place in a box (print off the "Emotion Charades List". Have a student come up and randomly draw an emotion. Without using words, have the student act out the emotion, letting the rest of the students try and guess what the emotion is. After two minutes, if the emotion still hasn't been guessed, let the actor use words to describe the emotion (WITHOUT using the actual word or a variation of the word. For example, if they drew the emotion "happy," they can't say "happiness."). Go through about 5 more students, and then reflect on what the activity teaches us (that it's easier when we can communicate about our emotion, the importance of using words, the importance of laughter)]

**Humor is a great way to cope with stress. Today we are going to talk about good humor and destructive humor.**

Ask: **What is good humor? (It's edifying, you feel better after the joke (not worse), your spirit is happier, you're genuinely smiling)**

Ask: **Does anyone have a joke they'd like to share?**

Share a few of your own favorite cheesy jokes to get them laughing and thinking!

Ask: **Why is humor a Native value? (Humor is medicine, it's healing, it helps us think positive, a way to be resilient)**

Ask: **What is destructive humor? (you feel worse after the joke, you feel hurt, you don't feel happy)**

Go around the room and ask: **What are things we DON'T joke about? (Depression, suicide, self-harm, family, where a person lives, alcohol, how people look, family income, adoption)**

Encourage every student to come up with at least 1-2 things that we don't joke about.

Ask: **Why is it not okay to joke about these things?**

**Remember, in our first few lessons we talked about what is sacred. Do you remember our definition for sacred? It's to treat people and other things with honor and respect, and not joke about sacred things. Do you remember some of the things we said were sacred? Life, stories, people, emotions...remember? Since these things are sacred to us, then that means we shouldn't be joking about them in a way that is destructive.**

Ask: **Has anyone heard humor or jokes that have hurt your feelings?**

Ask: **How do we feel when we hear a mean joke?**

Ask: **What can we say to someone who is making a joke that makes us feel uncomfortable?**

**Something we can say is: "Hey, those kinds of jokes hurt my feelings." Or "Hey, that's a topic I don't joke about."**

**A lot of times if someone says something rude, and we try to tell them it was rude, then they'll respond by saying "I was just joking!" In response, you can say, "Well to me, that joke isn't funny" or "I'm just pointing out your jokes aren't good-natured."**

### Introduce How to Start Difficult Conversations

Ask and write on white board: **What are important qualities of someone you'd talk to about something hard you're going through? In other words, what are qualities of an adult or friend you trust? (trustworthy, kind, helpful)**

Go around room and encourage every student to contribute at least one quality.

Ask: **Are there times when you should talk to an adult, and not just a friend? (Abuse, depression, self-harm, suicide)**

These kinds of problems are too serious to handle alone. No matter how smart you are or cool you are, we need the help of others. Sometimes starting a conversation to get help is the hardest part. Let's talk about how to start a conversation about your feelings with a trusted adult.

**Ask and write on whiteboard:** What are some words/phrases we can use for starting difficult conversations?

- Can I talk to you about something?
- I need to talk about some emotions I am feeling right now. Is this a good time to listen?
- I have something important to talk with you about...
- I feel uncomfortable sharing this, but something is bothering me...
- Sometimes I feel so (angry, sad, upset, worried) I don't know what to do.
- I want to tell you about something that's bothering me.

Notice how we can use our "I feel..." statements to express how we are feeling and that we need to talk to someone.

**Close with Belly Breaths or Butterfly Hugs.**

## Emotion List:

Sad

Sad

Sad

Happy

Happy

Happy

Angry

Angry

Angry

Grumpy

Grumpy

Grumpy

Proud

Proud

Proud

Jealous

Jealous

Jealous

Upset

Upset

Upset

Excited

Excited

Excited

Surprised

Surprised

Surprised

Confused

Confused

Confused

Confident

Confident

Confident

Irritated

Irritated

Irritated

Cheerful

Cheerful

Cheerful

Scared

Scared

Scared

Overwhelmed

Overwhelmed

Overwhelmed

Grateful

Grateful

Grateful

Powerful

Powerful

Powerful

## Lesson 12: Positive Problem Solving using SODA

### Check in: Affirmation of the Day

Recap: **What have you guys been stressed about recently?**

Write in columns on the whiteboard "Stress," "Response," "Action Taken," and "New Action, if Needed." Make sure to leave plenty of space under each heading. Brainstorm any new stressors the kids have encountered, writing them under "Stress." Once everyone has shared, work through the rest of the columns on how to handle that stress.

Recap: **Who has been able to recognize good humor and destructive humor this last week? Would anyone like to share their experience?**

### Introduce Problem Solving using SODA

Game: "What is it?"

*Note: the point of the game is to get students thinking creatively and outside the box. Encourage creative thinking by first thinking of your own creative idea. This game doesn't need to make sense; the more creative and outlandish ideas, the better. Encourage every student to say at least one creative use for that object.*

#### Instructions for "What is it?" game:

Hold up a pen and ask the students: **What is this?**

After they answer, ask them: **What do we use this for?**

After they've told you what they use it for, ask them: **What are some other ways I can use this pen?**

Let the kids try and brainstorm first, and then model creative thinking by saying some creative uses for the pen.

**If I had two pens, I could use them as chopsticks! Or if I had four pens, I could make them into claws and be like the Wolverine. What else can you all think of? (Other answers may include: use as a dart, scratch your back, etc.)**

Run through this same format for two or three more ordinary objects. Other ordinary objects that work good for this exercise include: a cardboard box, a textbook, a water bottle. After this activity, reflect with the students on what they learned.

Ask: **What does this game teach us?**

**It teaches us there are lots of options! And not one answer is the "one right answer." This game shows us that we can think creatively to solve our problems.**

**Today, we are going to talk about HOW to solve hard problems. Because instead of running away from our problems, or using alcohol or drugs to run away from our problems, we can face them head on! You all are capable of breaking down ANY hard problem and solving it! And don't forget, it's easier to solve problems when you ask for help!**

Brainstorm some problems on the whiteboard by asking: **What are some problems you all can think of? (Answers may include: oversleeping, late to school, forgot lunch at home)**

**Okay, and what do we do when we have a problem? We can grab a SODA!**

Write SODA (STOP, OPTIONS, DECIDE, and ACTION) on board (leave lots of room between steps) and **pass out the "SODA Handout".**

Read through the SODA handout together. After the class has read through the handout, pick one problem that was brainstormed and show how to problem-solve using the SODA model.

Ex: The problem is "oversleeping"

**STOP: When we "stop," this means we realize we have a problem and we pause to take note of our emotions. Instead of rushing in to fight or yell, we pause and think about what we're feeling. When we "stop" that means we stop freaking out and blaming others and recognize the problem as our own. In this case, the problem is oversleeping. Has anyone ever overslept before? When we oversleep, whose problem is it? Your mom's fault? The alarm clock's fault? Ultimately, it is your own problem right? It's important we take ownership of our problems instead of blaming someone else. Because the moment we take ownership of our problems, we can work to solve them!**

**OPTIONS:** Now we move on to finding options to solve our problem. This means we look at all the possible solutions. This is where our creative thinking comes in! We can creatively think of different options, and then pick one that seems like it could be the best fit.

Ask and brainstorm on the board: What are all the ways you can solve the problem of oversleeping? Be creative! When you think of an option, also mention the negative and positive consequences.

One potential solution is that you buy a rooster! Then the rooster will wake you up nice and early! Or another solution could be to not go to sleep at all, then you wouldn't have to worry about oversleeping!

What are the benefits to getting a rooster and having it wake you up? What are the negative consequences? What are the benefits to not going to sleep at all? What are the negative consequences?

*Note: Reiterate that with each possible solution, there are both negative and positive consequences.*

**DECIDE:** Now we get to pick one option that we think could solve our problem.

Ask: Which option would YOU choose and why?

As you can see, every student has a different option that would work best for them! There isn't a "perfect" solution.

**ACTION:** This is the most important step, because if we don't act on our solution, then what was the point of thinking about it? Problems must be dealt with, not just thought about. Remember: By acting, you're getting more information. There is no "perfect" solution, so it's okay if the first option you decide on doesn't work! You'll have more information and can go through the SODA model again and make another decision.

Run through a few more of the problems on the board and creatively brainstorm options.

#### **Class Activity:**

*Note: Prep this activity before class by printing out the "Scenarios" at the end of this lesson. Cut out each scenario so you can pass them out.*

Divide the class into groups of four. Assign each member of the group responsibility for completing one step of the SODA problem-solving model as follows. Once each person has been given their team responsibility, pass out scenarios to each group and allow them 5 minutes to work through the problem. Have each group share their problem scenario and the solutions they arrived to solve the problem.

**STOP Person:** Explain how you'd feel in this situation, and how you'd stop blaming others. It can be helpful to ask yourself "Who is responsible for this problem?" Also think about what emotions you may have because of the problem.

**OPTION Person:** List at least three creative ways you can handle the problem.

**DECIDE Person:** Go over the three options (that the "Option Person" came up with) and for each one predict three possible positive consequences and three possible negative consequences. Choose one of the options and explain why you chose the option you did.

**ACT Person:** Tell the others what it would be like to actually act on the option. It can be helpful to ask yourself, "How might I feel once I do this action" or "Would I need to go back and choose another option?"

Close with a guided "Weather the Storm" meditation: <https://www.youtube.com/watch?v=YCe-WQbMWhw>

What did you all learn from that meditation? How do you feel?



# SODA: A PROBLEM-SOLVING MODEL

## STOP

Recognize your feelings. Accept the problem as your own. Then see what's going on and what you want to have happen.

*affirmation*

*I can think before I act. I can admit when I have problems and not blame others for them.*

---

## OPTIONS

What are ALL the different options or choices you have? Write them all out! Even the options that seem silly...be creative! Each option gives you a different way to respond to your problem!

*affirmation*

*I can imagine different (and creative) ways to solve my problems; one option I always have is to break my problem into smaller, easier pieces.*

---

## DECIDE

Now that you have all your options and resources listed, you need to choose one course of action. Remember: There is no "one right way" to solve the problem.

*affirmation*

*I can choose the best way to solve my problem for me.*

---

## ACT

Taking action is THE MOST IMPORTANT STEP in solving a problem! And it can be the most fun because you get to see the results of your thinking. Of course, choosing what to do can be scary, too. If your first choice doesn't solve the problem, it's okay! Go through the model and try it again; get another SODA.

*affirmation*

*I can act on my choice. If one way doesn't work, I can try another.*

## **SCENARIOS**

(Print and cut out the following scenarios to use for the “Class Activity” portion of this lesson)

**You accidentally left your lunch at home, and now you’re at school and hungry. What can you do?**

**There is a guy at school that’s bullying you and calling you names. You don’t think you can take it anymore. What can you do?**

**You are taking a test and there is no talking allowed. You are writing your answers on the paper and your pencil breaks. What can you do?**

**You borrowed your sister’s skates without telling her and they broke. What can you do?**

**The teacher is giving directions, but your friend sitting next to you keeps talking. What can you do?**

**You’ve been waiting a long time, but your mom still hasn’t picked you up after school. What can you do?**

## Lesson 13: Effective Communication

### Opening Check-in: Affirmation of the Day

Ask and work through SODA: **What are some problems you may have encountered this week?**

### Drawing Activity:

1. Ask for two volunteers: assign one “speaker” and one “listener.”
2. Give the “speaker” a random drawing. Set the timer for two minutes, and without saying what the actual picture is, the speaker needs to describe the picture, while the listener draws it out on the whiteboard.

Go through 3-5 of these examples.

Reflect by asking: **What does this activity teach us about communicating with each other? (Answers may include: important to be specific and give details, communication is important)**

Ask: **How would it have been different if the listener could have asked questions?**

### Introduce Effective Communication

Ask: **How can we show someone we are listening? (Answers may include: Put away distractions, put the cellphone away)**

Ask: **How does effective communication tie into our Native values? (Answers may include: we treat people with respect, value people’s story and opinion)**

Today we are going to talk about assertive communication. Assertive means being able to talk about how you feel and what you need without blaming others or depending too much on others. Assertive people communicate very effectively by being open, direct, honest, calm, and specific. They express their needs and detach from the outcome. They understand what they can and cannot control, and accept the things they cannot change. So let’s talk about each of these skills: being open, honest, direct, calm, and specific.

**Pass out “Characteristics of an Assertive Person” Handout and read through it together as a class.**

Ask: **What are some ways we can be open in how we communicate? Why is this important?**

Ask: **What are some ways we can be honest in how we communicate?**

Ask: **How can we communicate directly?**

Ask: **How can we communicate calmly? Why is this helpful for communicating effectively?**

Ask: **How can we be specific when communicating?**

I challenge you today to practice these five skills of being open, honest, direct, calm, and specific. Notice when you are speaking to another person if you are speaking calmly and openly. And adjust. For example, if you find yourself trying to read someone’s mind, remember to be direct and specific. Ask that person what they are thinking and feeling. Another example, is if you find yourself not listening to others, pause and think about how you can be more open.

Read the following excerpt from *Sacred Self, Sacred Relationships*, by Blackwolf Jones and Gina Jones:

**“Be open, honest, direct, calm, and specific in your interactions with others and you will achieve balance and respect. Practice these skills with small matter and big matters. Practice them as you would an instrument” (p. 125). This will help guide you to effectively communicate. And remember: Effective communication is essential for a healthy relationship.**

Reflection: **How can you improve your communication skills?**

**Close by guiding the students through a Progressive Muscle Relaxation exercise. You may use the script below.**

**Note: The instructor may want to call this the “Tense and Relax” exercise for younger students. Progressive Muscle Relaxation may sound confusing for younger students.**

**Script:** \*

See if you can feel the difference between when your muscles are tensed and when they're relaxed. You can sit, stand or lie down.

Take three deep breaths.

Now we'll start tensing and relaxing each part of the body, starting with the toes.

**Toes**

Imagine you are an ape in a tree. Apes hold on to branches with their feet. Clench your toes. Curl them like grabbing a branch with them really hard. One. Two. Relax the toes. Let them go limp.

Notice how nice it feels.

**Legs**

Let's try your legs. Clench your legs. One. Two. And release.

Notice how nice it feels.

See if you can feel the difference between when the muscles are tensed and when they're relaxed.

**Stomach**

Next, imagine someone throws a basketball at your stomach. So, make your stomach hard. Tighten your stomach muscles. One. Two. And release.

**Hands**

Now, pretend you are squeezing lemons in your hands. Squeeze really hard. One. Two. And release.

Notice how it feels to relax your hands and arms like this. Good.

**Arms**

Now stretch your arms high up above. Feel the pull in your shoulders. One. Two. If lying down, be careful to lower arms gently. Let your arms drop down. Let your arms dangle at your sides. Like cooked spaghetti noodles. Notice how relaxed they feel.

**Head and shoulders**

Imagine you are a turtle pulling his head inside his house. Pull your shoulders up to your ears and push your head down. One. Two. And relax.

Notice how good it feels to relax like this.

**Face**

Now, clench your face. Make a silly face with as many wrinkles as you can. Try to look like a raisin! Scrunch your nose. Clench your jaw. One. Two. And relax.

Good.

Take three deep breaths and notice how your body feels now.

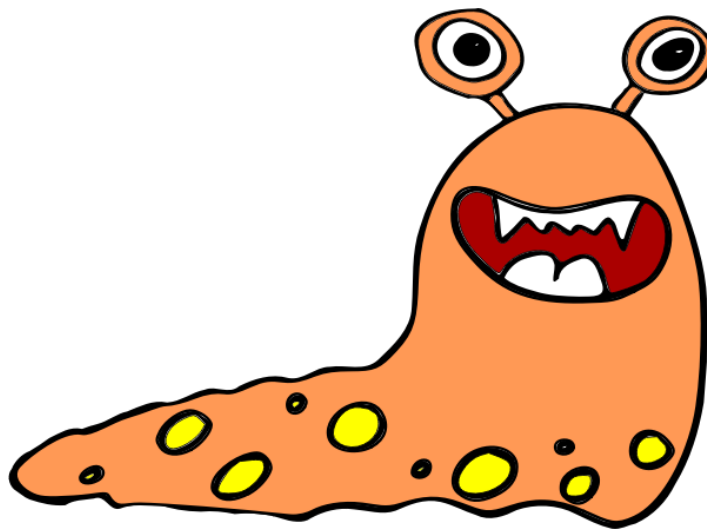
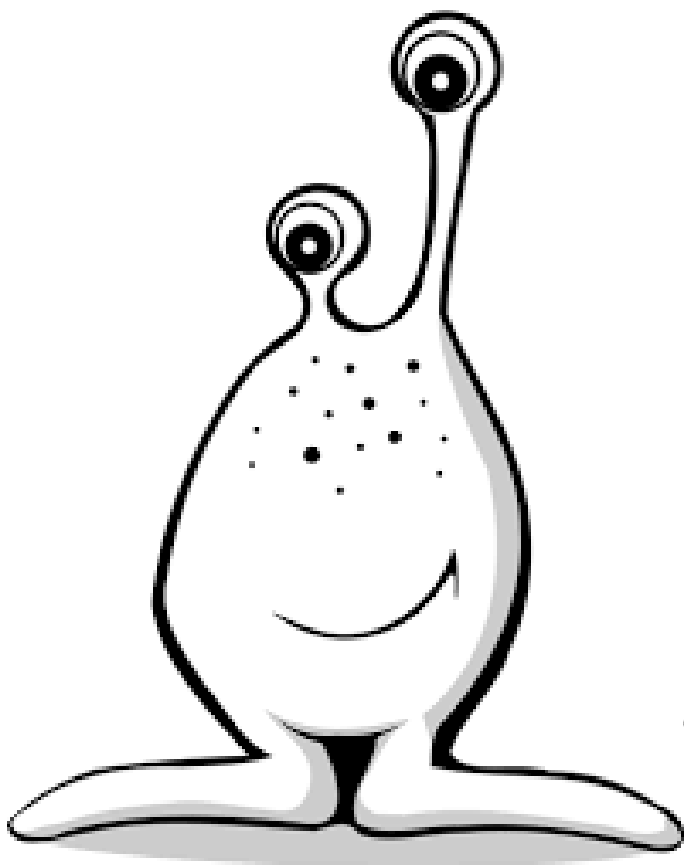
Notice if your body feels good and warm.

What else can you feel in your body?

How did it feel to tense up?

How did it feel to let go?

Now that you have visited each muscle of your body, tensed, and let go, are you more relaxed or more tense?



## Characteristics of an Assertive Person ★

***Assertive people are effective communicators. They are able to talk about how they feel and what they need without blaming others or depending too much on others. Assertive people communicate very effectively by being open, honest, direct, calm, and specific. Learn more about each skill below!***

**Open:** To be open is to be ready to receive and give. Assertive people welcome new ideas, relish the opportunity to expand their comfort zone, and are free to adapt. Openness is a soft invitation for others to express themselves. Openness is like pollen to the bee, sweet nectar to come near.

*To be open is to be as expansive as the sky.*

**Honest:** Honesty is the clear transparency over a person's spirit. Those who are truly honest have learned to practice honesty in the little things and big things in life. Honesty promotes trust in others. Honesty means that person is honest with themselves and others.

*To be honest is to be as deep as the ocean.*

**Direct:** Directness is the ability to say what you mean and mean what you say. Without beating around the bush or forever circling the issue, direct people are clear and concise as they face an issue. They are not time-wasters. Communication is best when it is clear.

*To be direct is to be as clear as a mountain stream.*

**Calm:** Calm is a balm to emotional pressure and can clear your mind. When you approach a problem with calmness, they we can respond to a problem and not react. Calm diffuses anger and fear.

*To be calm is to be the pause between the breath.*

**Specific:** People who are specific can identify and communicate only that which is necessary. Specific people say things clearly, and make sure not to leave out big details. People who are specific are easy to understand, as they organize their thoughts, express their values, and illuminate solutions.

*To be specific is to be the soft sunlight on a shaded forest path.*

\*Information from *Sacred Being, Sacred Relationships* by Blackwolf Jones and Gina Jones

## Lesson 14: Circle of Influence

**Check-in :** Affirmation of the Day and recap any problems that came up over the week using the SODA model.

Recap: **How did it go communicating this last week? Was there anything you noticed?**

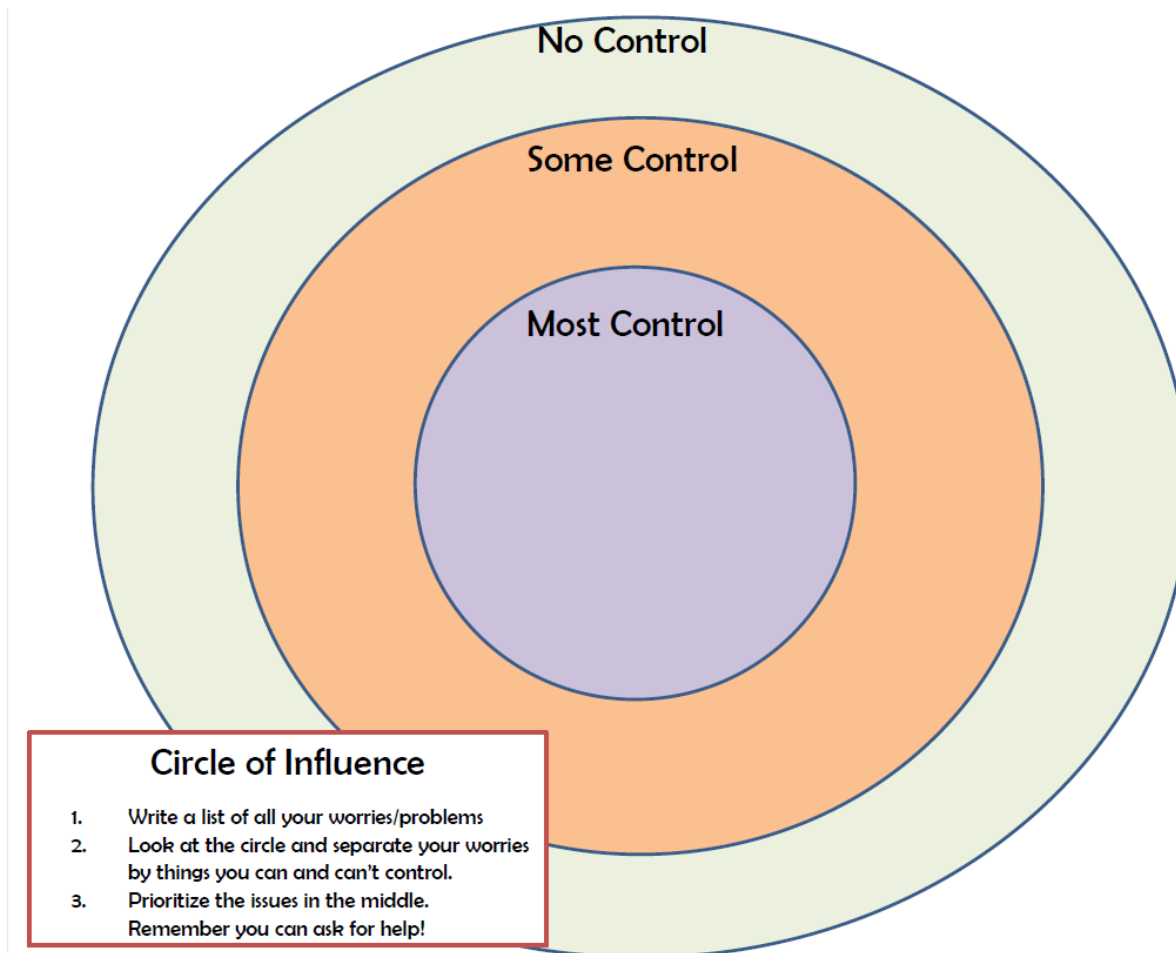
**“Think Outside the Box” Activity:** Draw an incomplete picture on the whiteboard (half of a smile, half of a spider web, half a shovel, half an umbrella, an “L”, etc.) and ask for a volunteer to come up and complete the picture using the dry erase marker. If a half of a smile is drawn, then tell the student “It is NOT a smile.” This will help them think creatively and outside the box of how the picture can be completed.

Ex: The instructor draws an “L” on the board and gives the hint “It is NOT a box...what do YOU think it is?” The volunteer takes the marker and draws the rest of the picture (a staircase, a window, etc.)

Reflect: **Why is it important to think outside the box?**

**Introduce Circle of Influence:** Most of us have worries and problems in life, and sometimes they can seem overwhelming. We may have moments where we feel hopeless or really worried about something. When this happens, it’s helpful to look at the circle of influence and separate our worries and problems into THREE areas.

Draw on whiteboard the Circle of Influence Model.



**Inner Circle: “Most Control”**

Ask and fill in the circle with students’ answers: **What are some worries and problems we can control?**

(Answers may include: what I say, my actions, How I spend my money, my attitude, my tone of voice, my posture, the clothes I wear)

**Middle Circle: “Some Control”**



Ask and fill in the middle ring with students' answers: **What are some worries and problems you have some control over? Or that you can influence?** (Answers may include: Neighborhood, mood in a room, voting, relationships)

Outer Circle: "No Control"

Ask and fill in the outer ring with students' answers: **What are some worries and problems we have no control over?** (Answers may include: economy, weather, volcanic eruption, threat of nuclear war, asteroid impact, other peoples' choices, other peoples' emotions (realizing we can't "make" anyone feel happy. We are all responsible for our own emotions)).

Emphasize that we cannot control the outcome of our problems. For example: We can control how we study for a test, but we can't control the grade we get (the outcome).

If we are really worrying about something, we can use the Circle of Influence by prioritizing the problems we're facing. This helps us realize we can problem solve the things we DO have control over (in the middle circle) and let go of the things we can't control (outer ring). This gives us freedom! We don't have to worry about things we can't control!

Ask: **How does this relieve some of your stress?**

Ask: **When might we use the Circle of Influence?** Go over 1 scenario together.

**Circle of Influence Activity:** Divide the class into groups of 4 people each. **Pass out problem scenarios + Circle of Influence worksheets**, let them work for 5-10 minutes filling out the worksheet. Have each group present to class their problem scenario and three things from each ring of the Circle.

*\*for 5-6<sup>th</sup> grade, go through scenarios together on the whiteboard, instead of passing out the worksheets.*

For the second half of the activity, give all the students 5-10 minutes of quiet time to work through their own worries/problems and organize them in the Circle of Influence. If there is time, ask if any students want to share some of their worries for each ring.

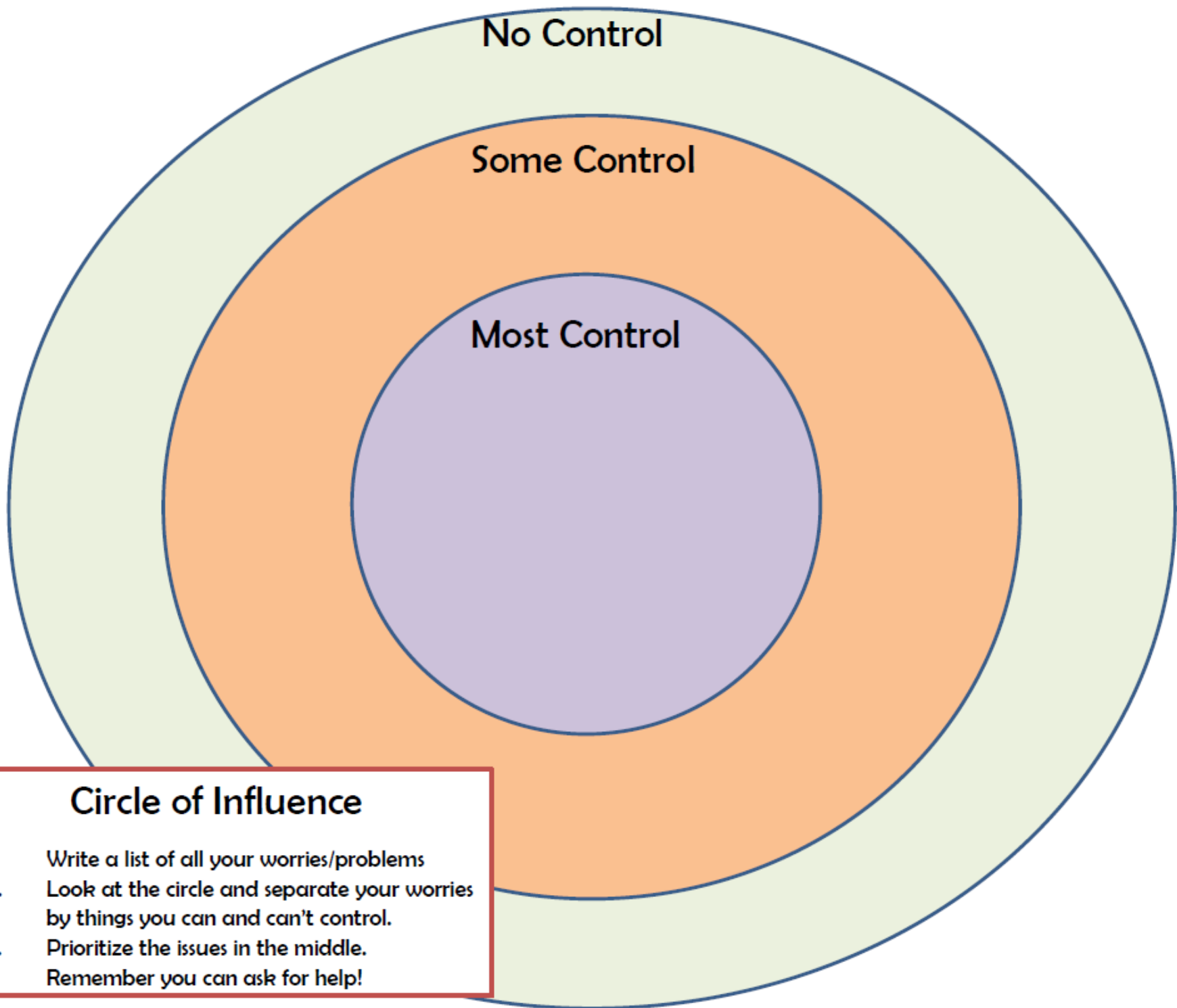
**Closing:** Progressive Muscle Relaxation Exercise

### Scenarios (5<sup>th</sup>/6<sup>th</sup> grade)

- You were waiting to swing. When it was your turn, another boy jumped in front of you and took the swing.
- You waited a long time, but your mom didn't come to pick you up after school.
- You are about to play an important soccer game, but the weather is horrible! You're not sure if you want to play soccer.
- You didn't do your homework. Your teacher was upset with you.
- You are talking to someone but they are not listening to you.
- You don't want recess to end.
- You need to get someone's attention.

### Scenarios (7/8<sup>th</sup> grade)

- You are feeling really worried because you're going on a plane and flying in planes makes you nervous. You're worried the plane might crash. What do you have control over? What do you NOT have control over?
- You are feeling really worried because you're about to play an important soccer game, but the weather is horrible! You're not sure if you want to play soccer. What do you have control over? And what do you NOT have control over?
- You feel anxious and upset because someone said something super mean to you. You decide to tell the teacher, and the student gets in trouble. What do you have control over? What do you NOT have control over?
- You are feeling really worried because you have a super big test coming up and you want to get a good grade! You are also worried because you are trying to get into college and need a good grade on the test. What do you have control over? What do you NOT have control over?
- You are feeling super worried about your grandpa having surgery tomorrow. What do you have control over? What do you NOT have control over?



## Lesson 15: Personal Power

### Check-in: Affirmation of the Day

Recap any problems that came up over the week using the SODA model.

**“Would You Rather” Activity:** Have students start in the middle of room, and for each “Would You Rather” question, instruct kids to move to the left or right side of the room.

Ask: If you could choose a superpower, what would it be?

Would you rather...

...have a photographic memory OR a “healing punch” (where when you punch someone it heals them)?

...be able to speed up OR slow down time?

...be able to fly OR be able to teleport?

...be able to see in the dark OR be able to produce light?

...be able to spit acid OR have hard skin (like armor)?

As we can see, it’s fun to imagine what kind of superpower we’d like to have! And do you want to hear something amazing? You all ALREADY have an incredible superpower! You have the power to CHOOSE! You were all born with this ability to choose! No one can take it away from you! You are in control of all your decisions (both good and bad). Now, I am going to ask you, how do you want to live your life? Because you get to choose how you live your life! You get to choose what you take with you on your life journey. These are called your RIGHTS. Does anyone know what a “right” is? Rights are things that no one can take away from you. And you have the right to decide how you want to live your life.

In the last few months, we have been learning how to take control of our thoughts and feelings so we can live healthier, happier lives.

Ask: Let’s recap! What are some of the skills/tools we’ve learned together? How can we deal with stress? (Answers may include: affirmations, journaling, talking to a trusted adult, doing hobbies, Circle of Influence, SODA model)

\*As kids answer, briefly recap what each tool is.

These are tools that no one can take away from you! And don’t forget, each moment is a new one. So, if you feel like you’ve made a poor decision, you can decide in the next moment on how you want to change your actions. Each moment you have a new opportunity to change your attitude and actions.

**Pass out Personal Rights Handout,** read through together.

Ask: What are other things you get to choose? (Answers may include: your attitude, how you live your life, how you treat yourself/others, how you speak)

Read the following example scenario and ask the following questions:

Your friend is nagging you to go to a party, but you really don’t want to go. Your friend insists that if you were a true friend, you’d go with her to the party. You don’t want to go to the party.

Ask: What rights from the list do you have? What exactly can you say to your friend?

#3 You have the right to say no and not feel guilty

#11 You have the right to feel good about yourself (no matter what your friend says)

What you could say: “I am your friend and I have the right NOT to go to this party. No, I am not going to go.”

Your friend might try to say you’re a bad friend for not going, or that if you were “cooler” than you’d go to the party. That’s where you need to remember that you have the right to not feel guilty for saying “No.”

Ask: Have you ever felt pressured to do something you didn’t want to do?

Ask: How does remembering our Personal Rights bring us confidence in responding to peer pressure?

Draw a BIG suitcase on the whiteboard and brainstorm with kids: **What do you want to take with you on your life journey?** (Answers may include: life skills, family, friends, memories, joy, exploration, Traditional Values)

*Note: Take your time with this and encourage each student to offer 2-3 things for inside the suitcase. Try and fill up the whole suitcase!*

Ask and write outside the suitcase: **What will you leave behind? What will you NOT take with you?** (Answers may include: alcohol, lying, irresponsibility, trauma, bad memories, stealing)

*Note: Take your time with this and encourage each student to offer 2-3 things for outside the suitcase.*

Let these things that you want to leave behind STAY behind. You have better tools now (journaling, affirmations) to deal with stress and with problems. You get to choose what you take with you into high school and into life. That's your Superpower! The power to choose for yourself how you live your life!

### **Footprint Activity**

**Pass out two footprints** to each student, and have them brainstorm some of their personal goals and dreams. Prompt them by asking: **What are some of your goals and dreams?**

Remind the students of short-term vs. long-term goals. Some of their goals may be to get a driver's license, go to college, become a teacher, buy their own house, etc.

Remind the students that everything they do impacts future generations.

Traditionally, our ancestors always thought about how their actions would influence seven generations ahead of them. Because our ancestors thought about their actions and goals, we are here today. And because you get to choose how you want to live your life. You get to choose your goals, dreams, and who you want to become. And because of that, your decisions will influence the next seven generations of Native people.

Once the students have written down their goals, have them cut out their footprints. Gather up the footprints and staple them on a wall along with the "My Superpower" Poster.

**Closing Activity:** End with 3 deep Belly Breaths and a reflection over what the students learned today in class about Personal Rights.

# **Personal Rights**

**I have...**

- 1. The right to act in ways that promote my dignity and self-respect as long as others' rights are not violated in the process.**
- 2. The right to be treated with respect.**
- 3. The right to say no and not feel guilty**
- 4. The right to experience and express my feelings.**
- 5. The right to take time to slow down and think.**
- 6. The right to change my mind.**
- 7. The right to ask for what I want.**
- 8. The right to ask for information.**
- 9. The right to make mistakes**
- 10. The right to change my actions and behavior.**
- 11. The right to feel good about myself.**



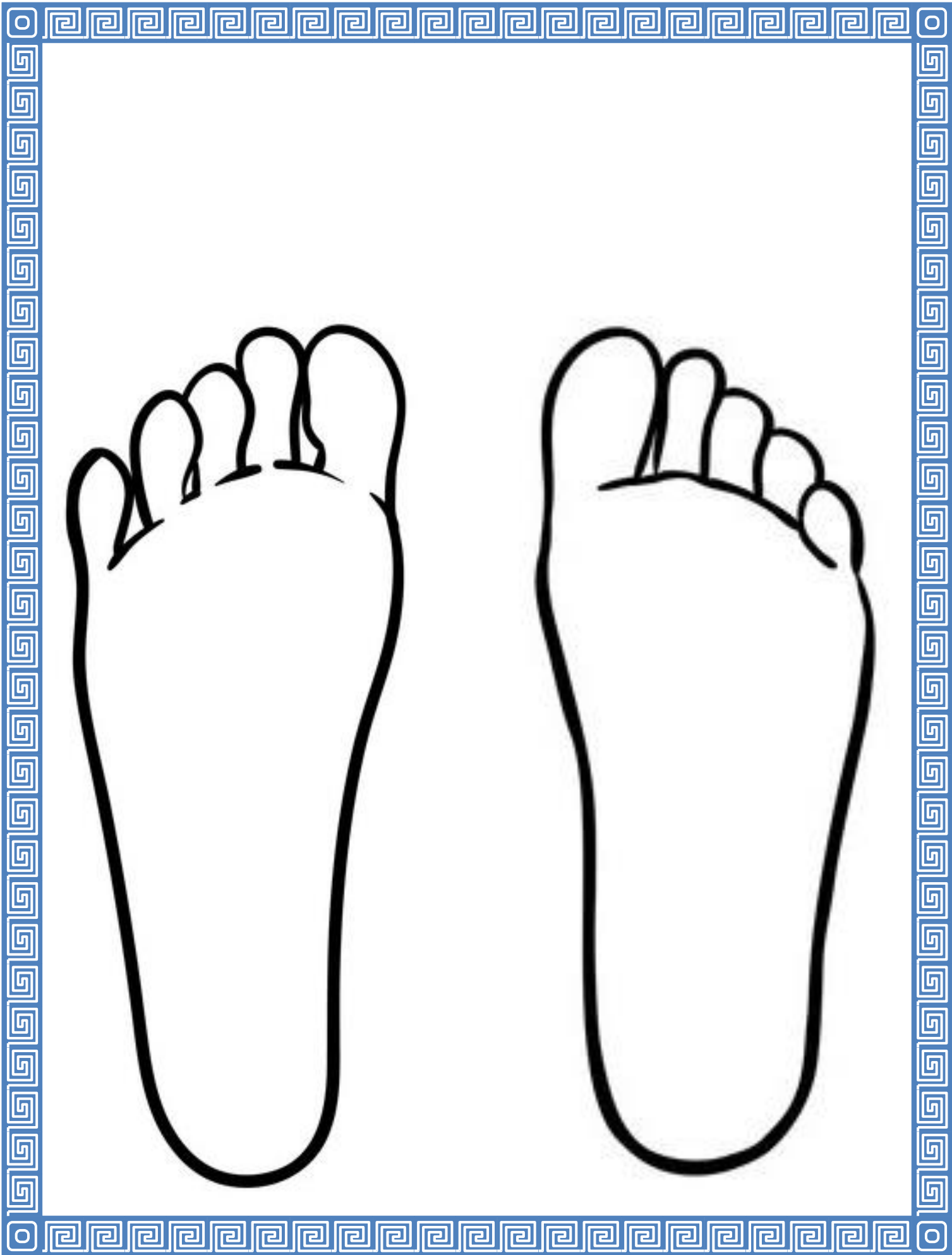
**My SUPERPOWER:**

I have the power  
to choose how I  
live my life.



What are some of  
my goals, dreams,  
and choices?





## Optional Lesson 15.5: Responding to Peer Pressure

*Note: This lesson may take place after Lesson 15. This lesson is to educate students on what peer pressure is and to help build students' confidence in responding to peer pressure.*

**Opening Check-In:** Affirmation of the Day and guide the students through gentle stretches.

### **Introduce Peer Pressure**

**What is peer pressure? Does someone want to explain what it is?**

Peer pressure is the influence from our friends and people we know to do something. We often hear about negative peer pressure. What are some examples of negative peer pressure? (Answers may include: to do things you don't feel comfortable doing, things that make you feel uncomfortable, friends talking friends into drinking alcohol or doing drugs)

However, peer pressure isn't always negative! Friends can encourage and inspire friends to do great things! What are some examples of positive peer pressure? (Answers may include: to do acts of kindness, to help someone, to clean up after yourself, to do your homework, to study for a test)

**Ask:** Have you ever experienced peer pressure, good or bad? How did it feel?

**Ask:** Why is it sometimes hard to stand up to your friends and peers?

**Ask:** What advice would you give someone dealing with negative peer pressure?

Today we are going to practice refusal skills and verbal responses to use in negative peer pressure situations.

Just like you study for a test or practice before a game, it's a good idea to prepare for the challenges of peer pressure! Let's talk about some responses you can have ready when you find yourself in a bad situation.

Ask for student volunteers to do some peer pressure role-playing. The instructor (you) will play the part of the peer who is pressuring the student, and the student will practice responding. After each scenario, ask the students how they would feel in this situation and what the best responses could be.

Example scenarios:

- A peer is pressuring you to drink alcohol at a party.
- A peer is pressuring you to jump a ramp on your bike, but you don't want to.
- A peer is pressuring you to steal a pack of gum from the grocery store.
- A peer is pressuring you to skip school and go hang out at the park.
- A peer is pressuring you to give her the answers to the test.

What are some responses? ("No way", "I am not interested", "please respect my "no"", "A drink of alcohol? No thanks, I don't drink.")

**Ask:** Do you feel more confident in responding to peer pressure?

**Ask:** How can we surround ourselves with good peers? So we have good peer pressure!

**Ask:** How can WE give positive peer pressure?

## Lesson 16: Talking Circle

### Check-in: Affirmation of the Day

Recap that all the students have an innate superpower: The ability to choose for themselves how they want to live their life!

Recap resources as a tool in their tool belt to prepare them for life.

When a hunter goes out to hunt, he makes sure to have the proper tools to survive. Just like the hunter who is prepared, you also have a toolbelt of all your different ways you can combat stress, negative thinking, peer pressure, and emotional pressure.

Ask: What tools have been helpful for you?

Ask: When are times you could talk to someone you trust?

### Hold a talking circle (move chairs to sit in a circle):

Establish the guidelines: Active listening, be kind, honoring our own stories, honoring others' stories, honoring emotions, not making fun of how people feel.

Facilitate through a series of questions (The following questions are optional and dependent on the group of students' own needs)

- How are you all feeling about moving on to high school? Tell me more why you feel that way.
- Do you have any worries moving into the next school year?
- What are some things you are excited about?
- Who are some people that are supporting you?
- What are some of your strengths?
- What does it mean to be resilient?
- Who is someone in your life that is resilient? What have they taught you about resilience?
- How can we be more resilient as we graduate from this school year?

Brainstorm affirmations on the whiteboard for graduating and entering into a new phase of life.

Don't forget, learning is a lifelong process! Remember that it's okay to make mistakes, and that there will be both hard and happy moments in life. Remember that you're not alone.

Free writing prompt (10 minutes): How do you want to live your life? What kind of person do you want to be?

Note: The instructor may choose to play indigenous music while students write.

Closing: End with a mountain meditation: <https://www.youtube.com/watch?v=gW5CDMnLMMg>

Reflect on the meditation.

## Lesson 17: Celebrate Growth

*Note: This is a lesson that could take place at the end of the semester or school year. The goal of this lesson is to celebrate the student's growth in Social Emotional Learning, establish connection among the group, and provide encouragement and validation. Celebration is an important aspect of Alaska Native culture, and should be emphasized in school for Native students.*

**Check-in:** Open with a light stretch and emotional check-in.

### **Optional Celebration Activity Ideas:**

- **Hold a "Growth Ceremony"**
  - Hold the growth ceremony in a classroom, gym, or outside. Invite Alaska Native drummers to come in and drum traditional songs while each student is celebrated for their accomplishments in Social Emotional Learning. Food and traditional regalia may also be involved.
- **Have a Potlatch Celebration**
  - Have each student bring in a side-dish while the instructor provides the main dish. During the potlatch, provide paper, pens, and markers for each student to make a gift. Then have each student give the gift away to another student. During the potlatch, play Indigenous music (such as Pamyua). Incorporate humor and lightheartedness into the celebration. Ponder on gift-giving.
- **Plant Sunflowers**
  - Give each student a ceramic pot, and let them paint the pot however they'd like. Then, once the paint has dried, fill each pot with dirt and plant a sunflower seed inside. Teach the students about the significance of sunflowers, and how each time they look at it they can remember their resiliency.
- **Write "Dear Future Me" Letters**
  - Have each student write a letter to their future self. Emphasize that each student can offer encouragement, good wishes, hope, and excitement to their future self. Have stickers, cards, markers, or colorful pens available so the students can express themselves creatively. Have each student place their card in an envelope, seal it shut, and write their address on it. Collect the letters and mail out the next day.
- **Compliments and Kindness Activity**
  - Write each students' name on a separate sheet of paper and shuffle papers randomly. Distribute to each student and give them 30 seconds per paper to write a genuine compliment. After 30 seconds are up, have them rotate the papers to the right. After 10 or so minutes, all the papers will have compliments from all the students. Pass the papers back to the original students and let them decorate it how they'd wish.
- **Create Vision Boards**
  - Lay out markers, pens, stickers, glue sticks, scissors, cardstock, and fun magazines (National Geographic, Indigenous magazines, newspapers, or other appropriate magazines) for the kids to cut out pictures and text from. Print out the worksheet on the following page, and pass out to students. Give them 5-10 minutes to fill it out. Then let them know they will be creating a vision board; a vision board is a visual representation of goals, dreams, and hopes. Each student can have 30 minutes of free time to cut up magazines, newspapers, etc. and create their vision board. You may show vision board examples to students to spark their creativity. Play Indigenous music while they work! At the end of class, have some students volunteer to describe their vision board to the class!

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## *Questions to Spark Ideas for My Vision Board*

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- ★ What are my strengths?
- ★ What are some of my short-term goals?
- ★ What are some of my long-term goals?
- ★ Who matters most to me?
- ★ What do I like to do for fun?
- ★ What new activities am I interested in?
- ★ What are my values?
- ★ What do I believe in?
- ★ If I could have one wish, it would be \_\_\_\_\_
- ★ Where do I feel safest?
- ★ What or who gives me comfort?
- ★ If I wasn't afraid, I would \_\_\_\_\_
- ★ What is my proudest accomplishment?
- ★ Am I a night owl or an early bird?
- ★ What do I do, or what do I want to do to show myself self-compassion and self-care?
- ★ What am I passionate about?
- ★ What is my happiest memory?
- ★ What are some of my dreams and hopes?
- ★ What is my favorite color? Band? Book? Movie? Animal?
- ★ When I'm feeling down, I like to \_\_\_\_\_
- ★ What am I grateful for?

## Optional Lesson: Honoring our Stories

*Note: This is an optional lesson to help emphasize the importance of respectful listening and storytelling. This lesson is from the Qungasvik Toolbox, and is the “Strong and Sober” lesson. For the full lesson and comic book PDF, click on this link: <http://www.qungasvik.org/alcohol/>*

### Opening Check-in: Affirmation of the Day

**Step 1:** Set tables up in a circle and have drawing paper, pens, colored pencils, and markers available. Then project or print and share the “Tales of Yugten Defenders Comic Book” with the youth gathered in the circle (find the comic at the URL link above).

**Step 2:** After reading through the comic together, reflect on what students’ thoughts are.

#### Discussion questions:

- What strengths did the youth in the comic book identify in their community, family, and in themselves?
- What threats or challenges did the youth identify?
- What other strengths and challenges do you see in the community?
- Who are the super heroes in your community?
- How can we use the power of our culture and community against threats like alcohol and substance abuse?

**Step 3:** Have youth draw their own comic book page featuring their cultural strength and super power. Or have youth create a superhero name or special power for themselves drawing from their cultural identity, language, or culture.

While youth are sketching out their comics, play Indigenous music (such as Pamyua) in the background.

**Step 4:** Go around and have each student share their comic page and what it means to them.

### Close with a Progressive Muscle Relaxation Visualization activity

## Optional Lesson: Go for a Nature Walk

*Note: This a fun movement lesson that helps establish connection to the Land, establish rapport as a group, encourage peer support, and helps to establish trust between the instructor and the students. The goal of this lesson is to teach Native students that the Land is their teacher, and that they can find meaningful connection and healing by being on the Land. Beginning with a Land Acknowledgement and the “Words that Came Before” helps to establish the tone of this lesson. This Nature Walk lesson can be done at a nearby park, on a nearby trail, or even going around the school building.*

The instructor may choose to order individual Haudenosaunee Thanksgiving Addresses for each student here:

<https://thetrackingproject.org/the-tracking-project-teaching-resources/>

**Opening:** Circle up and start with a land acknowledgement. Help the students understand what a land acknowledgement is and the importance of it.

What is a land acknowledgement? Does anyone know? The Native American Council says that a land acknowledgement is a “formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

Why and How do we recognize the land? To recognize the land is an expression of gratitude and appreciation to those whose territory you live on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial (this means since time began!).”

(if you are acknowledging Dena’ina Land, then you can use the following script)

We acknowledge that we are walking and learning on Dena’ina Land, and we thank the Land for allowing us to gather here. We thank the Dena’ina people for taking care of the aLnd and for teaching us how to be good stewards of the Land.

While still in a circle, pass out the Haudenosaunee Thanksgiving Address sections and have each person read their section.

Instruct the students to read in a firm, clear voice as we thank the parts of Creation.

**Reflect:** What do we learn from the Haudenosaunee Thanksgiving Address?

Introduce the “Native 3 G’s”: As indigenous people, we have the “Native 3 G’s;” The world is full of GIFTS, which require GRATITUDE, and gratitude is expressed through GENEROSITY.

As we walk and learn, I want you to ponder on: What does it mean to see the world full of gifts and to see plants as our relatives and teachers?

What are some of the gifts of the earth?

What is the Land teaching you today?

**Go on the Nature Walk**

**Pause** during the Nature Walk and give students 5-10 minutes to have quiet time on the land. Encourage them to take a seat and jot down any thoughts they may have on a piece of paper.

**Close:** At the end of the Nature Walk, circle up and debrief.

What did the Land teach you today? What does it mean to see the world full of gifts?

**Other discussion questions the instructor may include:**

- **How is Native perspective and relationship with plants different than other people?**
- **How are our gathering ways different than other people when they harvest?**
- **How does that make you feel? Knowing you see the world differently by viewing plants as our teachers?**
- **Since we see the plants as our teachers how can we treat them with respect?**
- **How can we protect our plant teachers?**
- **Why do native people call plants our teachers? What do they have to teach us? How can we learn from them?**



## HAUDENOSAUNEE THANKSGIVING ADDRESS GREETINGS TO THE NATURAL WORLD

### The People

Today we have gathered and we see that the cycles of life continue. We have been given the duty to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give greetings and thanks to each other as people.

Now our minds are one.

### The Earth Mother

We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send greetings and thanks.

Now our minds are one.

### The Waters

We give thanks to all the waters of the world for quenching our thirst and providing us with strength. Water is life. We know its power in many forms- waterfalls and rain, mists and streams, rivers and oceans. With one mind, we send greetings and thanks to the spirit of Water.

Now our minds are one.

### The Fish

We turn our minds to the all the Fish life in the water. They were instructed to cleanse and purify the water. They also give themselves to us as food. We are grateful that we can still find pure water. So, we turn now to the Fish and send our greetings and thanks.

Now our minds are one.

### The Plants

Now we turn toward the vast fields of Plant life. As far as the eye can see, the Plants grow, working many wonders. They sustain many life forms. With our minds gathered together, we give thanks and look forward to seeing Plant life for many generations to come.

Now our minds are one.

### The Food Plants

With one mind, we turn to honor and thank all the Food Plants we harvest from the garden. Since the beginning of time, the grains, vegetables, beans and berries have helped the people survive. Many other living things draw strength from them too. We gather all the Plant Foods together as one and send them a greeting of thanks.

Now our minds are one.

### The Medicine Herbs

Now we turn to all the Medicine herbs of the world. From the beginning they were instructed to take away sickness. They are always waiting and ready to heal us. We are happy there are still among us those special few who remember how to use these plants for healing. With one mind, we send greetings and thanks to the Medicines and to the keepers of the Medicines.

Now our minds are one.

### The Animals

We gather our minds together to send greetings and thanks to all the Animal life in the world. They have many things to teach us as people. We are honored by them when they give up their lives so we may use their bodies as food for our people. We see them near our homes and in the deep forests. We are glad they are still here and we hope that it will always be so.

Now our minds are one.

### The Trees

We now turn our thoughts to the Trees. The Earth has many families of Trees who have their own instructions and uses. Some provide us with shelter and shade, others with fruit, beauty and other useful things. Many people of the world use a Tree as a symbol of peace and strength. With one mind, we greet and thank the Tree life.

Now our minds are one.

## The Birds

We put our minds together as one and thank all the Birds who move and fly about over our heads. The Creator gave them beautiful songs. Each day they remind us to enjoy and appreciate life. The Eagle was chosen to be their leader. To all the Birds-from the smallest to the largest-we send our joyful greetings and thanks.

Now our minds are one.

## The Four Winds

We are all thankful to the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. They help us to bring the change of seasons. From the four directions they come, bringing us messages and giving us strength. With one mind, we send our greetings and thanks to the Four Winds.

Now our minds are one.

## Closing Words

We have now arrived at the place where we end our words. Of all the things we have named, it was not our intention to leave anything out. If something was forgotten, we leave it to each individual to send such greetings and thanks in their own way.

Now our minds are one.

Thanksgiving Address: Greetings to the Natural World English version: John Stokes and Kanawahienton (David Benedict, Turtle Clan/Mohawk) Mohawk version: Rokwaho (Dan Thompson, Wolf Clan/Mohawk) Original inspiration: Tekaronianekon (Jake Swamp, Wolf Clan/Mohawk).

Available through the Smithsonian National Museum of the American Indian

# Local and National Helpers and Connections

**National Suicide Prevention Lifeline: 988**

Suicide Support		
National Suicide Text Line	Text “GO” to 741741	
Amer Fnd for Suicide Prevention	800-333-2377	
Denaa Yeets’ Program	907-729-5260	
AK Suicide Careline (NAMI)	877-266-4357	
AK Suicide Careline Text	TEXT “help” to 839863	
Trevor Project for LGBTQ youth	1-866-488-7386	Thetrevorproject.org
Alaska Careline App		APP with AK resources

Crisis Support - General		
Alaska 2-1-1	211 or 800-478-2221	8:30-5:00 M-F
Anchorage Crisis Line	907-563-3200	
AK Brain Injury Network	907-274-2824	
APD Crisis Team	907-786-8500	
APD Crisis Team Line	907-786-8900	
Alaska State Troopers	907-269-5511	
LGBTQ helpline: Identity	907-258-4777 or 888-901-9876	6PM-11PM 7 days a week
API	907-269-7100	
ANMC Emergency Dept	907-729-1729 or 212-3111	
Providence Psych ER	907-261-2800	
Providence Mental Hlth Unit	907-212-3040	
SouthCentral Fnd Beh. Hlth	907-729-2500	
Crisis Recovery Center	907-563-5006	
UAA Crisis Line	907-786-1795	
Nat’l Mental Hlth Ass’n	800-969-6642	
Domestic Violence (AWAIC)	907-272-0100	
Sexual Assault (STAR)	907-800-478-8622	

Other		
Alcoholic Anonymous (AA)	907-272-2312	
Adult Protective Services	907-269-3666	
Alaska Mental Health Consumer	907-222-2980	
ANC Mental Hlth Community Ctr	907-743-7345	
Emergency Shelter	907-277-1731	
Youth Shelter (Covenant Hse)	907-272-1255	
Victims for Justice	907-278-0986	

[Prevention@citci.org](mailto:Prevention@citci.org)

## Curriculum Resources

American Indian Life Skills Development Curriculum, by Teresa Lafromboise (1996)

Riding the Waves Curriculum, by Crisis Clinic (2017)

Qungasvik: Toolbox Curriculum

Good Medicine Bundle Curriculum

Gathering of Alaska Natives (GOAN)

Calricaraq: A Culture Based System of Care

Healthy Native Youth: Monthly Webinars

## Extra Resources

Cook Inlet Tribal Council Resources:

- Prevention Team, (907) 793-3458
- Alaska Native Justice Center, (907) 793-3350
- Recovery Services, (907) 793-3600

## **Anchorage & Matsu Youth Resources**

### **Suicide Support:**

Anchorage Crisis Line: 563-3200

Anchorage Community Mental Health Services: 563-1000

American Foundation For Suicide Prevention: 1-(800)-333-2377

Dena'a Yeets' Program: 729-5260

Nat'l Suicide Lifeline: 1-(800)-273-TALK (8255)

NAMI Lifeline: 1-(877)-266-4357

Careline: 1- (877)-266-4357, 24/7 or text "Help" 839863, 3-11 p.m. Tues.-Sat.

Lifeline for the Deaf & Hard of Hearing TTY: 1-(800)-799-4889

Anchorage Survivors of Suicide Support Group: 272-3100

### **Crisis Support General:**

APD Crisis Team: 786-8500

APD Crisis Line: 786-8900

Anchorage Crisis line: 563-3200

AK State Troopers: 269-5511

AK Psychiatric Institute: 269-7100

AK Native Medical Center ER: 729-1729 or 212-3111

Crisis Recovery Center: 563-5006

Nat'l Mental Health Assoc.: 1-(800)-969-6642

Providence Psych. ER: 212-2800

Providence Mental Health: 212-3040

SCF Behavioral Health: 729-2500

UAA Crisis Line: 786-1795

### **Domestic Violence Crisis:**

Domestic Violence Crisis Line: 272-0100

STAR: 1-(800)-478-8622

### **LGBTQ:**

Identity: 929-4528

The Family:  
TheFamily@uaa.alaska.edu

The Trevor Project Hotline: 1-(866)-488-7386

### **Tobacco Cessation:**

AK Tobacco Quit Line: 1-(800)-784-8669

Anchorage SCF Quit Tobacco Program: 729-2689

Wasilla SCF Quit Tobacco Program: 631-7630

### **Youth Homelessness:**

Anchorage Covenant House: 272-1255

Wasilla MyHouse: 373-4357

### **Substance Use:**

Anchorage Volunteers of America: 279-9634

Eagle River Adolescent Residential Center for Help: 694-3336

Cook Inlet Tribal Council Recovery Services Youth Outpatient & Residential: 793-3600

### **Free STI Clinics:**

SCF I Know Mine:  
[www.iknowmine.org](http://www.iknowmine.org)

Anchorage Planned Parenthood: 1-(800) - 769-0045

Matsu Public Health Center: 352-6600

SCF Matsu Primary Care: 631-7800

### **Employment:**

Job Corps: 1-(877)-889-5627, TTY

CITC Youth Services: 793-3300

AK Job Centers: 1-(877)-724-2539

### **For more programs:**

Dial 2-1-1  
<http://www.alaska>