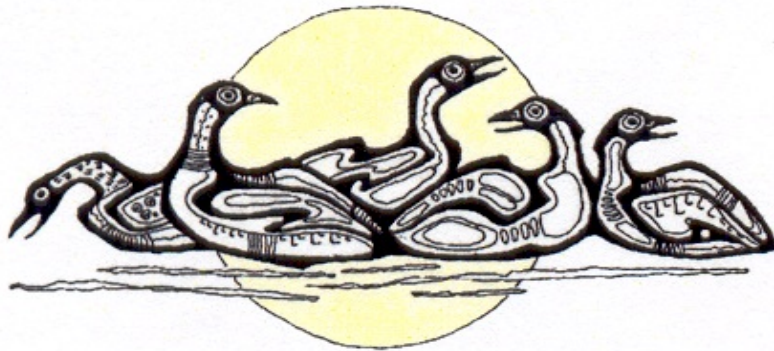


KWAYACIIWIN CURRICULUM

GUIDANCE

Grades 4-8



2007

Kwayaciiwin Education Resource Centre
P.O. Box 1328, 61 King Street
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Acknowledgments

The Kwayaciiwin Education Resource Centre wishes to thank the many people through the years that have contributed to this program, whether through participation on Advisory teams, as writers, DEPC members, Kwayaciiwin staff, Elders, teachers, principals or Education Directors. We especially would especially like to thank those who offered feedback and suggestions for improvement.

Kwayaciiwin Curriculum

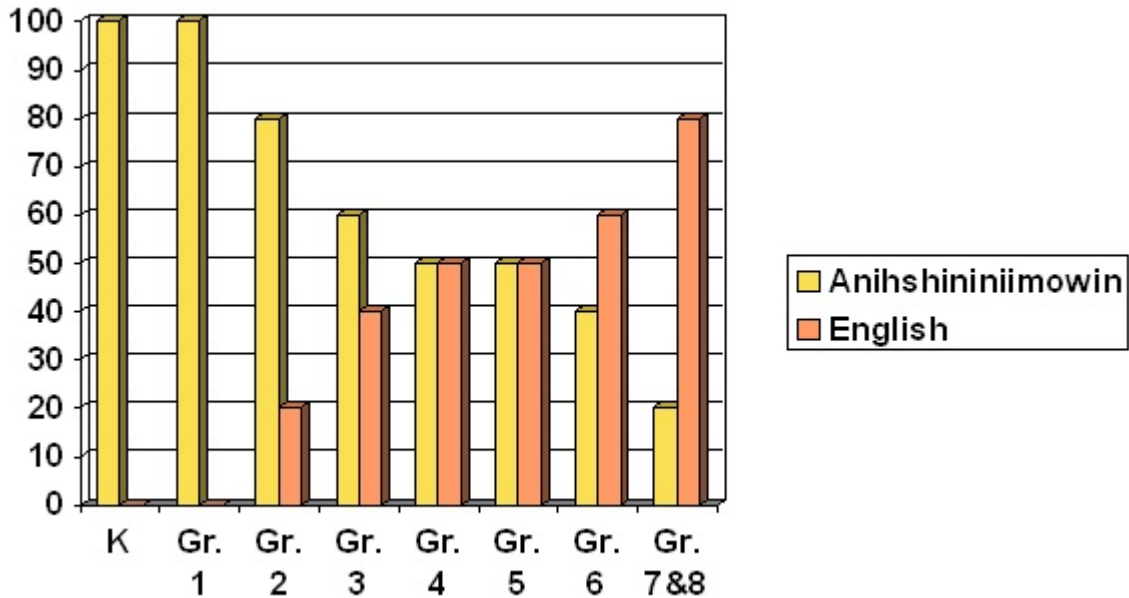
The following Kwayaciiwin Curriculum documents are distributed free of charge for the First Nations schools in the Sioux Lookout District. Copies of these documents may be requested from:

Kwayaciiwin Education Resource Centre
61 King St., P.O. Box 1328
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P8T 1B8
(807)-737-7373

- Kikinawacicikewin Guide Document - Revise 2007
- Anihshiniimowin Immersion, Kindergarten-Grade 8 - Revised 2007
- English Literacy Development (ELD), Grades 2-8
- Social Studies, Kindergarten-Grade 6 - Revised 2007
- History/Geography, Grades 7-8
- The Arts, Kindergarten - Grade 8
- Guidance, Grades 4-8

Kwayaciiwin Curriculum Documents are also available by grade.

Overview of Kwayciiwin Anihshiniimowin Immersion Model



Kindergarten - Anihshiniimowin is taught and used as the language of instruction 100% of the day. (English should not be used at all except in emergencies)

Grade 1 - Anihshiniimowin is taught and used as the language of instruction 100% of the day.

Grade 2 - Anihshiniimowin is taught and used as the language of instruction for 80% of the day (about 4 hours)
 - English is taught and used as the language of instruction for 20% of the day (about 1 hour)

Grade 3 - Anihshiniimowin is taught and used as the language of instruction for 60% of the day (about 3 hours)
 - English is taught and used as the language of instruction for 40% of the day (about 2 hours)

Grade 4/5 - Anihshiniimowin is taught and used as the language of instruction for 50% of the day (about 2.5 hours)
 - English is taught and used as the language of instruction for 50% of the day

- (about 2.5 hours)
- Grade 6 - Anihshiniimowin is taught and used as the language of instruction for 40% of the day (about 2 hours)
- English is taught and used as the language of instruction for 60% of the day (about 3 hours)
- Grade 7/8 - Anihshiniimowin is taught and used as the language of instruction for 20% of the day (about 1 hour)
- English is taught and used as the language of instruction for 80% of the day (about 4 hours)

The Anihshiniimowin Language Arts program should stress literacy as well as fluency. It is very important that literacy skills continue to be developed in the upper grades thereby producing students who can read and write Anihshiniimowin at an academic level, similar to their skills in English literacy.

Kwayaciiwin Guidance Program

Rationale

We are experiencing phenomenally rapid transition, from traditional, land-based hunting, fishing and trapping lifestyles to computers in one generation. Technology such as planes, snow machines, cars, trucks, boat and motors, power saws and stores have changed how we live. Government policy, Christianity, residential schools and mass media have changed how we think and feel. Our identity, culture and values are changing as we adapt to our ever-changing environment.

We live in insecurity, have instability in our families and community life and have lost many of our children to suicide. All of our students have lost a sibling, relative, friend or classmate to suicide. Many children have attempted suicide or are known to be considering suicide. All of our students need support and guidance.

Substance and solvent abuse and dependence are common. Children, at 8 and 9 years old, begin smoking and drinking. Illegal drugs are easily available in our communities and form an underground economy that steals money from food and shelter. Drugs are destroying our communities. Values have changed. Many parents feel victimized and have abrogated the responsibility to teach and raise their children. Students as young as 9 or 10 years old are up and out of the home at midnight and later. Community homes are being broken into for yeast, hair spray, gas, glue, expensive items like Nintendo games and money for drugs. Many of our children are the victims of violence, neglect and abuse.

The court system and the community justice system fail our youth. Sexual offenders are often protected and victims left helpless. There is little deterrent to repeated crime. We need counselling and treatment programs for victims and also for offenders.

The education system has also failed our youth. This Guidance program needs to involve the school with families, elders, community leaders and partners. The school must work with counselling and addiction services, the band council, health and mental health agencies and the churches.

The school belongs to the community. Teaching and learning improve when parents and community members are involve in the school. The teacher needs to be familiar with this guideline, review it with parents and adapt it as necessary to meet local needs and parental wishes.

Goals of the Kwayaciiwin Guidance Program

The guidance program is designed to help our students to:

1. Accept and understand themselves and others.
2. Develop personal values.
3. Make transitions successfully throughout life: community to city, school to work, single to married and childless to parenthood.
4. Apply what they learn in school to the problems of daily life.
5. Succeed in higher level studies in the Social Sciences.
6. Grow spiritually, emotionally, socially and intellectually into happy, healthy, well-balanced adults.

The Kwayaciiwin Guidance program teaches:

- Knowledge
- Values
- Skills

KNOWLEDGE

Concepts are part of world view and philosophy. Concepts are inherent in language and culture. The Kwayaciiwin Guidance program teaches the following concepts:

- **Life is a gift from Kihci-Manito.**
All life is sacred. We need to worship. We need to give thanks. We need to celebrate life. There is a need for rituals: name giving, baptism, marriage, prayer, funerals. Rituals are a way to celebrate life. Spiritual practices give us inner peace and strength.
- **People are spiritual and physical beings.**
Breaking a spiritual law (e.g., respecting all living things) has physical consequences such as *ocinawin*, *patamoowin*. Our Elders are our spiritual guides.
- **We are born with individual gifts.**
We can develop new gifts. It takes work. We are an important part of a bigger picture. We have a purpose. We will have guides to help us discover our gifts and develop new gifts.

- **We are part of the earth.**
We are dependent on the earth and other living things for our survival. We need to cultivate respect and gratitude.
- **Our traditional role is caretaker.**
When we leave a place, it must be as pristine as though we had not been there. We are to take only what we need. We have many lessons to learn from the animals.
- **Our history since contact with the Europeans has been painful.**
Residential schools were set up to ‘take the Indian out of the Indian’, to eradicate First Nations cultures and languages and assimilate our people. Our communities are still suffering the generational effects of the residential school system.
- **Life is both painful and joyful.**
We struggle to maintain our balance. We have the strength to meet the hard times. Strength is learned through hardship. We gain satisfaction, confidence and self-esteem from accomplishing something that is difficult. Challenges are good for us.
- **Life is a process of constant change.**
Life is an ongoing process of learning and growing. We win and we lose - and we learn lessons from both. Making mistakes is a natural part of learning. Babies fall as they learn to stand and walk.
- **We can change our world.**
We can choose to be the kind of person we want to be. We can change ourselves and our circumstances. We can make a difference in the world.
- **We have the freedom to make choices.**
Responsibility goes with freedom. We make choices, all the time, every day. Not deciding is also a choice. All choices have natural consequences for ourselves and others.
- **Everything is interrelated, interconnected and interdependent.**
What we say and do affects others. There are many and far reaching consequences to our words and actions.
- **Part of living life to the fullest is taking risks.**
Risk taking is both exciting and frightening. We need to measure the risk: safe, unsafe, foolhardy, high or low risk, before taking action.
- **Our attitude is our choice.**
We can choose to be pleasant, cheerful and kind, or we can be miserable, grumpy and mean. We choose whether to be optimistic or pessimistic. We choose to remain

victims. We cannot control what comes to us, but we can control how we respond. It is truly our choice. We choose what we see. We get what we expect. Our world becomes what we expect it to be.

With faith in ourselves, trust in Kihci-Manito, hope for the future, strength and courage, we can accomplish our goals and achieve our dreams. We can make a better world for ourselves, our family and our community.

VALUES

The Kwayaciiwin Guidance program helps students develop personal values. Values help us to be strong spiritually, to respect and live in harmony with others and to make wise choices. School staff must adapt to the values that the community holds important and wishes to be taught at the school. It is the responsibility of all school staff to teach and model community values.

- **Citizenship**
To be part of a society or group within a society.
- **Courage**
The strength and bravery to do what is right, what is necessary and act on one's beliefs.
- **Compassion**
Empathy and concern for the suffering or misfortunes of others.
- **Forgiveness**
To stop feeling angry or resentful towards someone for an offense or mistake.
- **Generosity**
Freely giving more than is necessary or expected; kindness towards others
- **Gratitude**
Appreciate and give thanks to Kihci-Manito and others.
- **Harmony**
The ability to live in peace with one's self, to live in accord with others and at one with the universe.
- **Honesty**
Truthfulness with oneself and others

- **Humility**
To have a humble view of one's own importance.
- **Love**
Love of Kihci-Manito and with the help of Kihci-Manito, love of self, family and others.
- **Obedience**
To obey by following the appropriate direction of Elders, parents and leaders.
- **Perseverance**
Have the patience, persistence, strength and willingness to endure hardship and to complete difficult tasks.
- **Respect**
Respect for Kihci-Manito, creation, property, ourselves and others.
- **Resourcefulness**
Able to find quick and clever ways to overcome difficulties.
- **Responsibility**
Willingness to recognize and fulfill obligations to oneself, others and society.
- **Self-discipline**
The ability to control one's feelings and overcome one's weaknesses
- **Spirituality**
Values and beliefs that bring inner well-being, balance, harmony; an appreciation for the sacredness of life; an inner sense of well-being connected with Kihci-Manito
- **Wisdom**
Have courage to use one's knowledge, skills and values to make decisions based on what is right, ethical and good for all

SKILLS

Spiritual

- Appreciate the sacredness and value of life. Love and know Kihci-Manito in one's self, others and the world.
- Celebrate life: births, birthdays, holidays, anniversaries, special family occasions and

community events.

- Develop personal spiritual practices such as regular worship, prayer or meditation, giving thanks daily for gifts and the beauty of creation and participating in ceremonies, services, singing, dancing and informal social activities.
- Develop a positive self-image; accept and appreciate personal gifts and potential.
- Forgive yourself and others.
- Practice proper respect for all people and for all living and non-living things. (e.g., burial sites and bodies of people and animals)
- Recognize and honour humility in others.
- Ask for help and spiritual guidance.

Social

- Understand how people interact and live together.
- Recognize healthy and unhealthy ways of relating to each other.
- Develop healthy relationships with family, friends and Elders.
- Listen and speak respectfully.
- Observe and understand body language, behaviour and related emotions.
- Resolve conflicts in the best way possible for all.
- Recognize need and volunteer help. Share time and resources.
- Practice tact, diplomacy, courtesy and good manners.
- Listen to everyone before you judge - there is more than one side to a story.
- Understand the harm caused by rumour and gossip, avoid and stop it.
- Know the difference between safe and unsafe touches.
- Know the risks of unsafe sex: AIDS, sexually transmitted diseases.
- Win and lose gracefully.
- Learn about pregnancy issues and parenting responsibilities.
- Work cooperatively in a group assuming different roles such as chair, recorder, presenter, leader and follower.
- Recognize the signs of someone who may be suicidal and provide help.
- Encourage the success of others.
- Recognize that other cultures have different values, customs and social protocols.

Emotional

- Understand the different kinds of love: love of Kihci-Manito, family, friends, romantic, self, life.
- Recognize and understand your own feelings and the feelings of others and the link between feelings and behaviour.
- Understand and deal with difficult emotions and express them appropriately.
- Recognize the signs and symptoms of depression and know where to get help.

- Understand and deal with prejudice, exclusion and racism.
- Understand and deal with death, suicide, grieving and loss.
- Understand and deal with separation, divorce, adoption, fostering.
- Manage anger, frustration, rejection, jealousy and envy.
- Manage stress, cope with life and daily problems.
- Accept defeat, disappointment, failure and daily inconveniences gracefully.
- Share in the joy and pain of others.
- Accept personal responsibility without excessive guilt or self-pity.
- Enjoy the successes of others.
- Win gracefully.
- Take pride in accomplishment.
- Accept praise and recognition with grace and dignity.
- Expect and celebrate success.

Life Skills

- Understand and cope with the problems in one's life.
- Observe clearly; see what is really there, not what we want to see, note patterns and relationships, recognize similarities and differences in situations.
- Recognize natural consequences to speech, behaviour and action.
- Develop self-knowledge: strengths, talents and weaknesses.
- Make a career plan based on strengths, interests and preferences.
- Recognize what can be changed and what must be accepted.
- Communicate: listen, speak, read and write effectively, view critically.
- Assess alternatives, measure risks and make wise choices and decisions.
- Follow directions using good judgement.
- Recognize dishonesty, lies, bias, racism, discrimination, prejudice and stereotypes.
- Live fully in the native and non-native cultures.
- Develop memory, study skills, time management, organizing ability.
- Deal in healthy ways with peer pressure and authority.
- Understand the need for laws and the legal consequences of anti-social behaviours.
- Initiate and cope with change.
- Plan and complete tasks in an appropriate time frame.
- Develop patience. (e.g., child care, babysitting, crafts such as beadwork)
- Set long term and short term goals.
- Manage money and resources.
- Know where to go for help.
- Take care of your physical self: good nutrition, exercise, hygiene.

Teacher Information

1. **Disclosure** - Teachers are to follow school protocol when a student discloses sexual or physical abuse or when neglect or abuse are suspected. The “Child and Family Services Act” requires reporting within 24 hours. It must be explained to the student who has disclosed, that other people need to be told. The child then, doesn’t feel as though a trust has been broken.
2. **Suicide Ideation** - Follow school protocol when a student talks about or writes about feeling suicidal.
3. **Processing Feelings** - Encourage students to draw and write about their feelings, particularly in daily journals and poetry. Art and writing are forms of healing and help students maintain balance and mental health. Teachers need to be observant in keeping track of student work and behaviour, on an ongoing basis. Note and investigate any changes in behaviour or student work. The student may be calling for help or showing signs of distress.
4. **Questioning** - Share with students that questioning in the classroom is okay, encouraged and considered a learning activity. There may be a delay in answers because students are considering the question or translating. Provide time for reflection. From a student fluent in their language, a teacher may hear, “Nahkepiko” in answer to a question. From an English speaking student, the teacher may often hear, “I don’t know”. These answers can have several different meanings, such as:
 - “I need to think about it.”
 - “I have an answer, however, it may be out of context and can be misleading.”
 - “I know the answer, however, it needs a lot of explaining and I may need to make excuses for someone else and I would rather not.”
 - “I have an answer, however, there are too many variables that may have changed the situation already and its best that I don’t give you an answer.”
 - “I don’t have time right now to give you an answer.”
 - “I’m not sure.”

Or it might just mean - “I don’t know!”

Encourage students to ask questions of each other and the teacher. Particularly in the Guidance program, students need to be able to ‘pass’, that is, not answer or speak until they feel comfortable sharing and participating. Ask ‘thinking’ or ‘opinion’ questions instead of ‘yes, no’ questions. Teach the students to listen to each other, have another student repeat back what the speaker said. Questioning teaches social skills such as taking turns, listening and respecting each other.

5. **Body Language** - Research has shown that 83% of getting a message across is done by body language. Body language is part of culture. Part of teaching a language is teaching the appropriate body language. Modeling and explaining are important. In district First Nations Nations, traditionally a person looked down as a show of respect when an adult, leader,

teacher or an Elder was speaking to them. Looking at someone directly is considered rude. In the English language and culture, looking at someone directly is the norm and looking at the speaker is a sign of respect. Part of preparing students to live in urban centers is discussing the differences among different cultures. Body language, gestures, stance, body distance and speaking patterns such as direct personal requests and asking questions are all culturally determined and should be discussed and modeled. Appropriate body distance differs between cultures. In northern communities, standing too close to a person of the opposite sex or casual touching, can be interpreted as sexual interest.

6. **Language Registers** - Guidance is also about teaching social skills, appropriate verbal and body language, manners and courtesy to use in different social situations and with different people. We use different language in different social situations.
7. **Honesty** - Given the nature of the topics being discussed, an effective Guidance program will require trust. Teachers must be honest. If you don't know something, say so. Admit to and apologize for mistakes. Share yourself and your personal experiences, as appropriate, given the ages of the students. Be clear with the students about confidentiality, regarding what other students may share about themselves in the class.
8. **Developmental Changes** - In grades 4,5 and 6, students are in transition from children to adolescents. Today, girls are physically maturing earlier and some may begin to develop as early as eight years old. Changes include being self-conscious. The students need security and begin to exercise independence. At this age, they are vulnerable and easily influenced. Peer pressure becomes an issue. Teacher and parental guidance and support are needed.
9. **Affirmations** - It is important to change the typical negative, critical and teasing comments students make to each other. Teachers need to plan activities that help students recognize and describe positive characteristics about each other. (e.g., At the end of Guidance class, ask students to say or write something positive about the person next to them.) Teachers should contact parents regularly to share positive news about student progress, successes and improvement, as well as concerns.
10. **Post Suicide** - After a suicide or death in the community, teachers need to be particularly alert in observing student behaviour, especially any students who may have been identified as "being at risk". Teachers need to work with other teachers, classroom assistants, tutor escorts, parents and community health resources to help students deal with grieving.

Community Customs

Customs evolve slowly over time. Customs are part of a culture. Many families in the district follow traditional customs.

Anger

In the past, isolated extended family groups lived together for long periods of time on the trapline or campsite in small cabins. Close cooperation was required. Living together so closely, emotional restraint was important. Quietness, patience and restraint were valued skills, especially when hunting. It was necessary to express emotions in appropriate ways. Direct confrontation, yelling, violence and physical abuse were not acceptable ways to deal with anger. Adults were expected to be self-disciplined and restrained. A 'look' or silence was used to express displeasure. Shunning was and still is used if the offense is repeated and severe. Direct confrontation is usually avoided. Shouting at students, strapping or hitting are not acceptable in district First Nations schools. Teachers are expected to deal with students calmly and with care.

Excellence

In the past, family survival required the best efforts of all family members, combined with sharing the results of those efforts. *Not* working hard and *not* sharing were not options in a harsh world. Fulfilling responsibilities was expected and not reason for special praise or gratitude. Praise was rarely given. Excellence was expected - doing a half-hearted job would have serious consequences for the group. Survival depended on correct action. There might be no second or third chance to 'get it right'. **Modeling** rather than verbal instruction is used to teach. Children see something being done over and over and are expected to pay attention. Practice can also happen in the mind, because resources might be too precious to use up in trials.

Thinking About the Future

Traditionally, First Nations people were more 'present' oriented and less 'future' oriented than the non-native culture. Past and present actions have consequences on the future. What is happening now was more important than what may happen in the future. Immediate needs had priority. Past experience was important as a guide to present action. The future was looked at in terms of the kind of person we want to become.

Family and Community Orientation

First Nations people are more focused on the welfare of the overall community. Community assistance is given to individual families particularly in time of tragedy. Assistance is also given to neighbouring communities. First Nations societies are generally more cooperative rather than individualistic. The needs of the extended family or community are more important than the wants of the individual.

Advice Giving

The Anglo-Canadian culture gives advice freely and frequently. Total stranger will come over and tell you how to do something. Newspapers and magazines abound with articles on

everything from how to lose weight, how to grow roses to achieving marital bliss. In the north, residents will watch you and let you do something differently without interfering. Traditionally, advice is given when requested, is given after much thought and is given indirectly through stories from the experience of the person consulted and then it is expected to be followed.

KWAYACIWIN CURRICULUM

GUIDANCE PROGRAM OUTLINES



Grade 4 - Values and Identity

Spiritual: Values and Teachings	Personal: Emotional and Physical
<ul style="list-style-type: none"> • Life is a gift from Kihci-Manito. All life is sacred. Signs of Kihci-Manito in our lives: gifts, wonders and forces of nature. The role of Kihci-Manito in our lives is to help and strengthen us. • Knowledge of good and evil in thought and action. Consequences of actions. • Honesty: When and why do we lie?, What happens when you lie? What happens when you steal? What are the effects on self and others? • Faith in the power of prayer and positive thinking. • Breaking a spiritual law has physical consequences. • Rules - 10 Commandments, Life rules, school rules, house rules, community bylaws, provincial and federal laws. • Traditional hunting and gathering practices; the importance of giving thanks and humility. We are part of the earth. We depend on the gifts of the earth. We are caretakers. 	<ul style="list-style-type: none"> • Identity: Who am I? Myself and my part in my family and community. • My role and responsibilities: chores, pets, housework, meal preparation, etc. • All kinds of families: 2 parent, single parent, guardians, foster, adoption, traditional adoption/customary care, extended, etc. • Dealing with separation and divorce, divorce and remarriage. • Death: dealing with loss and grief • Self-care: nutrition, exercise and hygiene, Diabetes • Affects of drugs, tobacco, solvents and alcohol on the body and mind, FAS/FAE
Social	Life Skills
<ul style="list-style-type: none"> • Communication: listening and speaking with respect. • Body language - reading and understanding body language. • Need for politeness, kindness and tact. • The difference between good conversation and rumour and gossip: intent and truth. • Effects of rumour and gossip. • Feelings: personal • Understand and express our feelings in a healthy way: hurt, rejection, fear, anger, grief, loss, jealousy related to things or people, disappointment; broken promises and unmet expectations, embarrassment, humiliation. • Feelings: understand the feelings of others. • Understand the link between feelings and behaviours. 	<ul style="list-style-type: none"> • Values: personal/family/community values. Values help us to be strong and make good decisions. Values affect behaviour, Different values, different behaviour. • Dealing with peer pressure: how to say no. • Dealing with conflict: friends, family and community. • Dealing with violence. • Feeling angry and violent - what can you do? • How do you protect yourself? • Where are safe places? • Physical, sexual, emotional abuse: rights and responsibilities. • Where to go for help. • Keeping secrets: confidentiality and when you have to tell • Helping others, volunteering • Babysitting and child care

Grade 5 - Mind, Body and Spirit

Spiritual: Values and Teachings	Personal: Emotional and Physical
<ul style="list-style-type: none"> • Role of the Church in our lives: celebrating life - rituals and sacraments, baptism, marriage, funerals, confirmation, communion; Teaching - help us grow spiritually; counselling - to live a healthy life; charity - helping others; fellowship • Cultivate gratitude and respect for all living things; for leaders and Elders. • Everyday heroes, helpers, role models • Everyday saints and angels • Why do we have pain and loss? - Its okay to question Kihci-Manito; acknowledge to the students that we don't have all the answers. • Death and beliefs about afterlife. • What are faith, hope and grace? • What is forgiveness? - asking for, forgiving self and others • Spiritual health: Why we need gratitude, faith, hope, grace, forgiveness. • Spiritual practices: thanksgiving, fellowship, prayer, meditation. 	<ul style="list-style-type: none"> • Review Feelings - understand and express in a healthy way: hurt, rejection, anger, fear, grief, loss, jealousy, guilt • Natural cycle of feeling - joyful to depressed • Introduce concepts of depression and suicide - feeling hopeless and helpless • Symptoms - what can we do? • Sources of help and healing • Interests and talents - everyone has talents. Emphasize the positive. • Adolescence: physical, emotional and psychological changes. • Understanding our bodies, moods, feelings, behaviour. • Healthy - Mind, body and spirit • Unhealthy - Diabetes, allergies, Asthma, Otitis Media, Arthritis • Affects of tobacco, alcohol, solvents and drugs on body and mind
Social	Life Skills
<ul style="list-style-type: none"> • Communication: listening and speaking to others with respect. • Behaving towards others with courtesy and manners, caring, thoughtful and kind • How to make friends and be a friend - If a friend needs help, what can I do? Being a real friend means disclosing - no promises not to tell about abuse, threats, suicide, wrong doing. Its better to have a friend dislike you for a while than to have a dead friend. • Review personal, family, community values: love, pride in heritage, respect, honesty, fairness, forgiveness. 	<ul style="list-style-type: none"> • Making decisions • Wanting to belong versus peer pressure and gangs. • Dealing with conflict at school - threats and bullies. • Dealing with conflict at home - arguments, fights, violence, alcoholism • Dealing with assault - verbal (name calling, insults, humiliation, threats), ongoing harassment, physical assault, sexual assault • Review good/bad touching, male and female - the right to say no and the right to tell • Ways to protect yourself • Youth and the law - rules and laws, police rights and crime, crime and consequences

Grade 6 - Managing Change

Spiritual: Values and Teachings	Personal: Emotional and Physical
<ul style="list-style-type: none"> • I have a purpose in life. There is a reason I was born. I have been given gifts. I have certain responsibilities. I can develop new gifts - it takes work and I will have guides/teachers. • Christianity - history of how it came to Canada, kinds of Christianity • Famous Biblical people and stories • Religion: All people develop religion • Role of religion: help us to live a good life • Healthy and unhealthy religions and practices: blessing a home, praying for someone, counselling vs. satanic practices and cults. • Occult: What is it? - positive and negative • Conscience: good and evil, right and wrong actions and choices. • Helping or hurting ourselves and others - Why do we do dumb things? • Universal values 	<ul style="list-style-type: none"> • Beauty: in nature and in humans • Images of human beauty: variety in age, colour, shape, size. • Natural, enhanced and exaggerated-designed to shock, get attention or be memorable. • Popular images change: past and present, different in different cultures • Fashions, fads and trends - appropriate dress • Dangerous and silly dress • Popularity • Managing change with puberty: physical, emotional and psychological. • Traditional moon time customs. • Self-acceptance and self-consciousness. • Feelings: coping with grief, inferiority, envy, loneliness, guilt, self-consciousness. • Sexual Changes • Dating: safe/unsafe dating • Teen pregnancy, AIDS, STD's • Understanding obsessions and addiction.
Social	Life Skills
<ul style="list-style-type: none"> • Discrimination: making choices; positive and negative aspects; good and bad taste. • Understanding and dealing with racism and prejudice. • Communication: clear and assertive, how to say "no"! • Manners and consideration for others: in different situations - on the phone, at work, at an Elder's home and in different cultures. • Managing change • Resolving conflicts at home, over differences in values. • Role play different points of view. • Dependence and independence: transitions from the security of childhood to the right to make decisions and taking responsibility for outcomes. 	<ul style="list-style-type: none"> • Setting personal and career goals: self-assessment of strengths and weaknesses • "What kind of person do I want to be/ become?" • "What do I want to do in life?" • How to deal with authority figures (parents, teachers, police) when you have a concern and work toward a solution. (1. Think about the problem. 2. Decide what you want. 3. Decide who to see. 4. Meet with them. 5. Clearly state concern and your proposed solution without anger or aggression. 6. Negotiate a solution. • Practice through role playing - learn other viewpoints - learn when to argue, when to compromise. • Study skills; homework management skills.

Grade 7 - Choices

Spiritual: Values and Teachings	Personal: Emotional and Physical
<ul style="list-style-type: none"> • Life is sacred. All life is to be valued. Spiritual practices make us strong. • Choices and ways to worship: prayer, reflection, meditation, song; alone or in fellowship with others; daily thanksgiving for gifts, for life; service to others, caring, sharing, volunteering, generosity; civic responsibilities; worship anywhere - Church, home, in nature • We can make the world better. There is power in prayer and faith. There is need for gratitude, faith, hope, forgiveness and worship. • Identity: as a First Nations citizen • First Nations values and World View • Traditional First Nations teachings (see Resources section) • Residential school: purpose, policies and abuse; effects on identity and spiritual well-being of children, families, communities and future generations. • Making a difference in the world: beliefs, values, etc. 	<ul style="list-style-type: none"> • Life is joyful and painful • Life is stressful: there is good and bad stress (e.g., competing, performing, family or community trauma) • We have choices in dealing with stress. • Suicide as a moral issue. • Teen health: hormones, sexual maturity, conception • Choices: sex and values • Parenting is forever; child care responsibilities. • Safe sex - STD's and AID's • Sexual abuse • Choices: body image; posture and dress sends out messages • Hygiene and diet: eating disorders e.g., anorexia • Self-consciousness - need for acceptance • Choices: drugs, tobacco and alcohol • Addiction and dependence • Choices have outcomes- not choosing is a choice • We are free to choose.
Social	Life Skills
<ul style="list-style-type: none"> • Everything and everyone is interrelated, interconnected, interdependent. • Everything we do and say has outcomes. • Role of sex: special gift from Kihci-Manito. • Choices: choosing a special partner - mutual interests, friend, trust, respect • Choices: pregnancy and family planning • Dating: feelings and behaviours • Choices: healthy and happy relationships; pain at the ending of relationships. • Date pressure: the right to say NO, assertiveness • Self-defense, date rape and assault. • Gang rape: use of alcohol and drugs to force or pressure a partner. • Coming to the aid of others 	<ul style="list-style-type: none"> • Choices: city life vs. village life • Dealing with racism and prejudice. • Saying no to friends, safe socializing. • Gang activities: appeal and dangers - desire for acceptance; dares and challenges. • Legal and moral rights: assault, rape, incest, homicide; legal consequences. • The Law: rights and responsibilities • Traditional customs • Attitude is a choice - we get what we expect. • Taking risks: evaluating risks; good risks/bad risks • Preparing for the future: interests and talents • Choosing a career: getting ready • Study skills

Grade 8 - Everything is Interconnected, Interrelated, Interdependent

Spiritual: Values and Teachings	Personal: Emotional and Physical
<ul style="list-style-type: none"> • Everything is connected. Spiritual health is connected to our physical, emotional, intellectual and social well-being. • Interpersonally: we are social beings; we live with others on earth; we need to respect, appreciate and understand similarities and differences of the beliefs, values, customs, religions of other cultures. • Forgiveness of self and others: its hard to forgive; why do we need to forgive- for our own spiritual and mental health. • Need to share one's gifts. • Obligations to family and community: "I am my brother's keeper." • Special needs of elderly and disabled. • Freedom and responsibility are linked: evaluating choices and making wise decisions. • Needs versus desires: food, shelter, acceptance, love, recognition • Maslov's hierarchy of needs 	<ul style="list-style-type: none"> • Dealing with trauma: accident, death, suicide • Suicide: signs and help • Abuse: What is abuse? • Kinds of abuse: spiritual, emotional, physical, verbal, sexual, drug • Dealing with abuse: rights • Addiction: FAS/FAE "We don't abuse drugs, we abuse ourselves!" • Healthy ways to relax and relieve stress. • Body image: How do I look/feel today?; self-acceptance; eating disorders • Sexual orientation • Dating: good/bad feelings; feelings at the beginning and end of a relationship- love, joy, pain, relief, rejection, hurt and jealousy • Pregnancy: responsibilities and work
Social	Life Skills
<ul style="list-style-type: none"> • Racism, prejudice, stereotypes and bias: recognize racism and act appropriately • Discrimination: race, age, gender, religion, social status, disability, weight, sexual orientation • Effective communication: different styles and settings • Assertiveness and clarity - say what you mean, mean what you say • Reading and sending out appropriate body language • Ethics: shoplifting, theft • Conflicts with the law: community bylaws, provincial and federal laws. • Crime, punishment, court sentences, jails and prison • Seeking help: legal rights, victim advocates • The Law: threats, assault, harassment and homicide 	<ul style="list-style-type: none"> • Leaving home to go to high school: feelings - excitement, anxiety, fear, loneliness; school expectations - homework, attendance, punctuality, extra-curricular; home expectations - new rules, homework, curfews, new foods, living with strangers • Life in a town/city: busses, stores, banks, street proofing, safe/unsafe places • Social Issues: new friends, peer pressure, safe and unsafe parties, dating, date assault • Gang activities: how to avoid, how to quit • Prostitution • Study skills: research, plagiarism and copyright • Time management • Planning and setting goals • Managing money • Choices: courses for particular careers

GUIDANCE RESOURCES

General Characteristics of 9-12 Year Old Children

Spiritual

- able to, and interested in, discussing values, beliefs and opinions
- definite sense of right and wrong, developing sense of ethics such as justice and fairness
- influenced more by peers, older siblings, television than family and teachers
- have heroes and role models
- more aware of the rights of others, more aware of differences in others
- like to help others, with natural sympathy for the victims of illness, accident, aggression
- are able to discuss and evaluate peers, parents and teachers

Physical

- great variety between the students in size, strength and endurance
- need daily physical activity and exercise -youth obesity is becoming common
- good fine motor coordination - able to do excellent beadwork and build models
- girls begin puberty before boys - need to learn self defense, become self-conscious, start to not participate in Phys. Ed., a few start self-mutilation
- many have tried smoking and drinking - some are regular smokers and drinkers
- Grade 4 students usually prefer low organizational games, while Grade 5 & 6's like team games and sports that are more competitive as a group rather than as individuals - segregate according to gender
- sense of body privacy and modesty and have a sense of family privacy

Social/Emotional

- cooperative, pleasant, dependable - 9 year olds still want to please
- sensitive to peer pressure, need for peer acceptance, dress and behave like peers
- vulnerable to rejection and criticism and usually unable to accept failure gracefully
- beginning to have paradoxical emotional needs: belonging/independence, security/risk
- can help take care of younger siblings and like to help in school and at home
- have a best friend and/or special group, change best friends, developing social skills
- self-image and self-esteem may become an issue; become judgmental about selves and others
- name calling, teasing, may gang up on one child verbally or physically or may ignore that child
- able to plan ahead, take leadership roles and assume responsibilities
- at this age, some start to think of suicide, some ask for help

Intellectual

- need to know if something is factual or fictional
- can assist in setting up routines and classroom expectations
- more sophisticated sense of humour
- start to approach problems and situations logically, not just emotionally
- around Grade 4, prefer to keep diaries and journals personal
- able to learn from mistakes and love to correct the teacher
- increased understanding of consequences

Suggestions for the Grades 4-6 Classroom

- Read a novel to the class at the end of the day. Discuss plot, characters, choices, feelings, actions, consequences of decisions.
- Have students write every day. Daily journals are personal - writing about feelings is therapeutic.
- Be honest with the class. Admit errors and apologize. Avoid win/lose situations.
- Keep promises. Treat students fairly and equally given student differences. Be consistent.
- Set high expectations and expect students to meet your expectations. Be optimistic about your students - its catching! Ensure the students experience success. Assist rather than criticize. Encourage and recognize effort and achievement.
- Avoid judgements. Listen to the students' point of view.
- Involve the class in planning and decisions. Help students to make decisions, to consider possible alternatives. Have students assist in planning class activities, in setting classroom routines such as expectations and consequences.
- Provide lots of opportunities to develop and practice skills.
- Encourage creativity. Encourage different points of view and opinions. Encourage class discussions where opinions vary. Discuss feelings and moral values in resolving classroom situations.
- Teach the group skills: listening, taking turns, recording, chairing, presenting. Encourage student independence in forming and working in groups. Assist students in planning and carrying out a personal or group projects and research.
- Use methodologies that address all learning styles and intelligence. Plan for different student interests and a wide range of abilities.
- Use community resources to enrich your program.
- Teach responsibility. Assign and rotate tasks and responsibilities.
- Encourage positive goals, speech and behaviour; emphasize the positive in student work.

General Characteristics of 12-14 Year Old Adolescents

Spiritual

- hold conflicting beliefs - child faith is being severely questioned
- may lack any spiritual connection to land, nature and related values
- most do not attend church regularly
- question family, community and school values
- most do not believe that they are born with special gifts
- generally do not have spiritual practices and do not feel grateful or thankful
- tend to see the world in absolutes
- can be idealistic or cynical - if hurt in the past
- have sympathy for family and friends, very loyal to friends
- respect has to be earned, may lack respect for elders and teachings, authority figures such as parents, teachers, police
- may be in conflict with parents/adults over values, behaviour, dress, use of time
- aware of departed spirits, interested in ghost stories and afterlife
- have TV heroes and role models - usually sports and rock stars
- aware of personal rights but do not link rights with responsibilities

Physical

- great variety in size, strength, endurance and development
- need daily physical activity and exercise - helps with emotions and with diabetes
- puberty with girls maturing physically and emotionally sooner than boys
- self conscious - may wear bulky or unseasonable clothing, poor posture
- some girls may want to wear adult revealing, sexy clothing
- girls often taller and larger than boys
- students may be sexually active and vulnerable to STD's
- girls more interested in grooming, makeup and clothing
- students may refuse to wear glasses, hearing aides, gloves, warm boots, warm coats
- judgmental/critical of adults and themselves
- lack self-esteem, self-confidence
- may grow in spurts and unevenly with periods of un-coordination, particularly the boys
- segregate according to gender
- often tired, need more sleep with all the physical changes but want to stay up all night - then find it hard to get up in the morning
- many are regular smokers, sniffers and drinkers
- some are drug users, some are involved in crime

Social/Emotional

- want to be treated as adults, want the right to make decisions about chores, curfews, diet and dress
- experiencing puberty with extreme emotional mood swings, confusion, depression, despair and suicide ideation - need help to deal with their feelings and emotions
- aware of human dynamics; able to manipulate others, set up others for blame
- more interested in each other than in school; learning to work out relationships with peers particularly the opposite; jealousy, fighting, teasing
- the need for acceptance and power leads to forming groups and gangs
- girls act more out of jealousy than the boys; girls are more likely to be part of gangs
- impatient, easily bored, cool image is important; its not cool to be enthusiastic
- hyper-sensitive to peer pressure; peer acceptance is important; want to dress and behave like peers
- have difficulty accepting criticism, even suggestions; easily hurt and tend to overreact
- conflicting emotional needs: belonging/independence, security/independence, withdrawal from dependence (boys in particular) and closeness with mother, more receptive to male authority figures
- enjoy excitement of physical risks: fast vehicles, skidoos and boats
- make poor decisions without concern for consequences
- if hurt, may withdraw or become angry and cynical and vengeful
- want dances but may be too self conscious to dance
- may be victims of abuse and aware of others that are victims
- want to be entertained: music, film, TV, prefer magazines to books
- like collecting

Intellectual

- do not learn facts as quickly or easily as before - emotional - more difficulty concentrating
- wide range of abilities in the same age group
- can be very thoughtful and profound
- has difficulty remembering chores or homework
- bored by repetition
- understands patterns and concepts better if shown in multiple ways
- generally uninterested in world issues, adult roles or careers
- able to write beautiful, moving poetry, songs and stories
- able to approach problems and situations more logically
- emotions cloud thinking, can be more rationalizing then rational
- need opportunities for self-expression

Suggestions for the Grades 7-8 Classroom

- Need to understand different points of view. Use role play. (e.g., play different band councillors with various portfolios: education, health, housing, senior services, water/sewage, recreation, roads, etc.) Make decisions about improving services and allocating funding.
- Discuss getting ready for high school: courses and academic requirements, Code of Conduct, school and home expectations, urban life style, homesickness, loneliness, cultural adjustments, street smarts, safe risks, etc.
- Read a novel to the class at the end of the day. Encourage personal reading. The students need to write every day. Daily journals are personal and therapeutic. Provide opportunities to view video, film, photos critically. Express and discuss various points of view.
- Provide time for self-expression, time to discover and develop special interests and talents.
- Role model behaviour. The students are much more critical of adults now than when they were younger. Respect has to be earned. Give respect to students. Be honest. Admit errors and apologize. Avoid win/lose situations. Treat students fairly and equally. Be consistent.
- Set high expectations. Be enthusiastic and optimistic about your students. Ensure that the students experience success. Assist not criticize. Encourage. Recognize effort and achievement. Avoid judgements. Listen to students' point of view.
- Involve the class in planning and making decisions rather than imposing your ideas. Encourage student independence in forming and working in groups and planning activities or projects.
- Allow for emotional instability. Be sensitive and allow student to not participate.
- Develop memory and observation skills. Need to develop study skills.
- Encourage responsibility: part-time jobs, personal money, volunteering, personal chores
- Use methodologies that address all learning styles and intelligences. Plan for different student interests and a wide range of abilities.
- Teach winning and losing as part of learning and sportsmanship.
- Use computers for writing - stories, poetry, research, projects as well as research
- Use the computer for remedial skills programs - it allows for individual work and privacy.

Traditional Teachings

Wholeness

All things are interrelated. Everything in the universe is part of a single whole. Everything is connected in some way to everything else. It is possible to fully understand something only if we understand how it is connected to everything else.

Change

All of Creation is in a state of constant change. Nothing stays the same except cycle upon cycle of change. One season follows another. Human beings are born, live their lives, dies and enter the spirit world. All things change. There are two kinds of natural change: the coming together of things (development) and the coming apart of things (disintegration). Both of these kinds of change are necessary and are always connected to each other. There is also imposed unnatural change such as murder and abuse.

Change occurs in cycles or patterns

Change is not random or accidental. Sometimes it is difficult to see how a particular event or pattern is connected to everything else. Not seeing usually means that our standpoint, the situation from which we are seeing the change, is limiting our ability to see clearly.

The seen and the unseen

The physical world is real. The spiritual world is real. These are two aspects of one reality. Separate laws govern each. Violation of the physical laws can affect the spiritual world. A balanced life is one that honours the laws of both of these realities.

Human beings can always acquire new gifts but it is a struggle.

The timid may become courageous, the weak may become strong, the insensitive may learn to care for the feelings of others and the materialistic person can learn to look within and listen to the inner voice. We call this process of personal development 'true learning'.

There are four aspects to every person's nature: spiritual, emotional, social and physical.

We can develop these aspects, through learning and the use of our will. To be a fully developed and balanced human being, all four aspects need to be developed and in full harmony. Intellect is a part of all four aspects.

There are four related abilities in the spiritual aspect.

First, the ability to have and to respond to realities that are not concrete such as dreams, visions, ideals, values, teachings, goals and theories.

Second, the ability to accept those realities as the potential to do or be something more or different than we are now.

Third, the ability to express these realities using speech, art or mathematics.

Fourth, the ability to use these realities to guide future action - action directed towards making what was only seen as a possibility into a living reality.

Human beings must be active participants in the unfolding of their own potentialities.

If we wish to develop and grow, we must have the will to change. We can change at any time we wish - we have to have the desire to change.

If we set out on a journey of self-development, we will be aided.

Guides and teachers will come and spiritual protectors will watch over us. No test will be given that we do not have the strength to meet.

The only failure is the failure to follow the teachings.

Adapted from:
The Sacred Tree, 1984
Four World's Development Project
University of Lethbridge

Suicide

(Adapted from CMHA Pamphlet Series)

What is suicide?

It is the deliberate ending of one's own life.

The problem includes thoughts of suicide, threats of suicide, attempts to commit suicide.

In Canada today, suicide is a serious problem.

In northwestern Ontario First Nation's communities, suicide is a crisis!

Why do people commit suicide?

Suicide is about feelings. All people who commit suicide feel that life is unbearable - they cannot go on the way it is, that they cannot change their life and there is no hope of change. Most suicides are a result of intense feelings of loneliness, worthlessness, depression. People who threaten or attempt suicide are trying to express these feelings and are asking for help.

We may feel desperate, overwhelmed by life, helpless and hopeless when:

- we cannot see any solution to our problems
- we cannot see any possible change
- when our attempts to deal with our problems fail or backfire

Some stressful situations can trigger thought of suicide:

- loss of body part or function (e.g., losing a leg, paralysis)
- loss of a loved one
- loss of job, money, prestige
- ending of a relationship
- continuous and increasing pain and helplessness (e.g., incurable disease)
- abuse

Suicide is about escape not death - escape from pain so bad we feel only death will stop it. Life can be very painful. Most people consider suicide at some time in their life. We don't really want to die - we want the pain to end.

Many people cause their own deaths without a conscious decision to commit suicide by driving recklessly, abusing alcohol or drugs, ignoring serious health problems.

There is nothing wrong with having these thoughts of ending it all or acknowledging them. It is

when these thoughts begin to take shape as plans that there is cause for alarm.

Suicide can seem to be impulsive but is in fact a complex act. Most people think about it for a long time before. It is estimated that 8 out of 10 people who attempt or commit suicide hinted about or mentioned their plans, usually to a friend. Recognizing the warning signs is one thing, knowing what to do is another. Talking about suicide is difficult for many. Being able to talk about suicide can save a life. Learning about suicide is the first step.

Who is at risk?

All kinds of people: young and old, rich and poor, male and female, all races and creeds....

- ◆ More women than men **attempt** suicide.
- ◆ More men than women **commit** suicide.
- ◆ Women are usually aged 20-39.
- ◆ Men are all ages.
- ◆ Women usually use drugs or poison.
- ◆ Men are usually more violent - using guns or hanging.

Anyone is at risk who:

- has a serious physical or mental illness - the illness may cause them to hear voices or have delusions prompting them to kill themselves;
- is abusing alcohol or drugs;
- has lost a loved one, especially to suicide;
- has just ended a relationship, separation or divorce (Children are very affected by family breakdown and often blame themselves.);
- has just lost a job;
- is going through major changes - teens and seniors;
- has been abused;
- has made previous attempts;
- has abused others.

People who talk about suicide or make an attempt do not necessarily want to die - they want their pain to end and are asking for help. Sometimes a suicide attempt becomes the turning point if there is enough support to help make the necessary changes.

Teens and Suicide

The teen years are challenging with:

- increased responsibilities with school, family and work;
- changing relationships with family, friends, the opposite sex, adults;
- intense exploration of values, sexuality, career aspirations, independence;
- frustration and confusion in trying to balance personal dreams against other's expectations;
- physical and hormonal changes result in extreme emotional swings. For some youth, the hormone imbalances do not self-correct and can be helped with medications.

Because the stress is often misunderstood or unrecognized, a young person can feel alone and isolated. Because many of the problems are being confronted for the first time, they can appear huge and overwhelming. Many of our youth have lost family, friends or classmates to suicide. Many have experienced abuse and violence in the home. Many come from broken homes and single parent families with addiction problems.

Like adults, young people become depressed but because teens do not behave like depressed adults, they may be dismissed as 'acting out' or being rebellious. Emotional problems or sexual orientation can go unnoticed. Being depressed while struggling with the challenges and pressures of being young can create suicidal feelings. The pressure can be painful and overwhelming.

What you can do if you are feeling suicidal.

Talk to someone. This can be very hard. You may be feeling frightened and ashamed and that no one cares. You are not alone. Your feelings are normal. Life can be very painful. Many people have felt this way and received help. It's okay to need help. We all need help sometimes.

- Tell your feelings to someone you trust: a relative, friend, or minister. Talking with help.
- Call a crisis line, go to the nursing station.
- Make an appointment to see a counsellor, a nurse or doctor. You can have a friend go with you. Counselling will help. Anti-depressant medications may help.
- Get involved with a support group. Go to meetings regularly.
- Talk to someone who has been there.
- Talk to someone every day!

The feeling of wanting it all to end, of desperation and despair will not go away at once but will gradually pass.

Myths About Suicide

Myth #1 Talking about suicide may give a person the idea.

Fact Suicidal people have the idea. Talking can help the person and prevent suicide.

Myth #2 All suicidal people are mentally ill.

Fact Unhappy - yes. Mentally ill - usually not.

Myth #3 Once people are suicidal, they are beyond help.

Fact The crisis period lasts for a limited time. The person can get help. A crisis can reoccur.

Myth #4 Its not suicide if there is no note.

Fact The majority of people do not leave a note.

Preventing Suicide

By knowing the signs and knowing what to do, we may be able to prevent a suicide. Even if you are so distressed that you cannot think of any way but “ending it all”, there is help available.

What are the Signs?

Most people who consider suicide have not decided to die. They are in pain and undecided and may take risks, leaving it to someone else to save them. Warning signs are a way of asking for help or revealing the seriousness of the situation. Warning signs can be subtle or as obvious as saying, “You won’t be seeing me anymore.”

Warning or Danger Signs:

- changes in personality or behaviour for better or worse (e.g., behaviour that is out of character, such as recklessness from someone who is usually careful)
- depression: sleeplessness, always wanting to sleep, social withdrawal from friends, loss of appetite and not eating, general listlessness, lack of interest in usual activities
- repeated expressions of hopelessness, helplessness or desperation
- increased use of drugs or alcohol and increased risk taking
- recent loss of a friend, family member, especially by suicide
- mood swings, emotional outburst, high level of irritability or aggression
- preoccupation with death
- ‘hero worship’ of someone who died by suicide

- preparations for death: giving away valued possessions, making a will, taking out life insurance, sharing final wishes with someone close
- an unexpected and sudden change to a cheerful attitude
- talk of suicide, ‘nobody cares if I live or die’, threats
- making a plan for committing suicide
- writing or drawing about suicide in a diary or journal
- black, bleak or dreary art work or images of death
- shocking, death or violence related posters in the bedroom
- previous attempts

An expressed interest in committing suicide should always be taken seriously!

There is no absolute list of signs. It may be right to be concerned if the person’s behaviour is out of character or there are sudden shifts in attitude or actions.

What You Can Do

You can’t stop a person from thinking about suicide. You can help them reconsider and look for solutions. The most important thing is to listen! People who share their suicide plans often demand secrecy - but are really hoping you will stop them and get help. When a person’s life is at risk, ignore the requests for secrecy.

Don’t be afraid to talk about suicide. Ask “Are you feeling suicidal?”

- Don’t act shocked. Encourage talking about feelings. Talking about it can bring relief. Talking about suicide decreases the likelihood of it happening.
- Do not make judgements. Do not minimize the feelings.
- Find a safe place to talk. Allow as much time as necessary. Convey your concern. Ask about recent events. If a person says they are considering suicide, ask “Do you have a plan? How and where and when do you intend to kill yourself?”
- Admit your concern and fear. Do not say, “You shouldn’t be having these thoughts. Things can’t be that bad!” Help the person see positive possibilities.
- Ask if there is anything you can do. Talk about where there is help: counselling centre, hospital, clinic, crisis centre, church, family, friends.
- Make a plan with the person for the next few days or hours. Help make contacts for help. If you can, go with the person.
- Stay close. Let the person know when you can be available and be there. Try to arrange with others to be available at other times so she/he can call for help. Stay in touch.
- Thank the person for their trust in telling you. Praise the person for having the strength to cope and the courage to continue the struggle.

No one can solve another person's problems, but sympathy and support can help and knowing that others have faced similar tough times and survived can help.

Take ALL references to suicide seriously! If someone tries to control your behaviour with a threat of suicide, (e.g., "I will kill myself if you leave me!", "I will kill myself if you don't give me money!"), do not allow yourself to be emotionally blackmailed. Say "No" and suggest they get help.

What to Do After a Suicide Attempt

If you find the person, try to stay calm and reassuring. Give first aid if possible. Get medical help immediately. The time immediately following an attempt is critical. The person should receive intensive care. Support is needed. Maintain regular contact and work with the person to organize support. It is important that the person not feel cut off or shunned.

Affect of Suicide on the Family

In addition to normal grief, family members may feel:

- guilt and shame for not preventing it, for not giving enough support and love
- scorned by others because of the cultural and religious taboos against suicide. Some families may try to pretend it was an accident.
- fear that other family members will follow
- helpless
- depressed and angry

All families who have lost a family member to suicide need counselling help.

Symptoms of Abuse

- body language: need for lots of personal space, not able to be close to others, hunched tight shoulders, look of helplessness in the eyes, eyes watchful and fearful
- sees self as victim
- depression: feeling hopeless and helpless
- bruises and self-mutilation such as cutting
- fearful, anxious, easily startled, panicky response, anxiety or panic attacks
- sleeplessness, tiredness
- poor appetite or overeating, weight loss or gain
- apathy: lack of interest, insensitive to the suffering of others
- being abusive to animals and others, angry and bullying
- promiscuity, early onset of puberty
- denial, pretend that it didn't happen

* Victims of abuse are often under great family and community pressure to put up with abuse and not say anything.

Symptoms of Depression

- apathy - sit around and do nothing, sleep all the time, no energy, no interest in school work
- slow body movement, listless, drag self around or restless and agitated
- no interest in appearance - looks uncared for
- stoic and expressionless
- poor attendance
- sees self as victim
- feeling sad, confused, lonely, worthless, unloved, victimized, hopeless, helpless
- fearful, afraid to go out
- sleeplessness, tired or hyperactive
- change in appetite and weight gain or loss
- lack of sexual interest
- crying spells, easily frustrated and tearful
- thoughts of suicide, talk of death
- gloomy, dreary, dark art work, change in style of writing
- change in behaviour and personality
- acting out, running away from home
- excessive alcohol or drug abuse
- risk taking behaviour, frequent injuries

Drug Information

What is a drug?

Definition: any substance other than food which is taken to change the way the body or mind functions.

- drugs may or may not come from doctors or drug stores
- drugs may or may not have medicinal purposes
- drugs can come from plants growing in the field or garden
- drugs can be manufactured in labs
- drugs can be legal or illegal

Penicillin is a drug. Heroin is a drug. Toothpaste with fluoride and anti-perspirants are drugs.

Mood Altering Drugs

Mood altering drugs, also known as psychoactive (sy ko active) drugs affect or change the way we think, feel or act. These drugs usually have physical effects as well. Mood altering drugs work on the mind and the senses.

A large number of the drugs prescribed in Canada are psychoactive: to relieve pain, calm nerves or aid sleep. Some can be purchased in stores like cigarettes, coffee and beer. Some are purchased illegally like cannabis (grass, marijuana, joint), cocaine, ecstasy, crystal meth, etc.

Some psychoactive drugs are so common that we do not think of them as drugs such as tobacco, caffeine and alcohol. Because of their mood altering properties, psychoactive drugs are the most abused drugs.

What is drug abuse?

Definition: Any use of a drug that is or causes a problem.

Drug abuse can result in:

- health problems such as increased illness or physical damage to the body. Alcohol can destroy the liver.
- personal problems such as loss of motivation, failing in school, losing a job, or addiction
- physical impairment and accidents

- strained or unhappy family relationships, violence
- social problems like increased crime

Different Types of Drug Abuse

Any drug can be abused - intentionally or unintentionally!

Too Much

Some medicinal drugs are beneficial if taken in small doses at regular intervals but dangerous if too much is taken or if taken too often.

Too Long

A medical drug can become harmful or addictive if taken for a long time. Pain killers can cause serious problems if taken after they are no longer needed.

Too Little

A drug can become ineffective if not taken for the full prescribed time frame.

Wrong Use

A drug can be harmful if taken for the wrong reason or used by someone else. Medications need to be monitored by a doctor.

Wrong Combination

Some medical drugs are dangerous when taken with other medication or alcohol. Prescriptions have warnings. Mixing sedatives and sleep inducing drugs with alcohol can cause death.

Wrong Drug

Errors can occur and people can take or be given the wrong drug, in the wrong form or in the wrong dosage, even in hospitals. With some drugs such as crack, ecstasy, angel dust, the potential dangers are extremely high and there are no legitimate uses. These drugs can cause serious problems no matter when or how taken. To use them is to abuse them.

The Most Abused Drugs

1. Caffeine - from coffee, tea and cola. Caffeine is a stimulant.
2. Nicotine - from tobacco, cigarettes, cigars, snuff. Nicotine is a stimulant, a muscle relaxant and an appetite depressant.
3. Alcohol - from beer, wine, liquor. Alcohol is a sedative.

Children and youth are more sensitive to drugs than adults. Children and youth will become addicted much more quickly to tobacco than adults. Tobacco and caffeine retard growth.

Why Do People Use Drugs?

There is no such thing as a typical drug user. Drug users come from all parts of the country and all walks of life: rich or poor, young or old, male or female, intelligent or unintelligent, well educated or poorly educated.

The Most Common Reasons

Different people use different drugs for different reasons. Reasons vary from drug to drug, person to person, occasion to occasion. A person may have more than one reason. People may start using a drug for one reason such as curiosity, pleasure, social pressures or medical reasons and may continue using it for quite another like psychological dependence or group pressures.

Curiosity

Drugs are talked about and written about a lot these days. Some people may have friends or acquaintances who use drugs. Since curiosity is natural, its not surprising that many people, especially young people are tempted to experiment with drugs.

Emotional Pressures

Some people use psychoactive drugs to relieve emotional problems such as anxiety, nervousness or depression. Others use drugs because they are bored. Insecure people may take drugs to boost their self-confidence. Some young people may use drugs to express alienation or rebellion.

Social Pressures

The social pressure to use drugs can be very strong. Young people may be influenced by popular songs or by famous singers, musicians or athletes who are known users. Children are especially influenced by their parents, whose casual use of alcohol, nicotine and other drugs sometimes makes drug taking seem to be normal or safe, or even justifiable.

Group Pressures

In some groups, drug taking is fashionable. It is the badge of belonging and key to social acceptance. Abstainers are excluded. Its hard to be different. Both users and non-users say that the major benefits of cannabis use is not the way it makes you feel, but that it makes you part of the group.

Availability

Drugs, both legal and illegal, are more plentiful now than ever before. More people are directly or indirectly exposed to them. The internet has made even prescription drugs more accessible.

Previous Drug Use

For most people, trying a drug for the first time is a major step. A single experiment does not mean becoming a regular user, but does make trying drugs again easier and more likely. People who are regular users of one drug are more likely to use other drugs as well.

Dependance

Some people use drugs because they have become physically or psychologically dependent on them. It doesn't matter whether the drug is legal or illegal, mild or strong or whether it was first used for medical or non-medical purposes. When people continue using a certain drug because they don't feel right without it, they are drug-dependent. Drugs are habit forming.

Who Uses What?

Statistically in Canada, more adults than young people are regular users of alcohol and tobacco. However, young people are more likely to use cannabis, hallucinogens, and certain narcotics.

Among young Canadians, boys are more likely to be drug users, with the exception of tobacco. In recent years, teen-age girls are more likely than boys to report that they are regular smokers. According to the most recent student surveys undertaken in Ontario by the Addiction Research Foundation, boys more frequently report use of cannabis and cocaine as well as prescriptions barbiturates.

Older students are more likely to use drugs than younger students. However, younger children are more likely to sniff glue or other inhalants than older teenagers.

What Influences People?

Millions of dollars worth of advertising are devoted to alcohol, tobacco and caffeine products each year. Nearly one out of every three advertising messages on radio or television and in magazines and newspapers promotes drugs and drug use in one way or another - a pill for that, a beer to be sociable, a cigarette to relax. The attitudes these ads foster towards the use of legal drugs may affect the way people think about all drugs.

What Are The Risks of Drug Abuse?

Drugs can be considered hazardous when they pose risks to the physical, mental or social well-being of the user. All drugs are not equally hazardous. But even when used under medical guidance, drugs can have undesirable side effects. Also, many drugs may have effects beyond those that the drug user is seeking. Whenever drugs are used non-medically, these side effects become potentially dangerous.

Safety Hazards

All psychoactive drugs can reduce physical coordination, distort the senses, or impair judgement. These effects can lead to serious safety risks, especially if the user drives a vehicle or operates machinery. Many road injuries and fatalities are caused by drivers impaired by alcohol or some

other drug. Often people who have taken alcohol or drugs are unaware of their impairment, which makes the risk all that much greater.

Physical Hazards

All psychoactive drugs have effects other than those for which they are used and some of these are very damaging to physical health. Smoking marijuana or tobacco, for example can cause lung damage and cancer. Alcohol abuse damages the liver. Snorting cocaine damages the inside of the nose. Users who inject drugs by hypodermic needles can get infections, hepatitis, collapsed veins or AID's. Drugs impair growth and development in children and youth. Steroids cause heart problems, liver damage and sterility. Drinking during pregnancy hurts the unborn child and cause Fetal Alcohol Syndrome and related effects. Tobacco and other drugs hurt the fetus. Babies can be born with addictions and with AID's.

Mental Health Hazards

Some drugs can cause short-term neurotic or even psychotic episodes (bad trips). In the longer term, drug abuse can result in personality disturbances, learning problems, difficulty concentrating, apathy, and loss of memory. Sniffing causes permanent brain damage. Mental health risks are especially high for young drug users. A young person who turns to drugs as a way of avoiding normal anxiety and depression may be establishing a pattern of behaviour that can be hard to break in the future. Many such users come to believe that they cannot function normally without drugs.

Physical Dependence

Physical dependence occurs when a drug user's body becomes so accustomed to a particular drug that it can only function normally if the drug is present. Without the drug, the user may experience a variety of symptoms ranging from mild discomfort to convulsions. These symptoms, some of which can be fatal, are collectively referred to as withdrawal. Not all drugs produce physical dependence. Physical dependence is a form of drug addiction.

Psychological Dependence

Psychological dependence exists when a drug is so central to a person's thoughts, emotions and activities that it is extremely difficult to stop using it. Psychological dependence is marked by an intense craving for the drug and its affect. Like physical dependence, psychological dependence is a form of drug addiction.

Economic Impact

Drugs are expensive. The use of drugs has an economic effect on the family and the community. Buying drugs takes money away from the necessities such as food, shelter, clothing and from family activities. The need for drugs causes people to steal, to sell possessions and bootleg.

The use of drugs can result in failure at school, job loss, family breakdown, violence, abuse, imprisonment and death.

Tolerance

Tolerance means that over time and with regular use, a user needs more and more of a drug to get the same effect. Tolerance increases physical hazards, simply because the amount taken increases over time. Tolerance also increases the risk of dangerous or fatal overdose for two reasons:

1. First, with some drugs, the body does not necessarily develop tolerance to the harmful effects of the drug. Long term barbiturate users, for example, become tolerant to the drug's side effect on respiration. If the drug is used for too long, the dose they need to fall asleep or calm their nerves may be enough to stop breathing.
2. Second, if a drug user has not taken the drug in a long time, the tolerance may have decreased. So after a period of abstinence, the size of dose the user had previously become accustomed to may be enough to cause an overdose.

Overdose

An overdose of any drug is an amount that can cause serious and sudden physical or mental damage. An overdose may or may not be fatal. Dangerous overdoses may occur to users who have developed a tolerance for a drug or to even first-time users of street drugs who have no way of knowing the exact potency or content of what they are buying.

Street Drug Hazards

Illegal street drugs have a set of risks all their own. Users of street drugs can never know exactly what they are taking. Dealers may not know (or reveal) exactly what they are selling. Some drugs are laced with other drugs or chemicals which can be very harmful. Often one drug is sold in place of another.

Mixing Drugs

Many drugs become dangerous when they are mixed (alcohol and barbiturates are the most famous deadly combination). Unfortunately, because drug use can reduce inhibitions and impair judgement, many drug users take more than one drug at a time. Even if they are aware that mixing drugs is dangerous, they may do so anyway. Users of street drugs may mix drugs unknowingly because they can never be really sure of what they are taking.

Legal Risks

The use of many psychoactive drugs is illegal. A prescribed drug may only be legally used by the person for whom it was prescribed. A conviction for illegal possession of a drug can result in a fine, imprisonment, or both, and a criminal record.

Having Good Times Without Drugs and Alcohol

Everyone needs pleasure and giving up drugs and alcohol does not mean giving up fun. A person whose mind, body and lifestyle are no longer addicted can have more fun in more ways than ever before. With drugs it was easy and automatic: take drugs or drink - feel good. A person who has mainly relied on drugs and alcohol for fun, and whose nervous system has been accustomed to abnormal stimulation, has to re-adjust. So what does it take to start to have a good time without drugs? It takes "P.E.P.S."

P- participation

Enjoyment and satisfaction come from doing, doing things with your family and friends: visiting, playing games outdoors or indoors, fishing, camping, biking, sports, hiking, snowshoeing, hunting, ski-dooing, volunteering, cross-country skiing, swimming, helping elders, skateboarding, reading, writing, drawing, making crafts, cooking and baking, jogging, body building, aerobics and dancing.

E - enthusiasm

Whatever you do, "get into it" to have a good time. Call people to do things together. Try something new. Our attitudes and expectations have a lot to do with how we experience things. If you expect to have fun, you probably will.

P- practice

Enjoying new things is a learning process. Try new things and do them on a regular basis. Build skills and confidence. Keep doing the things you enjoy to make them a part of your lifestyle. The more you do something, the better you get, the more you enjoy it. It takes time, but drug free pleasures grow as time passes.

S- support

Lonely people have a hard time feeling good. People with many friends have an easier time feeling good. What our friends like to do strongly influences what we like to do. Get together with drug free friends and enjoy good times with them.

Guidance Support Materials

Tribes

TRIBES is a democratic group process of learning together with children. With TRIBES, how one teaches is more important than what one teaches. It is also a systems approach to creating a healthy community environment in which the children can grow and learn. The process, in building a total school community of participants, uses four agreements:

- attentive listening
- appreciation/no put-downs
- the right to pass
- mutual respect

TRIBES, a training program, helps in creating an exciting classroom for child learning.

Values, Influences and Peers (VIP)

VIP is a resource guide developed jointly by the Ministry of Education and Training and the Ministry of Solicitor General and Correctional Services. The document is for the teachers and police officers to use in helping Grade 6 students develop the values, skills, and knowledge they will need to be responsible citizens.

Student Alcohol Use Survey

Part 1 Alcohol Use

If you have ever had a drink of alcohol, even just one, please complete Part 1 and Part 2.
If you have never tried alcohol, skip Part 1 and go to Part 2.

Put a check ✓ beside your response.

1. How often have you drank alcohol?
 once less than 5 times in my life
 more than 5 times in my life

2. How often do you drink?
 every day once a week
 more than once a week once a month
 once in a while (less than once a month)

3. How old were you when you had your first drink?

4. Do you drink with friends?
 yes always yes sometimes no

Is it usually the same friends?
 yes no

Do you drink alone?
 no never yes sometimes yes always

Do you drink in front of or with your parents?
 yes no

5. Do you drink at parties?
 yes no

6. What do you drink? Check all that apply.
 beer wine liquor other

7. Why do you drink?
 to be part of a group to try it
 to forget about something to feel relaxed
 to get drunk because I was angry or upset

8. Have you ever been sick after drinking? (Headache, sick stomach, nauseous, etc.)
 yes no
9. Have you done things you wish you hadn't done when you were drinking?
 yes no
10. Do you think you drink too much?
 yes no
11. How do you get the alcohol?
 steal it given by adults given by friends
 find it buy it make it
 other
12. Have you taken alcohol with pills or other drugs?
 yes no
13. Have you made homebrew?
 yes no
14. Do you plan to keep drinking?
 yes no

Part 2 What Do You Think About Alcohol

Put a check ✓ beside your response.

1. yes no don't know Alcohol is bad for my health.
2. yes no don't know Kids should be able to drink.
3. yes no don't know The legal drinking age (19) should be lowered.
4. yes no don't know The legal drinking age (19) should be raised.
5. yes no don't know I hope my kids never drink.
6. yes no don't know Drinking has hurt my family.
7. yes no don't know Drinking has hurt me.
8. yes no don't know Drinking should not be allowed in my community.

9. ___ yes ___ no ___ don't know Everyone drinks alcohol.

10. ___ yes ___ no ___ don't know There is nothing wrong with drinking.

Does anyone in your family drink? ___ yes ___ no

How does that make you feel? _____

Alcohol makes people feel... _____

Alcohol makes people act.. _____

Student Tobacco Use Survey

1. How often have you smoked cigarettes?
 never once less than 5 times many times
2. How many cigarettes do you smoke? daily weekly
3. How often have you used snuff?
 never once less than 5 times many times
4. How often do you use snuff? daily weekly
5. How old were you when you had your first cigarette?
6. Do you smoke with or in front of your parents?
 yes no
7. Why did you start to smoke?
 to be part of the group curiosity (just to try it)
 because I was dared because my parents and/or older siblings do
 I don't know
8. What do you smoke or use?
 cigarettes pipe tobacco cigars snuff
9. How do you get your cigarettes?
 from parents from friends
 buy them steal them
 other
10. Do you want to quit smoking/or using snuff?
 yes no
11. Do people in your family smoke or use snuff?
 yes no
12. Do you believe that there is nothing wrong with smoking?
 yes no

Student Drug Use Survey

1. How often have you taken drugs or sniffed?
 never once less than 5 times many times
2. Do you use drugs or solvents regularly? yes no
If yes, what do you use? _____
If yes, how often? daily weekly monthly
3. How old were you when you first tried drugs? _____
How old were you when you first tried sniffing? _____
4. Do you use drugs in front of your parents?
 yes no
5. Why do you use drugs?
 to be part of a group with my friends to get high
 because I was dared because I am upset or angry
 because my parents do I don't know
6. How do you get your drugs?
 from friends from parents
 buy them steal them
 other
7. Do you want to quit? yes no
8. Do people in your family do drugs? yes no
9. What do you think about using drugs? _____

10. Do you think some drugs are okay and some not okay? _____

