<table>
<thead>
<tr>
<th>Pilot Curriculum</th>
<th>Revised Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Circle 1: Historic and Cultural Context</strong></td>
<td><strong>Learning Circle 1: Cultural Wellness</strong></td>
</tr>
<tr>
<td>Film: historical trauma &amp; youth suicide started in 1960s</td>
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<tr>
<td>Chart: Protective Factors among Alaska Natives</td>
<td>Chart: River of Youth Development</td>
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</tbody>
</table>

### Protective Factors Among Alaskan Natives

<table>
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<tr>
<th>Protective Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>Sleep</td>
<td>8-10 hours</td>
</tr>
<tr>
<td>Healthy Nutrition</td>
<td>Carbohydrates, proteins, vegetables</td>
</tr>
<tr>
<td>Physical Health</td>
<td>Good health</td>
</tr>
<tr>
<td>Involvement</td>
<td>Love and support</td>
</tr>
<tr>
<td>Cultural Pride</td>
<td>Participate in traditional activities</td>
</tr>
<tr>
<td>Positive Mood</td>
<td>Notice your strengths</td>
</tr>
</tbody>
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### Chart: Protective Factors among Alaska Natives

- Sleep: 8-10 hours
- Healthy Nutrition: Carbohydrates, proteins, vegetables
- Physical Health: Good health
- Involvement: Love and support
- Cultural Pride: Participate in traditional activities
- Positive Mood: Notice your strengths

### Chart: River of Youth Development

- **To grow up healthy and strong, youth need opportunities to develop...**
- **Learning**
  - Build strong ties to family and others
  - Talk about feelings with other adults
  - Develop healthy romantic relationships
  - Express emotions and grief
  - Communicate about feelings
  - Work together to solve problems

- **Relationships**
  - Develop healthy relationships
  - Communicate about feelings
  - Work together to solve problems

- **Self-Awareness**
  - Develop a clear idea of who they are and what they want
  - Have character and convictions
  - Have opportunities to think and be free
  - Develop and be responsible

- **Awareness of Others**
  - Reflect and understand the consequences of their actions
  - Get recognized for positive behavior
  - Learn right from wrong from trusted adults

- **The River of Development**
  - Develop a clear idea of who they are and what they want
  - Have character and convictions
  - Have opportunities to think and be free
  - Develop and be responsible

- **Awareness of Others**
  - Reflect and understand the consequences of their actions
  - Get recognized for positive behavior
  - Learn right from wrong from trusted adults
Learning Circle 2: The Role of Adults
Chart: Protective factors for youth suicide prevention

Guess what Inupiaq youth & adults think is most helpful in preventing suicide? (These ideas came from 355 local people)
- Teach culture
- Pray for them
- Stay with them
- Get professional help
- Set a good example
- Being involved in the community
- Getting them help
- Programs
- Activities for youth
- Encourage them
- Show you care
- Talk with them

What will help prevent Inupiaq youth suicide?

On a Survey representing 355 people in Northwest Alaska, youth & adults wrote:
(Wexler & Goodman, 2008)

Learning Circle 2: Support for Youth
Graph: What Youth and Adults Say Prevents Suicide

Youth and adults in Northwest Alaska wrote their ideas in response to this question. Answers people wrote were grouped together when it sounded like they had the same idea.
Learning Circle 5: Supportive Counseling and Listening Well

Film: Supportive counseling as prevention – Just listen

[Image: Talking and Listening for Wellness]

Role play: Listening for Wellness

CHEAT SHEET FOR LISTENING FOR WELLNESS

Talker: Tells the listener about the stressor

Listener:
1. Invite conversations from the heart
   →Show acceptance and willingness to listen.
   “Tell me about what is going on for you.”
   “Talk to me about your stress.”
   “Want to talk about it?”

2. LISTEN
   DO NOT interrupt,
   DO NOT give advice,
   DO NOT try to cheer them up...just listen.

3. Reflect back what you heard
   “It sounds like it is really hard for you when....”
   “You get really stressed when...”
   “Sounds like [XYZ] is really hard to deal with.”

4. Ask open-ended questions about next steps:
   “What do you want to do about it?”
   “How have you handled this before?”
   “What can you do to get through this?”

Chart: School Survey Results (not pictured)

Role play: Listening for Wellness

Cheat Sheet for Listening for Wellness

1. Invite conversations from the heart
   →Show acceptance and willingness to listen.
   “Tell me about what is going on for you.”
   “Talk to me about your stress.”
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   “You get really stressed when...”
   “Sounds like [XYZ] is really hard to deal with.”

4. Ask open-ended questions about next steps:
   “What do you want to do about it?”
   “How have you handled this before?”
   “What can you do to get through this?”
Learning Circle 6: Restricting Lethal Means
Image: 10 Minutes Can Save a Life

10 MINUTES CAN SAVE A LIFE

Research shows that making it harder for someone to find a loaded gun, a private place, pills, a bridge, alcohol, a snow machine keys... CAN SAVE A LIFE!
---Even a few-minute delay can prevent suicide.

New Material: Safe Homes

Is your home Suicide-Proof?

Learning Circle 3: Prevention
Flyer: Safe homes

What we know about effective prevention...

#1 10 MINUTES CAN SAVE A LIFE. Research shows that making it harder for someone to find a loaded gun, a private place, pills, a bridge, alcohol, a snow machine keys... CAN SAVE A LIFE!

Even a few-minute delay can prevent suicide.

#2 SIMPLE CHANGES TO THE HOME can help someone we’re worried about. Here’s how...

REMOVE ALCOHOL
Alcohol tends to make things worse. Removing alcohol from the house helps reduce risk.

SUPPORT
Believe and acknowledge that suicide is a real option for some people.

LOCK AND LIMIT
Meds are the most common method used by teens who attempt suicide.

NO LOCKS
Keep doors open or unlocked when you’re worried about someone.

SUN-BLOCKING BLINDS
Better sleep during sunny summer nights.

HAZARDS
Look for ropes or other hazards in the room. Consider getting a collapsible curtain rod.

GUN SAFES, TRIGGER LOCKS, LOCKED AMMO BOXES
Make it harder to get a loaded gun. 67% of suicide deaths in the Bering Strait region 1996-2014 were from firearms.

RESOURCES IN PLAIN SIGHT
Remind people that getting help is a sign of strength, not weakness.

You can help them call the Alaska Careline at 1-877-266-4357.

TAKE KEYS AWAY
If people are drinking, take your vehicle, snow machine, or car out of harm's way.

RECOMMENDATIONS
- Keep firearms unloaded.
- Store medications out of reach.
- Get a trigger lock.
- Remove broken windows or doors.
- Get a郁d
- Get a郁d
- Get a郁d
Learning Circle 7: Support After an Attempt
Case study: Following up after suicide attempts

When ‘Jane Doe’ came home from Kotzebue after attempting suicide, she was embarrassed and still had to deal with the problems that made her feel bad in the first place. It was hard. ‘Jane Doe’ felt alone and sad. She didn’t know how to talk about what happened, and she wasn’t sure she wanted to because of her shame.

When she received a short text message a day after saying, “You are special.” ‘Jane Doe’ felt supported, even though it was from someone she isn’t close to. A few days later, when she got a text saying, “Thinking of you today,” she smiled and thought about those people in the community who care about her. Weeks later, when she gets a text message, “wishing you a good day,” she gets a warm feeling. When she is down, she thinks about this feeling and it helps.

Now, many months later, ‘Jane Doe’ sometimes gets a supportive text from this same person, and it reminds her that people care about her, even if she isn’t close to them. It gives her a way to get help if she needs it in the future.

Flyer: Small Acts of Kindness

What Works? Small Acts of Kindness!

Research note: In studies, people who received short, supportive and non-demanding notes or acts of kindness after feeling suicidal and low were much more likely to seek help, not attempt or die by suicide, when compared to people who didn’t get these (Motto & Botzorn, 2001; Ranney, Pisani, & Chenick, 2018; Reger, et. al. 2017).

What does ‘non-demanding’ mean? It means to do something without expecting the other person to do anything. For example:

- **Demanding act:**
  - “Call me if you want to talk.”

- **Better to do Non-demanding:**
  - “I am thinking of you and want you to know I care.”
  - “I really appreciate the way you _____.”
  - “I baked some cookies and wanted you to have some.”

Suicide prevention can mean making sure to send someone who is having a hard time random, small, non-demanding notes and acts of kindness over a long time. And, research shows that you don’t need to be close to the person to make a big difference to someone.

- “Whatever it is you want from young people, you must give them.”
  - Anonymous Author

- “Kindness is a gift everyone can afford to give.”
  - Unknown

- “Love is what makes you smile when you’re tired.”
  - Yara, age 4 (from Helping Little Kids Succeed – AlaskaScope)

- “A healthy village is a circle whose people are safe within its fold. Love, understanding, kindness, culture, history, goals, and truth make the circle strong...”
  - Harold Napoleon, Ta'kuwah artist and activist

- “Love and kindness are never wasted. They always make a difference. They bless the one who receives them, and they bless you, the giver.”
  - Barbara De Angelis
Learning Circle 8: Postvention: Talking Safely About Suicide

Chart: Postvention: What to do /not to do

<table>
<thead>
<tr>
<th>POSTVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>After a suicide happens, everyone—especially young people—are at higher risk for suicide. This is what we know about actions and words that can either protect them or increase suicide risk:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Protective</th>
<th>Riskier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let those who are grieving talk about whatever they are going through (anger, guilt, sadness, numbness...).</td>
<td>Blaming someone else for the suicide increases risk because...</td>
</tr>
<tr>
<td>Share ways of getting help: “If only he knew that it feels better after talking.”</td>
<td>People listening may feel angry and desperate, and could think about suicide as a way to get revenge or as a way to hurt someone else.</td>
</tr>
<tr>
<td>These are other ways to get help: even calling a hotline can make someone feel a sense of relief.*</td>
<td>Talking about the person who died as a “successful suicide” or being “in a better place” or “at peace” can increase suicide risk because...</td>
</tr>
<tr>
<td>Tell basic facts [no details on how], only:</td>
<td>Suicide could seem desirable for those who are having a hard time finding peace or believing things can get better in their life.</td>
</tr>
<tr>
<td><em>Name</em> was 19, from X village and died yesterday.*</td>
<td>Dedicating a tournament or making T-shirts in honor of a person who died by suicide can increase suicide risk for youth because...</td>
</tr>
<tr>
<td>Share the hurt caused by the person’s passing:</td>
<td>...Young people who feel overlooked may see suicide as a way to attention and love.</td>
</tr>
<tr>
<td><em>Suicide hurts</em>.</td>
<td></td>
</tr>
</tbody>
</table>

How to Help After A Suicide

Families, communities, and institutions can respond in ways that can help and hurt.

<table>
<thead>
<tr>
<th>CAN HURT</th>
<th>HELPS HEALING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People can hurt others by:</strong></td>
<td></td>
</tr>
<tr>
<td>Blaming someone else for the suicide. This increases risk because...</td>
<td>Sharing ways of getting help: “If only he knew that it feels better after talking.”</td>
</tr>
<tr>
<td>People listening may feel angry and be looking for a way out, and could think about suicide as a way to get revenge or to hurt someone else.</td>
<td>“There are other ways to get help; even calling a hotline can make someone feel a sense of relief.”</td>
</tr>
<tr>
<td>Talking about the person who died as a “successful suicide” or being “in a better place” or “at peace” can increase suicide risk because...</td>
<td>Talking safety about suicide by telling only the basic facts [without details of how or why]: “[Name] was 19, from X village, and died by suicide.”</td>
</tr>
<tr>
<td>Suicide could seem desirable for those who are having a hard time finding peace or believing things can get better in their life.</td>
<td>Sharing the hurt caused by the person’s passing: “Suicide hurts.”</td>
</tr>
<tr>
<td>Not talking about it. Pretending it didn’t happen. While it may seem like the right thing to do to “protect” youth, ignoring a suicide is risky because...</td>
<td>Making time to listen well: “I am here to listen and support you.”</td>
</tr>
<tr>
<td>...all people, especially young people, need a time and place to talk about their feelings when a friend or family member dies by suicide.</td>
<td>Letting those who are grieving talk about whatever they are going through (anger, guilt, sadness, numbness, etc.).</td>
</tr>
</tbody>
</table>

Learning Circle 4: Grief and Healing

Poster Activity: Stages of Grief

Chart: What Can Hurt and What Helps Healing

<table>
<thead>
<tr>
<th>COMMUNITIES can hurt by...</th>
<th>COMMUNITIES can help by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting weekly support groups for people to share whatever they are going through.</td>
<td>Reminding everyone to lock up their guns [or make sure the bullets are out], put away alcohol alls after a suicide.</td>
</tr>
<tr>
<td>Youth may hear stories and think of suicide as something to do if they break-up with their boyfriend/girlfriend.</td>
<td>Making sure that the funeral, memorial, display, and services are the same as they would be for a non-suicide death.</td>
</tr>
<tr>
<td>Dedicating a community event, or making T-shirts in honor of a person who died by suicide because...</td>
<td>Reaching out to the survivors of suicide: “It’s no one’s fault.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTIONS can hurt by...</th>
<th>INSTITUTIONS can help by...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not taking action to prevent another suicide,</td>
<td>Debriefing the event with first responders, law enforcement, and healthcare providers.</td>
</tr>
<tr>
<td>Talking safety about suicide does not increase risk, and youth may believe this is a way to get attention and love.</td>
<td>Schools having a plan for what to do after a suicide death, which includes taking to students about the suicide safety, teaching about grief, and making time for healing.</td>
</tr>
<tr>
<td>Ignoring community protocols</td>
<td>Following community guidance and leadership</td>
</tr>
</tbody>
</table>
**Learning Circle 9: Review and Moving Forward**

Posters: Review and moving forward – What do communities want to do next?

**Learning Circle 5: Review and Next Steps**

Posters: What do we want to do next?

Handout: Learning Circle Summary

Handout: Individual and Community Change Discussion questions

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**Individual/Family Level Questions**

**DISCUSSION QUESTIONS (10 mins)**

1. What do you think helped you drop participating or PK CARES?

2. What kinds of prevention or wellness actions have you taken?

3. What support do you want to do these things?

4. How do you think you could pass on what you learned to others?

**Community/Organization Level**

**DISCUSSION QUESTIONS (10 mins)**

1. What community groups and organizations in the community (e.g., Alaska Native Council, CDC, Tribal Council, school) should I contact or partner with?

2. What kind of support from organizations (Alaska Native Council, CDC, Tribal Council, etc.) do you think is needed to support PK CARES happening here?

3. What should community groups or community leaders know about how they can work effectively to prevent suicide and promote health?

4. How might these community groups or organizations for prevention and wellness work together?