

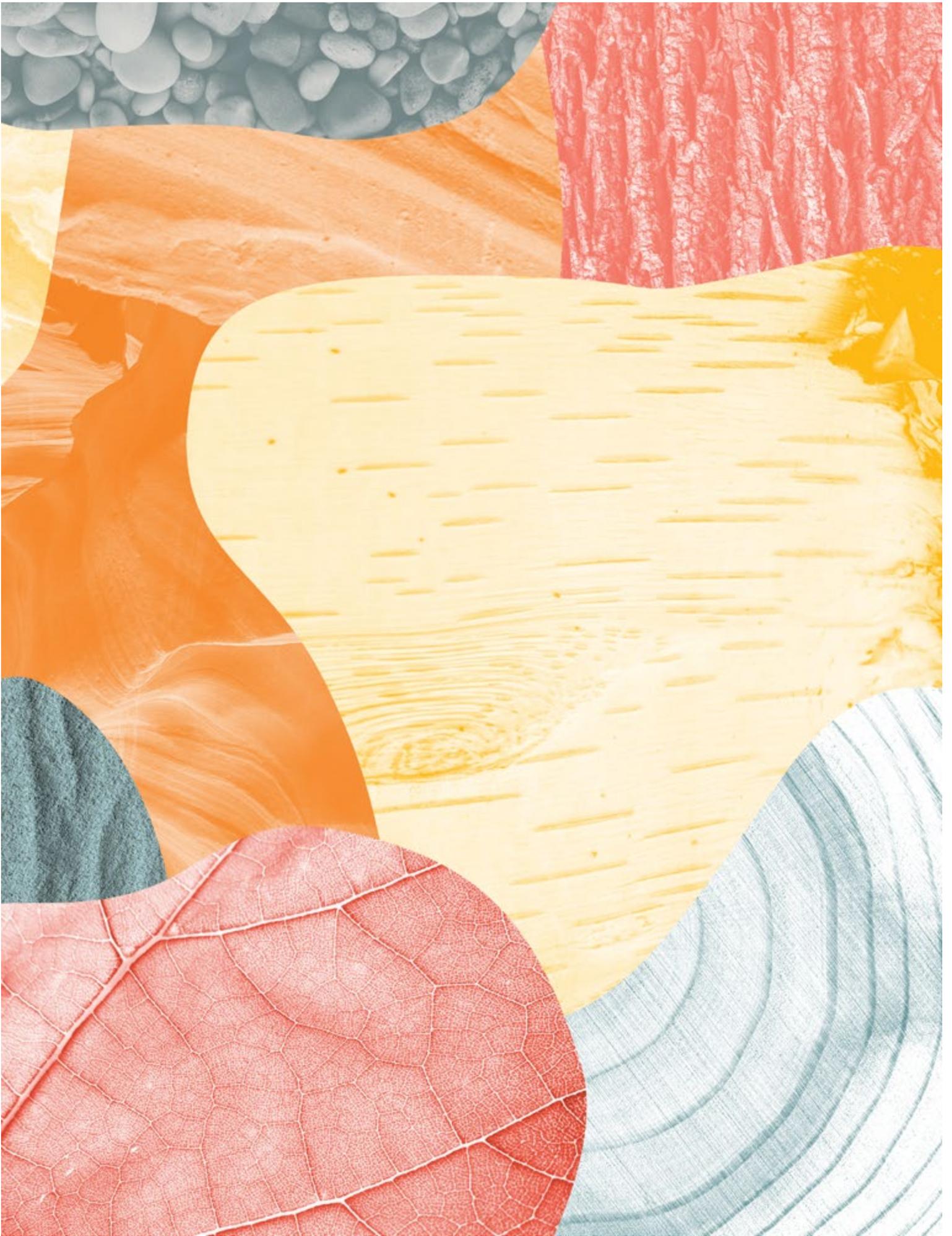


Community-led life promotion plans for Indigenous youth and communities

—
GUIDE

NAME

DATE



**CONTACT CENTRE FOR
SUICIDE PREVENTION**

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Community-led life promotion plans
for Indigenous youth
and Communities
Version 1 released September 10, 2019
Distributed by Centre for Suicide Prevention
suicideinfo.ca

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ISBN 978-0-9813951-6-6

We wish to thank the many Indigenous Elders, youth, and Knowledge Keepers* from across the province whose guidance and shared teachings helped us to honour and respect an Indigenous worldview and co-create this toolkit. In working together, we hope to support communities as they continue to create safe and caring places for their children and youth.

We would also like to acknowledge and thank all of the individuals and partners who have shared their knowledge, experience, and feedback in the development of this guide, including:

- Alberta Children's Services
- Alberta Health
- Alberta Health Services

**Knowledge Keepers are the foundation from which First Nations and Métis traditions, customs, laws, and spirituality are taught. They are the keepers of Indigenous knowledge that has been passed down from generation to generation since time immemorial (Authentic Engagement of First Nations and Métis Traditional Knowledge Keepers, The Wicahitowin Conference Committee, 2017, bit.ly/2ZyNpXg).*

Centre for Suicide Prevention is an education centre, a centre of excellence, based in Calgary, Alberta. We are a branch of the Canadian Mental Health Association. For over 35 years, we've been equipping Canadians with the information, knowledge and skills necessary to respond to people at risk of suicide.

We educate online, in print, and interactively. Our library of over 45,000 suicide-specific items, the largest English-language collection of its kind, informs the work we do.



centre for
suicide prevention

Community-led life promotion plans for Indigenous youth and communities

This guide has been developed in response to the Office of the Child and Youth Advocate's Investigative Review: Toward A Better Tomorrow – Addressing the Challenge of Aboriginal Youth Suicide. bit.ly/2MuIohT

This is a living document and may change over time in order to incorporate ongoing learnings from communities as they implement and use this toolkit. Contact Centre for Suicide Prevention for more information and to ensure you have the latest version.

Centre for Suicide Prevention responds to requests from communities for information, and with the vision of community members, we develop resources led by Indigenous peoples. Some of our other Indigenous-focused resources include:

Little Cub: Preventing suicide in Indigenous children workshop
bit.ly/2xNJhox

Walk with me: Indigenous suicide bereavement workshop
bit.ly/2gq3sWY

CELEBRATING LIFE PROMOTION

- Culture
- Community
- What connects youth with life and living in your community?

BRINGING PEOPLE TOGETHER

- Forming a working committee
- Caring for the carers
- Who should be involved?



**RECOGNIZING
COMMUNITY STRENGTHS**

- Community profile
- Community check-up
- What are you already doing?

IDENTIFYING ACTIVITIES

- Focusing in on activities
- Evaluating activities
- Where should you direct your efforts?
- How do you know they're working?

PUTTING THE PLAN IN MOTION

- Finding and choosing funding sources
- Implementation
- How do you bring the Plan to life?

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Introduction

This guide is an invitation to bring together youth, Elders, Knowledge Keepers, and those who work with young people to plan and implement life promotion strategies and actions that support the community.

This guide will lead you through the process of developing a life promotion plan for youth (Plan) based on a 5-section framework: life, people, strengths, activities, and implementation.

We encourage you to work through this guide actively and in collaboration with members of your community. The questions within will lead you through the process. Once you reach the end of the questions, you will have drafted your Life Promotion Plan (Plan).

This guide can also be accompanied by a facilitation process: If you would like to invite a facilitator to guide your community in developing your Plan, contact Centre for Suicide Prevention at csp@suicideinfo.ca or (403) 245-3900 and reference this guide.

The finished Plan will take the form of a colour-coded template, found in the appendices of this booklet (large poster versions are available upon request).



As you move through the guide, you will be prompted by a pencil icon to fill in sections of your Life Promotion Plan template. The pencil colour will match its corresponding Life Promotion Plan section, and the examples will also indicate which section to fill in.

The Life Promotion Plan example you will see throughout this document is adapted from and inspired by the Carcross/Tagish First Nation's initiative to involve youth in transforming traditional hunting trails into world-class mountain biking trails.

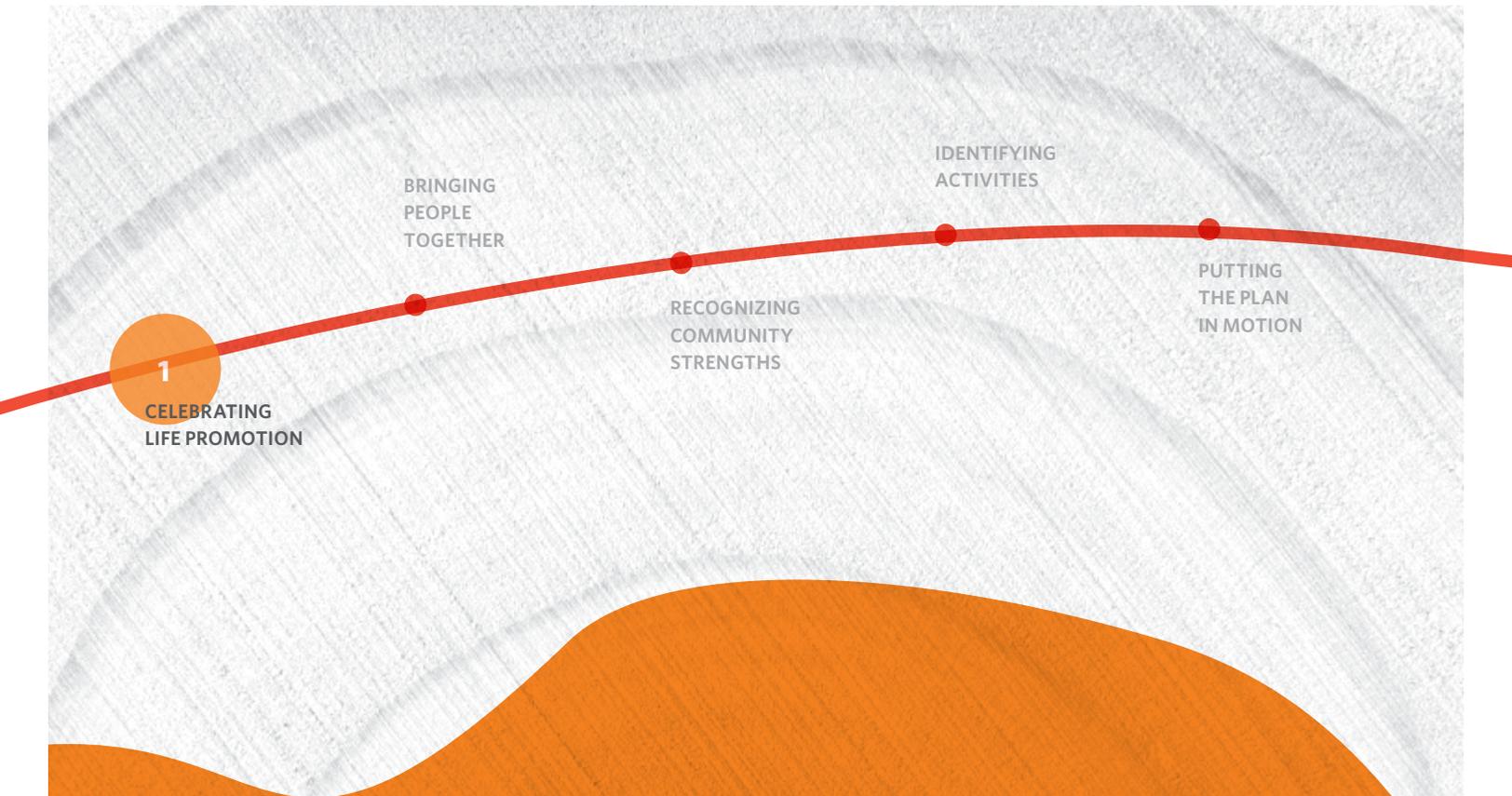
We were inspired by this story as it is an exemplary example of suicide prevention. Carcross/Tagish First Nation is not in Alberta. Read more about this story in the "Case Study" appendix.

LIFE PROMOTION IS SUICIDE PREVENTION

Suicide prevention and life promotion are interconnected: everything that promotes life can also prevent suicide. Life promotion, however, is broader than suicide prevention and can include things like healthy living activities. Hence why this guide refers to a life promotion plan instead of a suicide prevention plan. However, we want to acknowledge that it is important to openly discuss suicide in order to reduce stigma and promote open conversation. Throughout this document, we will refer to suicide prevention activities when necessary.

EXAMPLE:





STEP ONE

Celebrating life promotion

Community and culture are paramount to suicide prevention, because this is what grounds identity. During times of crisis, people can draw on community and culture to understand life and loss and learn ways to cope and grow on individual, family and community levels. This section will invite your community and its youth to identify what community and culture mean to you.

Cultural and land-based teachings are needed to enhance our youth's identity in a positive way; we need to help them feel the impact of feeling proud of who they are and where they come from. Many of our youth want to know the culture they need to feel the pride once again in what it means to be aboriginal. To know the ceremonies, the medicines and the history of their people.

- ALBERTA KNOWLEDGE KEEPER



Community

Community may mean different things to different people; it instills a sense of belonging, identity, and connection.

Indigenous youth may define community by:

- Location: where they are living and/or where they were born.
- Relationships: their friends, peers, teachers, or family.
- Culture or institution: the people, Elders, ceremonies, teachings, school, sports, church, or other institutions they know.

COMMUNITY

- Relying on members of the community for education and advice
- knowing I'm connected to my community because my grandparents have been there for centuries

Ask as many people in your community as possible, including youth, the following questions, and include the answers under "Community" (orange):

- What does "community" mean to you?
- What makes our community unique?

ADD YOUR OWN QUESTIONS HERE:

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How does community and culture help create connections for youth?

Purpose, hope, belonging, and meaning are all integral parts of connecting people to living and to each other. All of these elements are interconnected with relationships.

- Purpose creates an understanding that every person is sacred, and the physical body is “home” for the spirit, heart and mind, all of which are interconnected to the other and work inseparably.
- Hope drives optimism about tomorrow; of the future of individuals and of families.
- Belonging is a direct result of emotional wellness, connectedness, and relationships with family, community, land and culture. Belonging is evident through the love, kindness and respect they feel from others.

- Meaning is created by an attitude towards living (mental wellness) and is expressed through rational thought, intuition, and understanding of how to connect to Creation, to the rich history of Indigenous peoples, and in the reason for being.

Adapted from “Culture for Life” cultureforlife.ca by Thunderbird Partnership Foundation, n.d.



Ask the youth in your community the following questions, and include the answers in your Life Promotion Plan, under “Purpose, hope, belonging, and meaning” (orange):

- How do you find purpose in our community?
- How do you find hope in our community?
- How do you find belonging in our community?
- How do you find meaning in our community?

ADD YOUR OWN QUESTIONS HERE:

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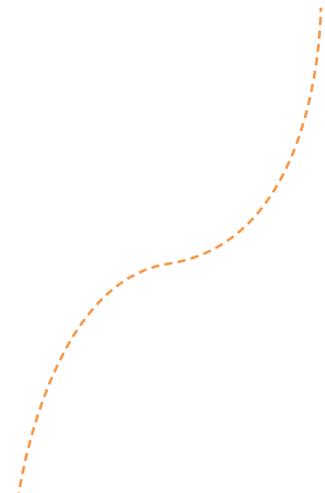
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<p>PURPOSE</p> <ul style="list-style-type: none"> • connected to culture; feeling connected to their culture 	<p>HOPE</p> <p>Take pride in what their generation can do</p>	<p>BELONGING</p> <ul style="list-style-type: none"> • I am Tagish. I am related to many people. My Aunties live here. 	<p>MEANING</p> <ul style="list-style-type: none"> • I contribute to my community by serving my Elders at community feasts <p>I can help other kids stay healthy</p>
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BRINGING
PEOPLE
TOGETHER

2

IDENTIFYING
ACTIVITIES

PUTTING
THE PLAN
IN MOTION

RECOGNIZING
COMMUNITY
STRENGTHS

CELEBRATING
LIFE PROMOTION

STEP TWO

Bringing people together

This section will guide you through deciding who to involve in the Plan. Gathering a variety of voices, including people with wisdom, expertise and lived experience, can yield a rich life promotion plan, representative of your community.

Form a working committee

Forming a working committee, a group of youth, Elders, and other supportive adults who will take responsibility for building the Plan and moving it forward, is the first step. When forming your planning committee, consider who should be involved and what type of input and wisdom can be brought to the committee. There should be a significant youth representation. Committee members should expect active involvement through preparing and building the Plan, as well as implementing and evaluating the Plan.

THESE QUESTIONS WILL HELP YOU FORM YOUR COMMITTEE:

- Who in your community is recognized for their wisdom and leadership, including youth and young adults?
- Who in your community brings expertise in funding and political leadership?
- Who in your community is recognized as a helper and healer to those who are at-risk or have attempted suicide?
- Who in your community brings personal lived experience with suicide and is healthy enough to help others?
- Which Elder(s) and Knowledge Keepers can be included to provide guidance?

ADD YOUR OWN QUESTIONS HERE:

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In addition to youth, committee members could include the following: wellness coordinator, crisis worker, nurse, youth coordinator, tribal police member or local RCMP, mental health therapist, school counsellor, teacher, Elders and Knowledge Keepers, youth, people with lived experience of a suicide attempt, people who have grieved suicide loss.

Bringing people together to co-develop guiding principles for a life promotion plan can be a helpful way to identify a common starting point and ensure everyone feels connected to their role in developing the Plan.

Guiding principles for a life promotion plan can be grounded in the seven sacred teachings, natural law, or community values.

HOW TO INVOLVE YOUTH IN THE COMMUNITY

Ideally, a variety of youth will participate at different points in and throughout the Plan development, implementation and evaluation.

When connecting with youth – through programming, gathering input to develop a program, or helping them work through a difficult time, etc. – building a relationship of trust is crucial. Meeting them where they are at, in their own environment, can help them feel comfortable.

These questions can be a starting point in thinking about how to connect with youth and involve them in the Plan:

- Where do youth naturally gather?
- What pre-existing activities can be used to bring youth and adults together?

ADD YOUR OWN QUESTIONS HERE:

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Examples other communities report using include:

- Conduct a talking circle during an after-school program
- Arrange to do a presentation to students in the local school
- Attend a sporting event and ask youth to provide their input (in a written format)
- Ask the local youth council to attend one of their meetings
- Recruit the assistance of someone in the community (a role model) who is known to work well with youth
- Use social media (Instagram, Snapchat, etc.) to invite youth input with direct, open-ended questions

COMMUNITY PARTNERSHIPS

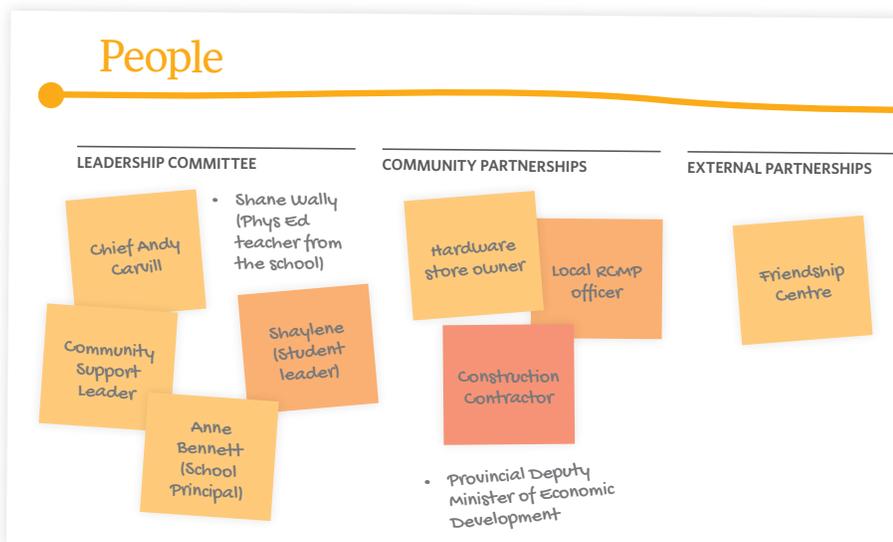
In your community, what community organizations could be involved with the Plan?

These could include schools, the health centre, the healing lodge, etc.

EXTERNAL PARTNERSHIPS

In your community, what external partners could be involved with the Plan?

These could include: Friendship Centres and other Indigenous-serving agencies, municipal/provincial/federal governments, Alberta Health Services, etc.



Once you have determined who will be involved, fill in the "People" section (yellow).

Caring for the Carers

Take steps to ensure you and other members of the committee take care of yourselves physically, emotionally, mentally, and spiritually so you can support others and maintain your own mental health as you move through this process.

Talking about suicide can be an emotional experience and may trigger some strong reactions in people and the community. Being diligent with self-care from the outset is important.

It is typical to seek professional help when working in suicide prevention – this is difficult work. Ensure you and your committee members are aware of what mental health resources are available.

ADD YOUR OWN QUESTIONS HERE:

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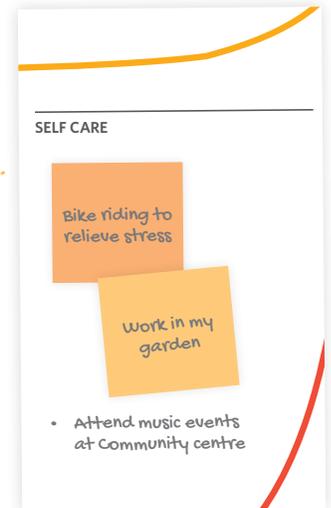
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When your committee first convenes, ask them the following questions, and include the answers in “Self-care” (yellow):

- What does self-care mean to you?
- What activities do you pursue to keep yourself healthy?
- What role does culture play?

EXAMPLES:

Take a break during the workday, spend time in nature, eat healthy foods, allow yourself to cry (Hope, Help, and Healing: A planning toolkit for First Nations and Aboriginal communities to prevent and respond to suicide, First Nations Health Authority, 2005, p. 20 bit.ly/1JouIf9).

CELEBRATING
LIFE PROMOTION

BRINGING
PEOPLE
TOGETHER

3

RECOGNIZING
COMMUNITY
STRENGTHS

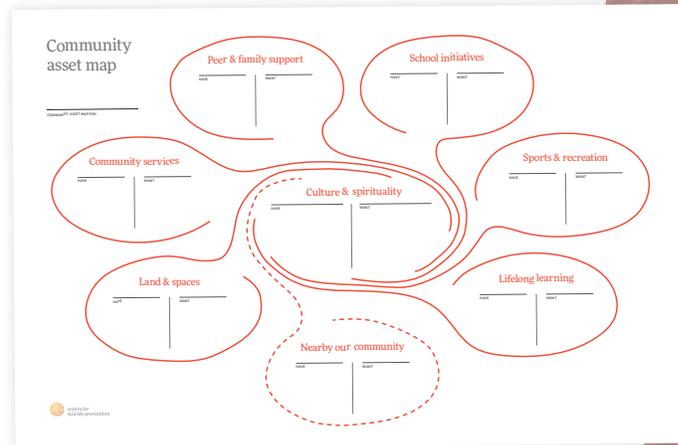
IDENTIFYING
ACTIVITIES

PUTTING
THE PLAN
IN MOTION

STEP THREE

Recognizing community strengths

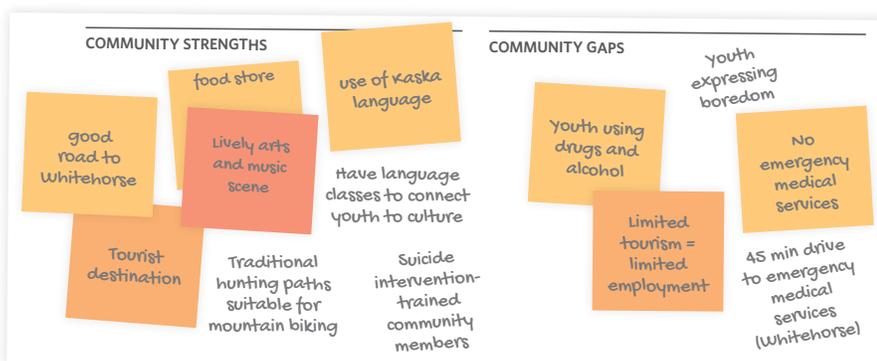
This section is all about recognizing what strengths are already present in your community that can be expanded, and what may be missing. All Indigenous communities have strengths that can be harnessed towards life promotion activities. Asset mapping is a way of identifying these strengths and documenting them. It can also provide perspective into areas for growth.



Community profile

Identify your community's strengths and gaps: what you have, and what you want to have. Answer the following questions and fill in your Community Asset Map:

- How does our community celebrate culture? (Culture and spirituality)
- Where are youth and families getting support in our community? What's missing? (Peer and family support)
- What is going on at our school(s)? What's missing? (School initiatives)
- What sports and leisure activities are available in our community? What's missing? (Sports and recreation)
- What extended learning activities are available in our community? What's missing? (Lifelong learning)
- What does our environment look like? What's missing? (Land and spaces)
- What services are available in our community? What's missing? (Community services)
- What does our community have access to? What's missing? (Nearby our community)



Once your map is complete, summarize the strengths and gaps in the "Community Strengths and Community Gaps" portion of the Life Promotion Plan.

Community asset map

COMMUNITY ASSET MAP FOR:

Peer & family support

HAVE

Elders and community counsellors trained in suicide intervention

WANT

More youth trained to help their peers

Community services

HAVE

Good road to Whitehorse

School

Food store, hardware store

Community Centre

Small tourism industry

WANT

Restaurants open during tourist season

Expand tourism industry

Bike shop with rental equipment

On-site EMS

Culture &

HAVE

Pow wows

Sun Dances

Community Dinners

Language

Land & spaces

HAVE

Traditional hunting paths not in use

Forested landscape

WANT

Nearby our

HAVE

Whitehorse, 45 minute drive away

Hospital in Whitehorse

Local RCMP

School initiatives

HAVE

After school sports activities at gym

WANT

Opportunities for peer support

Sports & recreation

HAVE

Lively arts and music scene

After school sports activities

many youth have bikes and enjoy biking

WANT

More places for youth to bike

spirituality

WANT

Lifelong learning

HAVE

Language classes

WANT

community

WANT

Adapted from "Hope, Help, and Healing: A Planning Toolkit for First Nations and Aboriginal Communities to Prevent and Respond to Suicide" by First Nations Health Authority, 2015.

A blank template version is available on page 37. To request a poster version contact csp@suicideinfo.ca

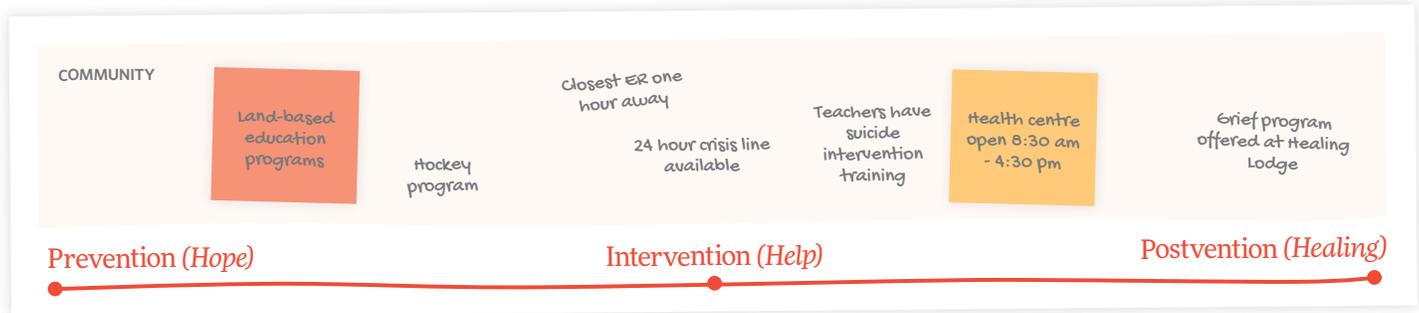
Community Check-up

Suicide prevention activities range from Prevention, Intervention and Postvention (PIP). Activities from each section are integral in a life promotion plan. It is helpful to think of PIP as a continuum instead of three distinct categories.

- Prevention (Hope): Activities that promote life and “protective factors,” those factors that strengthen community resilience and reduce risk factors that could lead to suicide thoughts and behaviours.
- Intervention (Help): Activities that address suicidal thoughts and behaviours, those that focus on how best to respond to someone feeling suicidal or attempting suicide.
- Postvention (Healing): How communities respond after a death by suicide has occurred. These activities are intended to support people affected by suicide as well as to provide follow-up education to reduce the risk of future suicides. It is also important to provide support to individuals who have attempted suicide. How communities respond to people who have attempted suicide and live can help promote their recovery.

COMMUNITY

Continue building your community profile by identifying what is already going on in your community and how effective these activities are in promoting life.



Is your community in crisis now?
See appendix for a community crisis plan.



Describe the current level of life promotion existing in the community as a whole: Consider the following questions and record the answers along the above the PIP continuum line on your Community Check-up.

Prevention:

- What activities are in place that promote life and resiliency?

Intervention:

- Do adults talk to youth about suicide and support them when they are suicidal?

Postvention:

- Have there been recent deaths? How has our community responded?

(If there have been recent deaths in your community, postvention should be a priority.)

YOUTH

Build on your community profile by identifying what the youth in your community are doing and how that affects life promotion.

Describe the current wellbeing and life promotion activities that exist for youth. Consider those that support youth specifically as well as broad community initiatives that bring community members together. Consider the following questions and record the answers below the PIP continuum line on your Community Check-up.

Prevention:

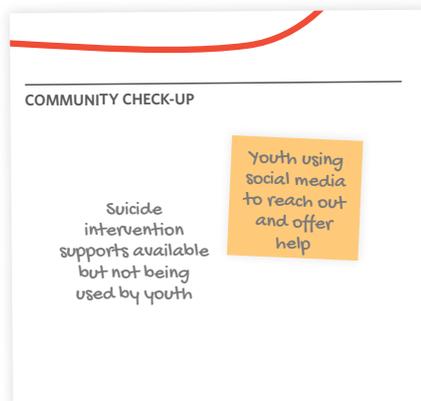
- Are there youth thinking about suicide but are being supported?
- Are youth displaying destructive behaviours? What behaviours are they displaying?
- Do youth help each other? Is there peer-support in place?

Intervention:

- Where do youth seek support when they are thinking about suicide?

Postvention:

- Have there been recent deaths?
- How are youth grieving?
- How do youth seek support?



Once your Community Check-up is complete, summarize it in the “Community Check-up” portion of your Life Promotion Plan.

CELEBRATING
LIFE PROMOTION

BRINGING
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TOGETHER

RECOGNIZING
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IDENTIFYING
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PUTTING
THE PLAN
IN MOTION

STEP FOUR

Identifying activities

It is now time to start putting it all together: the information in this section will guide you in identifying your activities.

As a young person... maintaining my culture and traditions is the most important issue impacting me. (I would) ensure that the next generation has and can still maintain our traditional teachings because we know that our languages are struggling. We know that elders are passing away with sacred knowledge. We know that the territory that we occupy is changing.

- TENILLE MCDUGALL, TSUU T'INA NATION
Indigenous Youth Leaders on the Hill, Senate of Canada
bit.ly/2tkhdlh

Focusing in on activities

Now that you've talked to the youth about what is important to them, completed your asset mapping and outlined what's going on in your community, it is time to identify the activities section of your Plan. What activities will be your community's focus?



As a committee, reflect on your draft Plan thus far. You may want to involve some of your identified partners for this stage, too. You have identified what is currently happening and where there is room for growth, what your community values and what connects the youth to life. Looking at the whole picture, what life promotion and suicide prevention activities do you want to focus on? Consider your strengths and gaps, and where your community may need balance along the PIP continuum in your Community Check-up.

Use your Life Promotion Plan, particularly the Community Strengths, Gaps, and Community Check-up to answer the following questions with your committee, and fill in the corresponding section of "Activities" on your Life Promotion Plan (blue):

- Do we want to focus on prevention, intervention, or postvention? (Goal)
- Which activities would we like to expand on as part of our Plan? (Activity)
- Which activities would we like to add? (Activity)
- Who can lead this activity? (Lead)
- When do we expect this activity to be completed? (End date)

Take some time to reflect upon who may be left out of the identified activities.

- Fill in the "Who is left out?" portion of the "Activity."

Activities

ACTIVITY ONE

Develop and build 10 km mountain bike trail

GOAL

Prevention through the promotion of healthy living

WHO IS LEFT OUT

Youth without bikes, who don't know how or want to ride bikes

LEAD

Shane Wally

END DATE

Sept 30, 2021



WHAT TO MEASURE

Identifying what to measure will help determine what goes into your evaluation. Themes that go into a final report (to the community or to funders) may be extracted from this data.

MEASURE	HOW TO	EXAMPLE
Output: tracks what you're doing	Count the volume/ numbers of	Number of youth attending a community event
Outcome: tracks what happens as a result of what you're doing (a change in behaviour)	Most commonly done by pre and post surveys, where participants indicate their level of confidence before and after	Does someone feel more confident to talk about suicide after attending a workshop?
Impacts: what created the change of behaviour	Use a blend of outputs and outcomes to drill down to what levers are causing the change	Youth experience a deepened connection to life and living after participating in the program

Considering measurements, ask your committee the following question for each activity, and include the answers in each identified activity's "Evaluation" heading (blue):

- What does success look like?

In each identified activity's "Measurement" heading (blue):

- How will we know when we've achieved success?



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STEP FIVE

Putting the Plan in Motion

Your Plan may also help to inform funding applications. You may be able to begin some of your activities right away, while others may require funding. This section will guide you in finding and choosing a source of funding, and give tips for implementation of your Plan once funding is received.

Finding and choosing funding sources

When looking for a funding source, consider the following:

- Where is the funding coming from? A foundation? A government? Your community leadership? Knowing your funder will help you tailor your proposal to their guidelines.
- When does the funding start, and does it end? Most funding is not permanent; it is important to know how much time you have to spend the money provided. This will help you develop reasonable timelines and budgets.
- What are the criteria for the funding? This will help you determine whether you are eligible for the funding being offered. This knowledge will also help you craft your proposal, as you can describe your program in accordance with the criteria listed.
- What are the application dates? What does reporting involve? Knowing when an application is due and if it has more than one application cycle is important for planning. But it is also important to recognize the reporting requirements and the frequency of them. This is a practical consideration as reporting takes time.

Here are some possible funding sources:

ALBERTA HEALTH SERVICES, HONOURING LIFE

- Honouring Life (formerly Aboriginal Youth and Community Empowerment Strategy or AYCES) is a suicide prevention strategy developed to support First Nation and Métis communities by building capacity in mental wellness, resiliency, and healthy lifestyle promotion. bit.ly/2Nr2c3V

JORDAN'S PRINCIPLE

- Jordan's Principle makes sure all First Nations children can access the products, services and supports they need, when they need them. It can help with a wide range of health, social and educational needs. bit.ly/2TKXT88

NATIONAL INDIAN BROTHERHOOD (NIB) TRUST FUND

- The NIB Trust Fund accepts applications for education programs aimed at healing, reconciliation and knowledge building. nibtrust.ca

FIRST NATIONS DEVELOPMENT FUND (FNDF) GRANT PROGRAM

- Projects that receive FNDF grants are determined by community priorities set by each First Nation's Chief and Council. bit.ly/31T1ccU



Implementation suggestions

We're here to help!

If you need assistance with a funding application or life promotion plan for your community, contact Centre for Suicide Prevention.

*csp@suicideinfo.ca
(403) 245-3900*

- Read and review the funding application call clearly. If you have questions connect with the contact person ahead of the deadline. They may be able to help support your application and provide some helpful insight.
- Work with your community to ensure that all proper procedures for funding applications are followed; you may need Chief and Council support, proper insurance documents, and banking information so you will want to leave yourself enough time to get all the paperwork together.
- Connect with the person who will support the financial reporting of your grant from your community. They may want to review the application and the funding agreement to ensure they are able to meet the requirements.
- Schedule time for reporting into your calendar, this will support you to complete reporting on time as per your agreement.
- If things are not going as planned because of unforeseen circumstances let your funder know and discuss how agreements can be changed to better meet the new needs of the community.

Appendices

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Community crisis response plan

CRISIS RESPONSE CHECKLIST

In the midst of a crisis, it can be hard to remember all the specific steps and preparatory plans that have been decided on. Each community and agency, as well as individual persons responsible for crisis response, need to have a checklist that provides a ready and visible reference guide for use during a crisis. Such a checklist is also an important training tool.

The following is an outline of what a checklist might cover:

1. AN IMMEDIATE RESPONSE CHECK SHOULD BE DONE IN THE MIDST OF A CRISIS TO:

- Activate appropriate emergency response.
- Mobilize and inform all persons with a crisis role as to who is coordinating the response and where the coordination is taking place.
- Clarify whether additional resources should be called in, such as additional medical and psychological assistance, police, fire, etc.
- Activate phone trees or notification processes including family notification.
- Address communication needs by implementing planned means for information sharing and rumour control (e.g. public announcements, circulation of written statements, community gathering, etc.).
- Implement specific intervention and referral activity (e.g. crisis workers and peer support are posted at pre-determined locations to provide psychological first aid).
- Implement support and time-out breaks for crisis workers.
- Implement informal debriefings of crisis workers to assess how things are going and what follow-up activity will be required.

2. FOLLOW-UP ACTIVITY SHOULD BE DONE TO:

- Address continuing communication needs (debunking rumours, updating facts, updating information on available resources).
- Identify those impacted and continue crisis support and care for those identified.
- Communicate time and location of memorials, wakes, funerals when appropriate.
- Monitor and respond to crisis-related problems (including monitoring and support of those impacted, those bereaved, and those with thoughts of suicide themselves).
- Conclude any crisis response activities that are no longer needed.
- Debrief with crisis team members, including discussion of highlights and challenges.
- Identify learning opportunities.
- Revise or strengthen crisis response plans for next crisis as appropriate.
- Plan and implement additional training.

Safety plan: Supporting a person who has attempted suicide or is at imminent risk

A safety plan can be created by a person experiencing suicidal thoughts with the support of a caregiver. It can help the person struggling implement coping strategies and call upon their sources of support before they reach a point of suicidal crisis.

STEP 1: WARNING SIGNS (THOUGHTS, IMAGES, MOOD, SITUATION, BEHAVIOUR) THAT A CRISIS MAY BE DEVELOPING:

1.
2.
3.

STEP 2: INTERNAL COPING STRATEGIES - THINGS I CAN DO TO TAKE MY MIND OFF MY PROGRAMS WITHOUT CONTACTING ANOTHER PERSON (RELAXATION TECHNIQUE, PHYSICAL ACTIVITY):

1.
2.
3.

STEP 3: PEOPLE AND SOCIAL SETTINGS THAT PROVIDE DISTRACTIONS:

- | | |
|----------|----------|
| 1. NAME | PHONE |
| 2. NAME | PHONE |
| 3. PLACE | 4. PLACE |

STEP 4: PEOPLE WHOM I CAN ASK FOR HELP:

- | | |
|---------|-------|
| 1. NAME | PHONE |
| 2. NAME | PHONE |
| 3. NAME | PHONE |

STEP 5: PROFESSIONALS OR AGENCIES I CAN CONTACT DURING A CRISIS:

- | | |
|---|-------|
| 1. CLINICIAN NAME | PHONE |
| CLINICIAN PAGER OR EMERGENCY CONTACT # | |
| 2. CLINICIAN NAME | PHONE |
| CLINICIAN PAGER OR EMERGENCY CONTACT # | |
| 3. LOCAL URGENT CARE SERVICES | |
| URGENT CARE SERVICES ADDRESS | |
| URGENT CARE SERVICES PHONE | |
| 4. SUICIDE PREVENTION LIFELINE PHONE: 1-800-273-TALK (8255) | |

STEP 6: MAKING THE ENVIRONMENT SAFE:

1.
2.

The one thing that is most important to me and worth living for is:

What to do after a suicide that impacts youth (postvention)

IN THE DAYS FOLLOWING A YOUTH SUICIDE:

- Follow the ways of the community, Elders, clergy (wakes, ceremony, feast, prayers, offerings, visiting).
- Make sure siblings, cousins, relatives, and peers of the youth receive counselling. This can include mental health therapists, visits from Elders, clergy, or other individuals identified as important. If a mental health therapist is active within the community, they may offer their services following the ceremonies.
- If it happens at school, contact the school authorities (secretary, principal, counsellor):
 - Follow their school protocol
 - Inform school counsellors
 - Offer counselling services immediately (school, Elders, clergy)
- Be vigilant and available for other youth who may be affected: youth may say they are okay or say nothing at all – be alert to their body language and other signs they may be struggling.
- Give youth a contact number to text or call at any time of the day.
- If someone is showing signs of suicide, call 911, emergency services, or the RCMP
 - This includes talking about wanting to die or kill themselves
 - Extreme changes in normal routine (quit using social media, changes in behaviour)

IN THE WEEKS FOLLOWING A YOUTH SUICIDE:

- Keep the youth engaged; visit, text, or call the youth who have been affected on a regular basis.
- Have a sharing circle, as many times as necessary, with interested youth, family members, Elders.
- Allow the youth to just “be present”; give them time to build trust in order to share.
- Educate the youth and others in the community about suicide awareness (warning signs, grief and loss stages, who to call, what to expect).
 - Suicide bereavement workshops are available for caregivers in Indigenous communities. bit.ly/2gq3sWY
- Talk about how suicide is understood in your community.
- Connect the youth to resources: write out who to contact (via phone call, text, social media, in-person, etc.).

Adapted from “After a student suicide,” Centre for Suicide Prevention, 2019, bit.ly/2TXZRyQ

Contact Centre for Suicide Prevention for further information.

Case Study

The Life Promotion Plan example is adapted from and inspired by the Carcross/Tagish First Nation's initiative to involve youth in transforming traditional hunting trails into world-class mountain biking trails.

We were inspired by this story as it is an exemplary example of suicide prevention. Carcross/Tagish First Nation is not in Alberta.

The information used was derived from the following CBC article.

First Nation teens find jobs, adrenaline-pumping fun on Yukon mountain bike trail

'It's given them hope. It's given them pride in what they do,' says Carcross/Tagish First Nation chief

David Common, CBC News
May 29, 2016

When one of Yukon's most picturesque communities went looking for economic opportunity, they found it on the mountain.

Carcross/Tagish First Nation has taken traditional hunting paths that have been around for centuries and turned them into what Outside magazine describes as the best mountain biking trail in the world.

Teens from the First Nation build, maintain and use the trails, giving them both employment and recreation in a remote area with limited options.

The trails are part of a larger push in the community to draw in tourists, who are arriving by the busload.

The First Nation has built Carcross Commons, a group of small shops geared to tourists, offering everything from high-end coffee to traditional art.

As for the trails themselves, bikers ride over obstacles on the way down the mountain.

Working on the trails, as well as enjoying the adrenaline-fuelled adventure of riding them, has helped teens combat social issues in the community including drug and alcohol abuse.

"It's made a remarkable change," says Carcross/Tagish First Nation Chief Andy Carvill. "It's given them hope. It's given them pride in what they do."

Drugs and alcohol took 16-year-old Jade McLoud's brother away from him a couple of years ago. He says the trail gives him purpose in life.

Jade says the teens built the trail mostly by hand, without machines.

It took years of work, including removing large rocks and overgrown trees, to develop the extensive trail system. But the effort is paying off for the young people of Carcross/Tagish First Nation, as well as the riders who come from across Canada and the U.S. to one of the best mountain bike trails they can find.

Retrieved July 4, 2019 from bit.ly/3obpCoS

Life Promotion Plan

LIFE PROMOTION PLAN FOR:



Life

CONNECTIONS TO LIFE

COMMUNITY

PURPOSE

HOPE

BELONGING

MEANING

People

LEADERSHIP COMMITTEE

COMMUNITY PARTNERSHIPS

EXTERNAL PARTNERSHIPS

SELF CARE

Strengths

COMMUNITY STRENGTHS

COMMUNITY GAPS

COMMUNITY CHECK-UP

PREVENTION (*Hope*)

INTERVENTION (*Help*)

POSTVENTION (*Healing*)

Activities

ACTIVITY ONE

GOAL

EVALUATION

MEASUREMENT

WHO IS LEFT OUT

LEAD

END DATE

ACTIVITY TWO

GOAL

EVALUATION

MEASUREMENT

WHO IS LEFT OUT

LEAD

END DATE

ACTIVITY THREE

GOAL

EVALUATION

MEASUREMENT

WHO IS LEFT OUT

LEAD

END DATE

Community asset map

COMMUNITY ASSET MAP FOR:

Peer & family support

HAVE

WANT

Community services

HAVE

WANT

Culture &

HAVE

Land & spaces

HAVE

WANT

Nearby our

HAVE

School initiatives

HAVE

WANT

Sports & recreation

HAVE

WANT

spirituality

WANT

Lifelong learning

HAVE

WANT

community

WANT

Sample content is available on page 19.
To request a poster version contact csp@suicideinfo.ca

Community check-up

.....
COMMUNITY CHECK-UP FOR:



COMMUNITY

Prevention (*Hope*)

A horizontal red line with a solid red circle at its left end, extending across the width of the page.

YOUTH

Intervention (*Help*)

Postvention (*Healing*)

Sample content is available on page 21.
To request a poster version contact csp@suicideinfo.ca



centre for
suicide prevention

csp@suicideinfo.ca

(403) 245-3900