



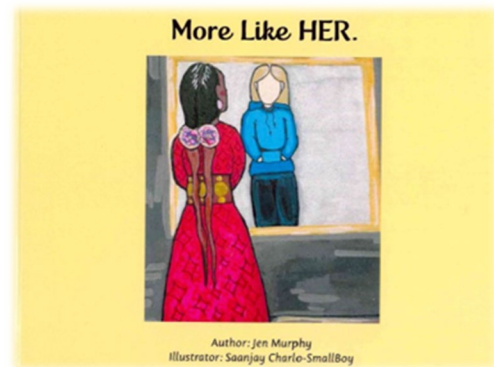
Preventing Missing and Murdered Indigenous People and More Like HER Lesson Plan

Indian Education for All Model Teaching Unit

Grades 4-12: Health Enhancement, Social Studies and Whole Child Skill Development

Introduction

This lesson plan explores the Missing and Murdered Indigenous People (MMIP) crisis present in Montana and elsewhere in the United States and Canada. It's anecdotally known that nearly every Indigenous person in Montana knows someone who has gone missing and/or has been murdered. For this reason, the Office of Public Instruction hopes to bring more awareness and information about MMIP to prevent the loss of more Indigenous people. It is also for this reason that we recommend educators be mindful and observant of classroom interactions and ensure mental health services are available to students during class activities related to this book and any other proceeding MMIP awareness activities that may occur. If possible, we recommend collaborating with counselors, mental health providers, and tribal Knowledge Keepers, if available in your community, to assist with administering this lesson plan and supporting students and school staff.



Discussing MMIP and related issues may be difficult for both students and school staff. Please be sure to practice selfcare and ensure access to supportive services for students and staff while delivering this lesson. The skills and strategies students learn in this teaching unit will help maintain a safe and supportive learning environment.

Please do not ask students to share their personal experiences as it may cause Indigenous People to relive their trauma. Many of the activities outlined in this resource are student-voice centered to allow students to share what they would like to share and maintain privacy as they so choose.

Thank you for working with us to help prevent MMIP and keep our students safe.

Teaching Unit Summary

This teaching unit is designed to bring awareness about the Missing and Murdered Indigenous People (MMIP) crisis and equip students with the knowledge and skills they need to keep themselves and their peers safe. This lesson begins with a focus on selfcare and safety; students will walk through a series of steps to create their own *Selfcare and Safety Plan* which will be utilized throughout the rest of the learning modules. Students will then begin to explore concepts related to MMIP including positive relationships and help seeking behaviors.

A second learning module, designed for students in middle and high school, includes an interview with Jen Murphy, the author of the book, *More Like HER*. In this module, students begin to learn about the MMIP crisis and the steps Jen and others are taking to prevent MMIP from happening. Students are reminded about their own worth and encouraged to take steps to keep themselves and others safe.

During the third and final module, students read *More Like HER* and engage in a student-led discussion about the concepts featured in the book and any other concepts students choose to explore while discussing the MMIP crisis and how to positively intervene to prevent MMIP.

This teaching module focuses on strengthening the awareness and self-efficacy of students to keep themselves and others safe. Throughout the lesson, students are asked to identify actionable steps they can take to stay safe and are introduced to people and resources available to them in their school and community to aid in their safety and wellness.

More Like HER Book Synopsis and Interview

Through a series of questions, *More Like HER* explores the MMIP crisis and gently asks readers to reflect on some of the factors contributing to the growing MMIP epidemic, including the differential treatment of cases involving Indigenous people as compared to non-Indigenous people. *More Like HER* was designed to create opportunities for discussion and purposely leaves space for students and educators to determine the depth and breadth of the exploration on the topics raised, making it appropriate for students grades 4-12. Note: Module 3 could be adapted for younger grades with just a reading of the book along with a discussion about the importance of safe behaviors and where to access support from adults in the school.

This teaching module also includes an interview with *More Like HER* author, Jen Murphy. Jen describes her reason for writing the book and provides encouragement to others to pursue their passions, especially passions to help others. To help ensure the emotional safety of students and educators, this lesson begins with the creation of a selfcare and safety plan for each participant.

Montana Standards Alignment

Social Studies Standards:

- SS.H.4 Understand tribes in Montana have their own unique histories.
- SS.H. 4.1 Identify events and policies that have impacted and been influenced by tribes in Montana.

- SS.H.4.2 Explain how Montana has changed over time given its cultural diversity and how this history impacts the present.
- SS.H.4.3 Describe how historical accounts are impacted by individual perspectives
- SS.H. 4.4 Understand the unique historical perspectives of American Indians
- SS.CG. 6-8.5 Identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians.
- SS. CG.9-12.5 Evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.

Health Enhancement Standards:

- HE 4.2.3a. Identify how the school, tribe, and community can support personal health practices and behaviors.
- HE 4.4.2a Identify reasons to use refusal skills to avoid or reduce health risks
- HE 4.4.4a Describe reasons for seeking assistance to enhance the health and safety of self and others
- HE 5.5.1a Identify health related situations that might require thoughtful decisions
- HE 6-8.1.1d Analyze the potential consequences of engaging in risky behaviors
- HE 6-8.5.1a Identify circumstances that can help or hinder safe and healthy decision making
- HE 6-8.4.4a Discuss how to ask for assistance to enhance the health and safety of self and others
- HE 9-12.4.2a Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- HE 9-12.4.4a Discuss how to ask for and offer assistance to enhance the health and safety of self and others

Whole Child Skills Development Competencies:

Competencies for Grades 4-5:

- Self-Awareness: When prompted by adults, understand the link between emotions and physical responses and behavior in self and others
- Social Awareness: Recognize the need for empathy, compassion, and a concern for others.
- Social Awareness: Recognize and understand when social or community norms are directly or indirectly unfair to individuals or a group of people
- Relationship Skills: Identify a trusted adult and advocate for self and others
- Responsible Decision Making: Reflect on how personal behavior impacts the well-being of self and others (in both school and non-school settings)

Competencies for Grades 6-8:

- Self-Awareness: Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings
- Social Awareness: Demonstrate respect, empathy, and compassion for other people's perspectives and feelings

- Social Awareness: Recognize, identify, and use family, school, and community-based support networks
- Relationship Skills: Identify a trusted adult and advocate for self and others, understanding how community and school norms impact behavior
- Relationship Skills: Describe the difference between a healthy and unhealthy relationship and understand how relationships impact emotional, physical, and social well-being (e.g., set boundaries)

Competencies for Grades 9-12:

- Self-Awareness: Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience.
- Social Awareness: Recognize the shared humanity with others and the desire for others to be happy.
- Social Awareness: Identify community and social norms that are (directly or indirectly) unfair to individuals or a certain group of people and use courage to influence systematic change.
- Relationship Skills: Identify and use a network of trusted adults while advocating for self and others (e.g., ask for help when needed).
- Relationship Skills: Listen actively for the purpose of understanding others and communicating in a direct and compassionate manner

Timeframe

Three to four 30 – 60-minute time frames over several days (approximately 90 minutes to two hours total).

Learning Objectives

- Students understand what actions they can take to care of themselves to keep themselves safe
- Students understand what actions they can take to care of others to help others stay safe
- Students understand the people and resources available in their school and community to help them and keep them safe
- Students will practice safe behaviors
- Students practice empathy
- Students will understand the nature of the Missing and Murdered Indigenous Peoples (MMIP) crisis
- Students will understand the actions being taken to prevent and respond to MMIP
- Students will understand the importance of equal and fair treatment for all regardless of their background

Instructional Plan

Materials needed:

- Technology to show videos to the entire class (e.g. computer, speakers, and projector)

- One copy of *More Like HER*
- Writing materials and paper for personal written reflections
- Poster board paper and markers or white board and markers (be sure these are set up in a way that allows you to reference them throughout the entire learning module)

Invited guests:

Consider inviting guests to be present in the room as this lesson is administered. One or more of the people listed below can assist in providing support to students and staff throughout the lesson and into the future, long after the lesson concludes.

- School support staff:
 - School counselors
 - School health and/or mental health providers (if available)
 - Other supportive staff with positive relationships with students
- Local health professionals:
 - Tribal Health Clinic staff
 - [Urban Indian Health Clinic staff](#)
- Local community support people:
 - Local Elders/Knowledge Keepers
 - Local members of the [Montana MMIP Advisory Board](#)
 - Supportive caregivers and/or community members

This teaching unit is dedicated to those who have been lost, those who are still missing, and those who are still searching and remembering the ones they love.

Educator Preparation Work: 15 minutes

Prior to administering this lesson, please briefly familiarize yourself with the documents located in Appendix A. These tools were designed to assist with supporting students through any type of crisis situation; we are including them here to help bring awareness of them and increase their utility.

Please take a moment to view the document *From Crisis to Care* and practice filling this out for a student using a fictitious student crisis to help familiarize yourself with this tool. Following an actual crisis situation, this may be completed collaboratively with the student, a trusted adult(s), and/or a mental health provider(s).

Please also note the existence of a companion lesson, [*Resources for Teaching about Missing and Murdered Indigenous Peoples*](#), which can be utilized as an additional lesson to compliment and expand on this teaching unit. The resources in this lesson may also be useful in Module 3 of this teaching unit.

Lesson One: 45-Minutes session

1. Print a copy of the agreements listed in Appendix B and display the agreements so they are visible in the classroom. Consider printing a copy of the agreements for each person.
2. Before beginning the lesson, review the agreements listed in Appendix B. Answer any questions the students may have and ask students if anything needs to be added to the agreements. Ensure every student understands the agreements and is prepared to abide by them. If needed, refer back to these agreements throughout the lessons in this teaching unit.
3. Give every student a copy of the *Student and Educator Selfcare and Safety Plan Template* (Appendix C).
4. Model filling out the template with students, walking them through each part of the template and providing examples:
 - *Step 1: Signs*- In this section, ask students to think about what happens when they begin to feel stressed, upset, or anxious. Ask students to consider the questions below and fill out your own template with your own honest responses:
 - How does your body respond when you begin to feel stressed or upset? Does your breathing start to get faster? How does your body feel? Do you feel restless, or do you want to lie down and sleep? Does your appetite change? Every person's body will respond differently.
 - What happens to your thoughts? Do you have difficulty concentrating? What kinds of thoughts do you begin to have?
 - What happens to your mood? Do you find yourself enjoying the things you usually enjoy? Do you seek time with friends or family, or do you avoid it?
 - *Step 2: Coping strategies*- Talk through coping strategies with students. In this step, students will list actions they can take on their own and can include things like deep breathing, movement (e.g. walking or other exercise), listening to music, or any number of activities.
 - Share your own techniques with students and allow students to share some of their techniques to help form new ideas.
 - Consider creating a classroom list of student-derived coping strategies and posting it somewhere in the room.

- If needed, [show this video for more](#) ideas and information on coping strategies.
 - *Step 3: People and social settings*- Help students identify people they can talk to and places they can go if they begin to feel negative emotions. This can include friends and adults students enjoy being around and places that are safe, such as a relative's house or a community center.
 - Share your own answers for this section and help students identify their own responses.
 - Consider engaging students in a group discussion to help generate more ideas.
 - *Step 4: People who can help*- For this step, help students identify safe and trusted adults (e.g. older siblings, Elders, school staff) who they can go to if they need help. This includes people who will take the time to listen to the student and offer assistance if needed.
 - Share your own answers for this section and help students identify their own responses.
 - *Professionals, agencies, and helpers I can contact*- Guide students with a discussion about who the helpers are in their area, including professional health service providers, school staff and school counselors, and other community helpers, such as Elders or society leaders. If able, invite the school counselors to meet with students during this teaching session or directly before or after.
 - Share your own answers for this section and help students identify their own responses.
 - *24/7 Resources*- Let students know there are organizations who offer assistance anytime a person may need it. The two organizations below include:
 - The *988 Crisis Lifeline* which is designed to offer mental health and emotional support for any crisis a person may be experiencing, or for those helping someone who is going through a hard time.
 - The *Love is Respect* organizations helps youth who are experiencing negative relationships with boyfriends or girlfriends. Trained staff are available anytime to help youth talk about what they are going through and offer support.
- 5. Prepare to show the clip, [Buffalo and Porcupine, Northern Cheyenne Trickster Story](#). Ask the students to think about how the buffalo is feeling while watching the video.
- 6. Show [Buffalo and Porcupine, Northern Cheyenne Trickster Story](#).
- 7. Ask students to individually journal about the prompts below:

Grades 4-5:

- Think about the Porcupine from the story. Reflect on the Porcupine's behaviors. What stands out?
- Think about Buffalo's behavior during the story. Reflect on the Buffalo's behaviors. What stands out?
- What does this story teach us about healthy relationships?

Grades 6-12:

- Think about the Porcupine from the story. Reflect on the Porcupine’s behaviors. What stands out?
 - Think about the Buffalo’s behavior during the story. Reflect on the Buffalo’s behaviors. What stands out?
 - At any point, did the Buffalo appear to be uncomfortable?
 - What does this story teach us about healthy relationships?
8. Ask students to think about the *Selfcare and Safety Plan* they just created and consider what they may have done if they were in the same situation as the Buffalo. Ask students to individually write their responses.
 9. Divide students into pairs and ask students to share what they wrote. Engage students in a group discussion about thoughts they have after discussing as pairs.
 10. Check for understanding:
 - Did students complete their *Selfcare and Safety Plan* with accurate and actionable information?
 - Can students utilize their *Selfcare and Safety Plan* to describe an action(s) that can be taken to improve personal safety?
 - Did students convey understanding about what a healthy relationship is or is not?
 11. Make a copy of each student’s *Selfcare and Safety Plan*; keep one copy at school and give them a copy to take home.

Lesson Two: Two 30-minute sessions or one 60-minutes session

This lesson can be delivered in two 30-minute sessions or as one 60-minute session. If dividing this lesson into two sessions, work through steps 1-5 and then steps 6-9.

**Note: This lesson may not be appropriate for students in Elementary school. If appropriate, move on to Lesson Three.*

1. Before beginning the lesson, review the agreements listed in Appendix B. Answer any questions the students may have and ask students if anything needs to be added to the agreements. Ensure every student understands the agreements and is prepared to abide by them.
2. Show the clip: [Missing in American: Inside Montana’s Native American Community](#)
 - Following the clip, pause and remind students about their *Selfcare and Safety Plan*
 - Model a selfcare practice such as deep breathing before moving to the next activity
 - Answer any questions students may have
3. Watch [Jen Murphy’s interview](#) as a class and ask students to individually write down words or concepts that they would like clarification on, or discuss further, while they watch. The video is about 7 minutes long.
4. Create two spaces on poster board paper or white board. Label one space “Clarification” and one as “Discuss further”.
5. In small groups (3 to 5 students), ask students to share the words or concepts they wrote down during the video. Allow students to discuss what they wrote down and allow students to answer the questions of their classmates if able. Ask one student to record questions the

group of students have at the end of their discussion and concepts they would like to discuss further. Allow for about 10 minutes of discussion time.

- While students are in their small groups walk around the classroom and assess the emotional states of all students. Make note of any students who appear to need emotional support.
 - If more than just a few students appear to need emotional support, pause the learning activities and ensure students are provided with services they may need.
6. Ask one student from each group to share what they discussed and wrote down as questions they still have and concepts they want to discuss further. Compile what is written on the poster board paper or whiteboard and retain for the remainder of this teaching module.
 7. Address any questions that have been posed that are necessary to answer before moving on with the next learning activities. Put a check mark by the questions that you answer. Let students know you will continue to reference back to these lists as you move through the activities in this teaching module.
 8. Replay portions of the video using the time stamps written below. Ask students in their small groups to discuss the following questions:
 - A. Replay 0:22- 1:01 of the recording. Ask *why did Jen write the book, More Like HER?* Allow for 1-3 minutes of discussion.
 - B. Replay 1:01- 1:45 of the recording. Ask *what are some of the things Jen hopes students take from reading the book, More Like HER?* Allow for 2-4 minutes of discussion.
 - C. Replay 3:12- 4:03 of the recording. Ask *what does Jen say about what matters when you want to make a difference?* Allow for 1-3 minutes of discussion.
 - D. Replay 6:02- 6:39 of the recording. Ask *what does Jen say you can do to help prevent someone from going missing or being harmed?* Allow for 2-4 minutes of discussion.
 9. Come together as a whole group and ask each small group to share with the whole class their responses to at least one of the questions (A-D) asked in step 6.
 10. On their own, ask students to use the remaining time to journal about their reflections and feelings. Be sure to let students know they will be turning in their responses. Ask students to reflect on these questions:
 - Write down a few words to describe how you feel right now
 - Do you want to talk to a teacher or the counselor about any concerns you may have about yourself or someone you know?
 - Who is one safe adult you can talk to about things you are concerned about?
 - Write down one or two take-aways from today's lesson
 11. Ask students to review their *Selfcare and Safety Plan* and practice one of their self-care techniques. As students do this, review reflection writings from step 10 and quickly look for any students who indicated they would like to talk with an adult about concerns. Make note of any students who indicated they would like to talk with an adult and ensure contact from a trusted adult is received that day, before students leave school.
 12. Before dismissing students or moving on to other activities, ensure students know how to access supportive services such as school counselors, Elders/Knowledge Keepers, and

other health and wellness supports. Tell students you are there to help if they would like help accessing these or other resources.

13. Check for understanding:

- Are students able to begin to describe what the MMIP crisis is?
- Are students able to describe why it's important to raise awareness about the MMIP crisis?
- Are students able to identify a role they can play to keep themselves safe?
- Are students able to identify a role they can play to prevent MMIP?

Lesson Three: One 45-minute session

During this lesson students will be asked to reflect on topics related to the Missing and Murdered Indigenous People's epidemic. If not already involved, we recommend asking Elders, cultural leaders, mental health providers, or counselors be present in the room during this lesson.

*Note, this lesson includes student-led discussions that may take a lot of time or very little time. If able, plan for flexibility in the time allotted for this lesson to allow students to fully discuss the topics they would like to talk about as a group.

1. Before beginning the lesson, review the agreements listed in Appendix B. Answer any questions the students may have and ask students if anything needs to be added to the agreements. Ensure every student understands the agreements and is prepared to abide by them.
2. If not already viewed, show the clip: [Missing in American: Inside Montana's Native American Community](#)
3. Ask students to quickly review their *Selfcare and Safety Plan* and edit as needed.
4. Read *More Like HER* aloud as a class.
5. Answer any questions students may have about vocabulary.
6. Ask students to write reflective responses to these questions (organized by grade bands):
 - a. Grades 4-5:
 - i. What part of the book stands out to you right now?
 - ii. What does this book teach us about treating all people fairly?
 - iii. Do you want to talk to a teacher or the counselor about any concerns you may have about yourself or someone you know?
 - b. Grades 6-8:
 - i. What part of the book stands out to you right now?
 - ii. What does this book teach us about treating all people fairly?
 - iii. What could be done to make sure people who go missing are not treated differently because of how they look or where they come from?
 - iv. Do you want to talk to a teacher or the counselor about any concerns you may have about yourself or someone you know?
 - c. Grades 9-12:
 - i. What part of the book stands out to you right now?
 - ii. What does this book teach us about treating all people fairly, regardless of what they look like or where they come from?

- iii. What could be done to make sure people who go missing are not treated differently because of how they look or where they come from?
 - iv. Do you want to talk to a teacher or the counselor about any concerns you may have about yourself or someone you know?
7. Engage students in a student-led group discussion. Utilize Appendix D as needed to aid in further discussing student identified topics related to *More Like HER*.
 - If students select to discuss a topic not listed in Appendix D, take time to research the topic as a group.
8. Show students [video messages from Elders and Knowledge Keepers](#).
 - Pause the video between 1:37 and 1:47 to discuss the points listed on the screen
9. Ask students to add ideas to the back of their safety plan about ways to keep themselves and their loved ones safe.
 - Circle back to the story of Buffalo and Porcupine; ask students to consider what could have kept Buffalo safe. What ideas do they have to keep themselves and others safe?
10. Divide students into small groups and ask them to share their thoughts. While students are in their small groups, gather their reflection writings from step 6 and quickly look for any students who indicated they would like to talk with an adult about concerns. Make note of any students who indicated they would like to talk with an adult and ensure contact from a trusted adult is received that day, before students leave school.
 - Walk around the classroom during the small group discussions and look for any students who may be struggling.
11. Check for understanding:
 - Are students able to describe what the MMIP crisis is?
 - Are students able to describe some of the ways Indigenous people are not treated the same as non-Indigenous people when they go missing?
 - Are students able to identify actions and resources on their *Selfcare and Safety Plan* to prevent MMIP?
12. If an Elder is present, as the Elder to provide a closing to the lesson. If an Elder is not present, consider replaying the video from the Elders (step 6) or providing another type of closing for the lesson.

Appendix A: Resources for Supporting Students in Crisis

Supporting Students in Crisis

If a student experiences a trauma response in the classroom before specialized help arrives, a teacher can implement immediate strategies to help the student and manage the situation, focusing on de-escalation and creating a sense of safety.

1. Stay Calm and Maintain Neutral Body Language

- *Model calmness:* Maintain a calm demeanor and gentle tone of voice to help the student feel grounded.
- *Neutral body language:* Adopt an open, relaxed posture. Avoid intimidating stances like crossing your arms or standing over the student.

2. Create a Safe and Quiet Space (If Possible)

- *Offer choices:* Allow the student to take a break in a designated calming space or step outside for some fresh air.
- *Maintain distance:* Give the student physical space to self-regulate. Refrain from blocking the student if they need to leave the classroom.
- *Minimize overstimulation:* Reduce sensory distractions like loud noises, voices, or bright lights.

3. Use Active Listening and Validate Feelings

- *Show empathy:* Acknowledge the student's emotions, even if their behavior is difficult.
- *Listen actively:* Make reassuring eye contact to establish safety (follow student's eye contact culture), nod, and repeat back key points to demonstrate understanding.
- *Use simple language:* Keep instructions short and clear. Avoid blaming or shaming.

4. Communicate Safety and Support

- *Offer reassurance:* Let the student know they are safe and that you're there to help.
- *Avoid triggering language:* Be mindful of words or phrases that may remind the student of their trauma.

5. Teach Coping Strategies

- *Deep breathing:* Guide the student to take slow, deep breaths to support emotional regulation.
- *Cognitive distractions:* Suggest an activity that shifts their focus, such as counting, playing a trivia game, or sharing about a favorite media (book, podcast, show, etc...)

6. Follow School Protocols

- *Know your plan:* Familiarize yourself with school protocols for behavior management and contacting appropriate staff.
- *Call for help:* Notify the designated support personnel, such as a counselor or administrator, as soon as possible. Do not leave the student alone; stay with the student until designated help arrives.

7. Selfcare for the Teacher

- *Manage your emotions:* Recognize that responding to trauma can be emotionally taxing. Take time to care for yourself.
- *Seek support:* Reach out to colleagues, administrators, or mental health professionals for guidance and debriefing.

Important Considerations

Individualized approach: Remember that each student responds to trauma differently. Adjust strategies based on the student's unique needs. The *From Crisis to Care* tool, provided below, can assist with creating an individualized safety plan.

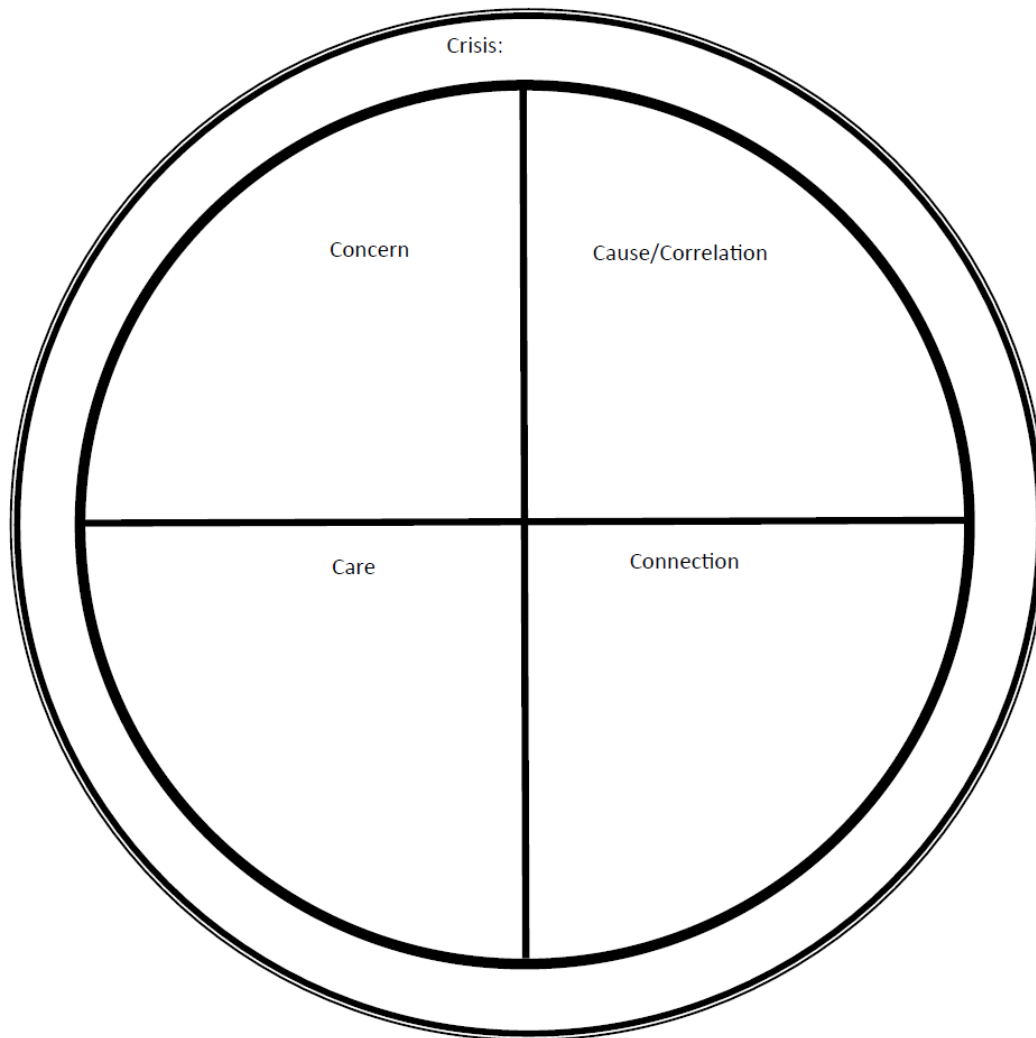
Trauma-informed lens: View behaviors as trauma responses rather than intentional misbehavior. Prioritize emotional regulation over discipline.

Build relationships: Strong, trusting relationships can act as a protective buffer during trauma responses.

By using these strategies, teachers can help de-escalate trauma responses, create a safe and supportive environment, and bridge the gap until specialized help arrives.

From Crisis to Care

A tool for safety planning



Crisis — Describe the events:

Concern — Describe the concerning behaviors:

Cause — What are the underlying factors and functions of those concerns?

Connection — Who can the student connect to for safety?

Care — What is the plan to prevent, intervene, or deescalate the crisis?

Appendix B

Lesson Plan Agreements

During this lesson we will explore a topic that is difficult to talk about but important to discuss so we can better keep ourselves and each other safe. To help everyone feel more comfortable and secure during these activities and discussions, there are a few agreements for us to consider. Can you agree with the statements below? Are there other agreements we need to add?

Keep yourself physically and emotionally safe.

Ask for help if you are struggling with difficult emotions.

Look out for one another.

If you notice someone is struggling with negative emotions or needs help in another way, tell an adult.

Tell your own story.

We will have opportunities to share our own thoughts and experiences during this lesson. It's important you share your own story and let others share theirs.

Respect other people's stories and rights to privacy.

Let others tell their own story and respect their decision to not tell a story, or part of a story, if they choose not to.

Practice compassion.

Show care for one another and to yourself during this lesson and always.

Appendix C

Student and Educator Selfcare and Safety Plan

Student and Educator Self-Care and Safety Plan Template	
Step 1: Signs: (thoughts, images, mood, situation, behavior) that distress may be developing:	
1.	_____
2.	_____
3.	_____
Step 2: Personal coping strategies - Things I can do to on my own to relieve feelings of distress, such as relaxation techniques, physical activity/movement, playing music, mindfulness:	
1.	_____
2.	_____
3.	_____
Step 3: People and social settings that are safe to access and help me feel better:	
1.	Name _____ Phone _____
2.	Name _____ Phone _____
3.	Place _____
4.	Place _____
Step 4: People whom I can ask for help when I am struggling:	
1.	Name _____ Phone _____
2.	Name _____ Phone _____
3.	Name _____ Phone _____
Step 5: Professionals, agencies, and helpers I can contact for assistance:	
1.	School Counselor Name _____ Location _____ Contact # _____
2.	Name _____ Phone _____
3.	Name _____ Phone _____
4.	Clinician or Emergency Contact # _____
5.	Local Urgent Care Services _____ Urgent Care Services Address _____ Urgent Care Services Phone _____
Step 6: 24/7 Resources:	
1.	Crisis Lifeline call or text: 988
2.	Love Is Respect text LOVEIS to 22522 or call 1-866-331-9474

Appendix D

MMIP Conversation Topics (Listed alphabetically)

Advocate

Noun: An advocate is a person who supports a particular cause or policy.

Verb: To advocate for something, means to publicly support a cause.

With MMIP, a person may advocate for the better treatment of Native families whose family goes missing, or advocate for more resources to be used when a person goes missing, such as more law enforcement to be assigned to look for the missing person.

Awareness

Awareness is knowledge or understanding of something. Many people are trying to raise awareness about MMIP so more people know that it is a real problem in Montana and a problem that impacts nearly every Native person in Montana.

Bias

Bias happens when people have a misunderstanding about a group of people and tend to treat that group of people differently, and often unfairly. For example, someone might not treat a Native family the same way they treat a non-Native family if someone is missing from a Native family. Bias is the opposite of equal.

Different Terminology

There are different terms and acronyms used to describe the crisis of missing and murdered indigenous people. In this document, we use the term MMIP. Other often used terms include:

- MMIR: Missing and Murdered Indigenous Relatives
- MMIW: Missing and Murdered Indigenous Women
- MMIWG2S: Missing and Murdered Indigenous Women, Girls, Two-Spirit People

Disparity/Disproportional/Over Representation of Indigenous Women and Girls

Native Americans face some of the highest rates of violence in the country, experiencing violent crime at higher rates than the national average. Native women and girls experience disproportionately high rates of violence, including intimate partner violence. Native men also experience higher rates of violence than other demographic groups.

-U.S. Department of Justice

Traffickers target Indigenous women and girls due to isolation and jurisdictional limitations (see jurisdiction for more information). Examples of this can include:

- Experiences in the child welfare system
- Being abused by parents who never got help for their trauma
- Being disconnected from their culture and roots

- Traffickers take advantage of their trauma and feelings of isolation by offering fake affection and a false sense of control over their lives.
- Two-Spirit people may experience a mix of racism, homophobia and/or transphobia.
- It is common for them to move a lot to find a place where they feel safe and accepted.
- A combination of few supports and moving around a lot can make these individuals targets for exploitation.

Exposure

Dying from exposure generally means experiencing death due to prolonged exposure to dangerous environmental conditions without adequate protection. This can include warm and cold temperatures, lack of shelter, and lack of access to essentials, such as food and water.

Equal

Equal means treating everyone the same and giving everyone the same time and resources. If someone has a bias, they will not treat people equally.

Groomers

- Groomers can be acquaintances, friends, family members and boyfriends. The grooming process can take place over a long period of time, or it can happen fast.
- Many don't even realize they are being groomed.
- The grooming process can take place over a long period of time, or it can happen fast.
- Groomers can target women and girls at key points in their lives.
- The goal of grooming is to build trust. Some ways grooming can happen to gain the trust of women and girls (men and boys, too) includes:
 - 'Love-bombing', giving lots of attention and gifts
 - Giving them drugs
 - Giving them items that they need
 - Using a position of power to control someone
- Groomers use their position of power to slowly get people to do things they might not want to do.

How People Become Victims of Trafficking

It is easy to become caught in a cycle of trafficking/exploitation before you know it because (see Groomers for more information):

- Victims often trust the person asking them to do things you feel might be wrong
- Victims may be given items that they need
- Victim may be given drugs to sustain addictions
- Victims often feel needed and cared for by those who are harming (exploiting) them
- Victims want nice things
- Victims may grow up seeing family or friends doing it, so it seems normal

Jurisdiction

Jurisdiction refers to the official power to make legal decisions and judgments (i.e. legal court rulings). The jurisdiction of Tribes is complicated and limited. Tribes can prosecute certain types of crimes committed by tribal members and a limited number of crimes committed by non-tribal members. In most cases if a crime is committed by a non-tribal member against a tribal member, the tribe does not have jurisdiction, therefore, the tribe cannot press criminal charges or prosecute the non-tribal person who committed the crime. Instead, the federal government is given jurisdiction over the case. Unfortunately, the federal government often has a high number of cases it investigates so the federal government may not be able to investigate a crime in a timely manner, resulting in the loss of evidence and increased trauma for the victims of a crime, including the victim's loved ones and larger community. For more information, [visit the Tribal Institute's website](#) or view the [Office for Victims of Crime Missing or Murdered Indigenous People video](#).

Media

Media refers to mass communication, including television, radio, newspapers, the internet, and social media.

IllumiNative's seminal research affirms that the biggest obstacle facing Native Americans is invisibility. For too long, depictions of Missing and Murdered Indigenous Peoples (MMIP) in television and film have shown high levels of violence that center the death of Indigenous people rather than the lives they lived before. This framing betrays any chance to represent Indigenous joy, healing, and community. Continuing the framing of MMIP stories in violence will only continue to normalize depictions of brutal and gruesome violence experienced by MMIP.

-Illuminative, 2025

Red Color, Red Handprint, Red Dress

The color red has come to be associated with raising awareness about Missing and Murdered Indigenous People. The red handprint in particular, represents the voices of women, girls and other Indigenous people who have been silenced and encourages others to be a voice for the voiceless. [More about the meaning behind the red handprint](#).

Prevention

Prevention is the act of stopping something from happening. This lesson plan is designed to prevent harm and keep people safe.

Reservation

A land base that a Tribe reserved for itself when it relinquished its other land areas to the U.S. through treaties.

Savanna's Act

Signed into law in October 2020, Savanna's Act was a bipartisan effort to improve the federal response to missing or murdered indigenous persons (MMIP), including by increasing coordination among Federal, State, Tribal, and local law enforcement agencies.

Signs Someone Might Be Being Trafficked

- They are never alone or feel like they are being watched all the time
- They have to report your actions to someone
- They have to keep in constant contact with someone
- They don't have any privacy
- He/She/They are being offered drugs, housing, food, clothing, money or other gifts in exchange for intimacy or companionship
- He/She/They feel cared about but the care they feel is offered only in exchange for intimacy or companionship
- They don't ever feel safe
- They go through periods of time without contacting their friends or loved ones
- They do not provide details about where they are going or where they have been
- They have new things but it's unclear how they were paid for

Treaties

The formal agreements many Tribes entered into with the United States federal government.

Tribe

In the context of U.S. law, a "tribe" or "Indian tribe" generally refers to a group of Native Americans recognized by the federal government as having certain sovereign rights and responsibilities. This recognition, often called federal recognition, grants the tribe the ability to govern itself.

Tribal Sovereignty

Tribal Nations have the inherent right to govern themselves and exist within a government-to-government relationship with the United States. The relationship between Tribal governments and the U.S. federal government is unlike any other racial or ethnic group. Tribes are distinct and sovereign nations with complex histories of government and diplomatic relations that pre-date the existence of the United States. Federally recognized Tribes have a government-to-government relationship with the federal government, meaning Tribes have a special trust relation with the United States. As stated by the Native Americans Rights Fund, "The federal government has a trust responsibility to protect Tribal lands, assets, resources, and treaty rights." Citizens of federally recognized Tribes are dual citizens of both their Tribe and the United States. State recognized Tribes have a government-to-government relationship with the state where they reside. ([Illuminative, 2025](#))