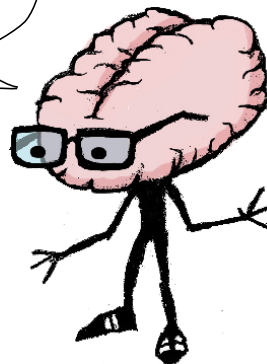


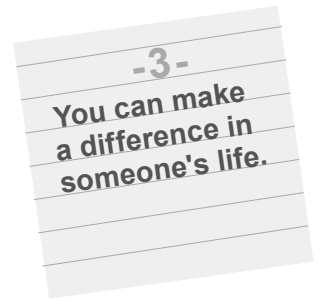


Erika's Lighthouse

Facilitator Guide Lesson 3

You can
make a Difference
in Someone's Life.
Good Mental Health
is for Everyone.





Facilitator Notes

| OBJECTIVE |

To increase student engagement and communication in activities which promote good mental health.

| OVERVIEW |

In Lesson 3, students will learn about stress and factors that can improve our mental health.

The lesson will give students the opportunity to practice their communication skills and content knowledge around supporting a friend in a series of scenarios. The lesson will also provide time to discuss good mental health strategies.

| LEARNING OBJECTIVES |

Students will...

- describe how to identify signs of depression in themselves or others.
- demonstrate how to help themselves or others when experiencing depression.
- discuss what we can all do to support good mental health.

NATIONAL
HEALTH
EDUCATION
STANDARDS
ALIGNMENT

STANDARD #4 Students will demonstrate the ability to **use interpersonal communication skills** to enhance health and avoid or reduce health risks.

| TEACHER PREPARATION |

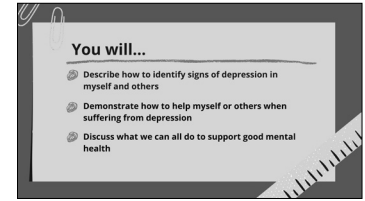
REVIEW | Review the Introduction.

MATERIALS | Lesson 3 slideshow.

INTRODUCTION
SLIDE 2
5 MINUTES

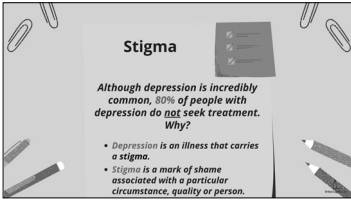
Ask if any students would be willing to volunteer and share their role play from the previous lesson.

Note: This may take longer than 5 minutes if many students volunteer.



STIGMA
SLIDE 3
5 MINUTES

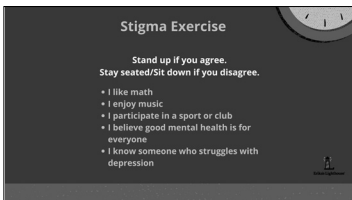
Read the Introduction Script below, making sure to cover the points in bold.



"Although depression is incredibly common, 80% of people with depression do not seek treatment. Why?"

- **Depression in an illness that carries a stigma.**
- **Stigma is a mark of shame associated with a particular circumstance, quality, or person."**

SLIDE 4
EXERCISE



"To demonstrate this phenomenon, let's think about the following questions.

Stand up if you agree. Stay seated if you disagree.

- *I like math.*
- *I enjoy music.*
- *I participate in a sport or club.*
- *I believe good mental health is for everyone.*
- *I know someone who struggles with depression.*

Now, imagine you have just been diagnosed with diabetes. Stand up if you would feel comfortable sharing that information with someone other than a close friend or family member.

Finally, imagine you have just been diagnosed with depression. Stand up if you would feel comfortable sharing that information with someone other than a close friend or family member.

Many of us believe everyone deserves good mental health, and even know people who struggle with depression, however if faced with depression ourselves, many of us would feel compelled to keep quiet."

**You Can Make a Difference in Someone's Life
and Good Mental Health is for Everyone.**

STIGMA |
(cont)

"Why would someone be more comfortable talking about diabetes than depression?"

Allow students to provide responses. Expect students to say:

- Diabetes is a real illness, depression is not.
- People may judge you.
- Depression feels more personal.

"The truth is that even though depression and diabetes seem different, they are more similar than different. For instance, they are both common illnesses. They both involve chemical imbalances (one in the brain and the other in the pancreas).

They can both be a result of family genetics. And they can both be managed with lifestyle changes or treated with medication.

The major difference between depression and diabetes is stigma. We are much more educated about physical illnesses than mental illnesses such as depression, which makes them easier to talk about.

Today we will continue to increase your knowledge and comfort level on the topic of depression because it is a common and treatable illness with nothing to be ashamed of.

Understanding stigma is important because it is the main reason people do not seek help."

30

VIDEO |
3 MINUTES

Explain that you will be showing a 3 minute video clip. Refer the students to their workbooks.

Say, *"In a moment, I will play the video.*

Please answer the question in your workbook related to the content in the video: What are some ways you can support a friend who may be experiencing depression?"

Play the video (11:45 – 14:45)



SLIDE 6 |
EXERCISE
5 MINUTES

Say, *"After learning how to help yourself or a friend with depression, you will be working in groups or pairs. Choose one of the four scenarios, and with your group, answer the questions related to your scenario.*

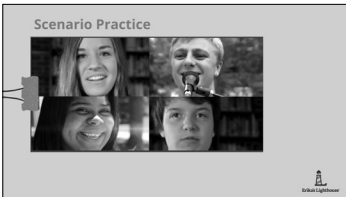
Remember when helping yourself, state:

- What you **feel**.
- What you have **tried** to do to feel better.
- How someone can **help** you take action towards seeing a mental health professional.

Remember when helping a friend, state:

- What you **notice** in the friend.
- That you **care** about them.
- How you can **help** them tell a trusted adult.

In 10 minutes, the class will come together to discuss the exercise. Be prepared to share your scenario and response with the class."



Exercise | KEY

Helping Yourself or a Friend

BELOW IS AN EXAMPLE OF HOW STUDENTS SHOULD ANSWER THE QUESTIONS.



Example: MASON | AS YOUR FRIEND

Mason has been feeling down lately. Some other changes include not being able to focus in class, appearing tired and losing weight. Mason's dad has had depression before.

- QUESTIONS
- As Mason's friend, what action needs to be taken first?
 - If you were Mason's friend, how could you use the language from the lecture to help Mason?

ANSWER **Helping Mason to talk to his dad is the appropriate action.**

"Mason, I **notice** you have not been able to focus in class, you seem tired all the time and you have even lost weight. In general, you seem down. This isn't like you. I care about you and I want to **help**. I think we should talk to your dad about this."

Example: MASON | AS YOU

- QUESTIONS
- If you were Mason, what action needs to be taken first?
 - If you were Mason, how could you use the language from the lecture to ask for help for yourself?

ANSWER **Talking to dad about seeing a therapist is the best choice.**

"Dad, I've been **feeling** down lately, I haven't been able to focus in class, I'm tired all the time and I don't have an appetite anymore. I've **tried** doing the things I enjoy and nothing seems to be working. I need **help**. Can you help me find a therapist and set up an appointment?"

Exercise | KEY

Helping Yourself or a Friend

Scenario 1: CALLIE | AS YOU



Callie has been very emotional lately. She is tired all the time and isn't even interested in soccer anymore. She has been questioning if people really like her, thinking "If everyone else doesn't like you, why should you like yourself?" Callie has been seeing a therapist, but she doesn't feel like she has a connection with her. Callie is close to her coach, Mr. Clark.

- QUESTIONS
- If you were Callie, what action needs to be taken first?
 - If you were Callie, how could you use the language from the lecture to help yourself?

ANSWER It is normal to not connect with the first therapist you try. Confiding in her coach for help in finding a new therapist is the best idea for Callie.

"Coach Clark, I have been **feeling** really emotional lately. I have no energy. I feel lonely and it seems like no one likes me. I don't care about anything right now. I have **tried** therapy and I don't think it is helping. I don't like my therapist and we don't connect. Can you **help** me find somebody else?"

Scenario 2: ALAN | AS YOUR FRIEND



Alan has depression and has had suicidal thoughts in the past. He has been seeing a therapist and takes medication, but he does not feel like treatment is working. Alan is starting to think, "what is the point" and has expressed that he wants to stop taking his medication and seeing his therapist. Alan is close with his mom.

- QUESTIONS
- As Alan's friend, what action needs to be taken first?
 - If you were Alan's friend, how could you use the language from the lecture to help Alan?

ANSWER Alan sounds like he has given up hope. His statements and prior actions are serious indicators that he needs immediate attention. Talking to Alan's mom or someone at school would be the right action.

"Alan, I **notice** you have been talking about not going to therapy or taking your medication anymore. I know you are depressed, and this decision scares me. I **care** about you and I am really worried. I want to **help** you and I think that should include talking to your mom. Do you want me to help you talk to her?"

Exercise | KEY

Helping Yourself or a Friend

Scenario 3: JASMINE | AS YOUR FRIEND



Jasmine has not been acting like herself lately and feels like she is “drowning” and can not seem to pull herself out the funk she is in. Her grades have dropped and she has even stopped hanging out with friends. She is afraid if she seeks help, others may make a “mockery” of her. Jasmine is close with her granddad.

- QUESTIONS**
- As Jasmine's friend, what action needs to be taken first?
 - If you were Jasmine's friend, how could you use the language from the lecture to help Jasmine?

ANSWER In certain cultures, talking about mental health is even more taboo, making seeking help even more stressful. Jasmine needs support and encouragement from a friend to tell her granddad how she is feeling. Remember, stigma can only survive in secret.

“Jasmine, I notice that you haven’t been acting like yourself lately. You seem sad. You aren’t hanging out with us anymore and I’ve noticed you are having trouble in school. This isn’t like you. I care about you and I want to help. Everyone goes through tough times and talking about it can help. Maybe your granddad could help you? I will go with you if you like – you are not alone.”

33

Scenario 4: MAC | AS YOU



Mac thinks he is depressed. He has tried to talk about his feelings to a few friends, however, no one seems to know how to handle it or has minimized it as a part of growing up. Mac does not feel comfortable telling his parents, but at this point, he is definitely getting worse. Mac is close with his art teacher, Mr. McGaw.

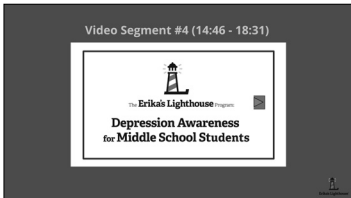
- QUESTIONS**
- If you were Mac, what action needs to be taken first?
 - If you were Mac, how could you use the language from the lecture to help yourself?

ANSWER Mac might try to educate his parents by sharing information on the signs of depression through the Erika’s Lighthouse website at erikaslighthouse.org. If that does not work, Mac might speak to his art teacher at school. His teacher may be able to help him talk to someone at school or find a counseling center in the community.

“Mr. McGaw, can we talk? I feel so frustrated. I think I'm depressed and I have tried to talk about it to friends but no one seems to know how to help me. I know my parents won’t understand and I have been getting worse and worse each day. I’m worried what will happen if I don’t get help soon. Where can I go for help?”

REVIEW | Go over the four scenarios to ensure students are gaining the skills necessary to help themselves or a friend in need.

VIDEO SEGMENT DISCUSSION | Explain that you will be showing the final video clip of the program, Play the video (14:46 – 18:31).
10 MINUTES

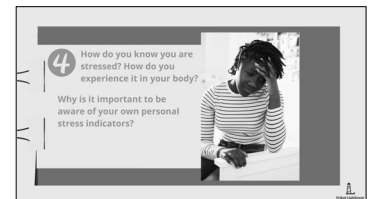
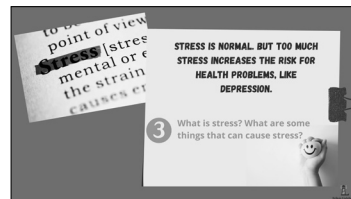
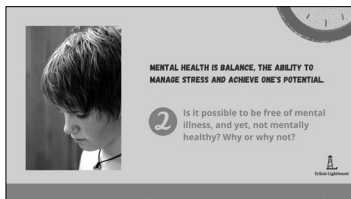


Refer the students to their workbooks.

Say, *"In a moment, I will play the video. Please answer the question in your workbook related to good mental health in the video:*

1. *What are 4 ways to practice good mental health?*
2. *Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?*
3. *Stress is normal, But too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?*
4. *How do you know you are stressed—how do you experience it in your body? Why is it important to be aware of your own personal stress indicators?*

See the Discussion Guide Answer Key on the following page. Discuss the answers with students after the video.



CLOSURE | Explain to students that in Lesson 4, they'll be reviewing their Mental Health Assessment results and setting an intention to work on a few goals related to their assessment.

If students typically are able to complete homework, assign the assessment as homework. Tell them they are not turning this in, this is for their own self reflection.

If you would prefer for students to complete in class, you can use that time during Lesson 4.

POST-TEST: WHAT HAVE YOUR STUDENTS LEARNED?

Take 3 to 5 minutes to have students fill out the survey through the QR code in the student packet. Or share this link:

<http://elhms.info>



Discussion Guide | KEY

| INSTRUCTIONS |

Refer the students to their Student Workbook. After the video part 4, ask each of the questions and discuss the answers with the class,

1. *What are 4 ways to practice good mental health?*

- A. 1. Nutrition
2. Sleep
3. Exercise
4. Coping skills

2. *Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?*

- A. Yes. Mental health is much more than the absence of mental illness. Mental health is balance, the ability to manage stress and achieve one's potential through a lifestyle of good nutrition, sleep, exercise and practicing healthy coping skills.

3. *Stress is normal, But too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?*

- A. Stress is the body's natural reaction to a situation that is worrisome or threatening, and results in a feeling of being hypervigilant or on-edge. The body releases a chemical called cortisol to activate "fight, flight or flee response" needed in a threatening or high pressure situation. Stress can be helpful in motivating us to work effectively to solve a problem. However, too much stress can have a negative impact on our mind and body and even trigger depressive symptoms. What is considered too much will look different from person to person.

Many things can cause stress and those things differ from person to person. For some people it could be the pressure of school, trying to fit in or the break-up of a relationship. For others, it may include being bullied, having family trouble or experiencing a serious trauma. Stress is a certainty for all of us from time to time. Therefore, we all need to practice daily mental health habits to manage it.

4. *How do you know you are stressed—how do you experience it in your body? Why is it important to be aware of your own personal stress indicators?*

- A. Accelerated heart rate, shortness of breath, excessive sweating, headaches, chest pain, dry mouth, sleep problems, change in eating, lack of concentration, irritability and tension or jitters.

The sooner you recognize you are under stress – the sooner you can make changes and exercise coping skills to feel better.