Lesson 1 Overview and Objectives

Lesson 1 is the core lesson of the Erika's Lighthouse Level III program and is designed to raise students' awareness and knowledge of key concepts related to depression, suicide and help-seeking.

Students watch the first video segment, which teaches key concepts about depression and suicide through student stories, narration and graphics.

The lesson concludes by educating students on where and how to access help should they need it for themselves or a friend.

NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

LEARNING OBJECTIVES

Students will be able to:

- Define depression as a common mood disorder with specific changes in moods, thoughts and behaviors.
- Explain that depression can happen to anyone, anywhere.
- Explain that there's not one reason someone has depression.
- Recognize that depression can get better and you can find support.
- Access information on depression.

TOTAL INSTRUCTION TIME

45 minutes

TEACHING STRATEGIES

Video
Discussion
Accessing Information Activity

TEACHING SUGGESTIONS

If mental health staff in your school are available, including representatives from your school's mental health or counseling staff (*preferable*), or representatives from your school's Erika's Lighthouse Teen Empowerment Club, encourage them to co-teach and/or be available when teaching this lesson.

EQUIPMENT, MATERIALS & PREPARATION

- Audio/visual equipment
- Dry erase board or chart paper/markers
- Lesson 1 slideshow and a way to show it
  Note: on slide 12, type in the name(s) of the school counselor, social worker and/or psychologist students can go to.

  The valid and reliable trusted adults in our school are:
  Place your school counselor, social worker and/or psychologist's names here.
- *The Level III* Lesson 1 video segment
- Student Packet, one for each student
- Term and Definitions cut, enough for each student to receive one term or one definition
- Self-Referral Cards, copied and cut *(optional)*
- Evaluation link or QR code *(to use before Lesson 1 and/or after Lesson3)*

PRE-TEST
Take 3 to 5 minutes to have students fill out the survey through the QR code or share this link:

http://elhhs.info/

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PREPARATION REQUIREMENTS

Exit Tickets: Self-Referral Cards

- Print and cut out
- Communicate with school mental health staff to ensure a process is in place.

Terms and Definitions

- Print and cut out

LESSON 1 OUTLINE

STEP 1 5 minutes

Definition activity. Hand out the terms and definitions cards, one to each student. Have students move around the room to the best of their ability and find their match—either the definition to their term card or vice versa. There will be multiple pairs with the same term/definition. Once all have paired, as students are still with their pair, go through each term and ask for volunteers to read the definition out loud.

Adaptation: If students aren't able to move around the room, you may adapt this activity by creating a set of the term/definition cards per group of 4-6 students. Have them match the cards up as a group on a desk/table.

STEP 2 5 minutes

Pass out student packets and read program introduction aloud, including objectives.

STEP 3 21 minutes

Play the Level III Lesson 1 video segment
After you play the 11 minutes of video, ask these questions as a large class.

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Questions:	*Possible student responses:*
What words or themes stood out for you?	Mood disorder. Sad. Not feeling right/feeling off.
What information concerned you about what you heard?	15-20% of teens have depression. Sometimes episodic, Genetic. Can happen to anyone. Risk factors— poor health, divorce, violence, gender/sexuality, pressure/stress
Do you think there are students here in our school community that have depression?	No. Yes.
How do you think students with depression might be taking care of themselves?	They might not be. They might be working with a trusted adult, like a school counselor, psychologist or social worker.

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Questions:	*Possible student responses:*
Knowing that students in our school may have depression, what does that mean for our school community?	I can help, I can identify warning signs in others/myself, I can be an upstander.
What are some mental health resources (meaning information) or people in our community that can help someone that is feeling depressed?	School nurse, counselor, psychologist, coach, friend, clergy, support group, pamphlet, websites.

Teacher note regarding this last question: As students respond, write their answers down and post on a dry erase board or chart paper to have as a visual reminder for the remainder of the program.

If you teach multiple class periods, do this for each class and compile at the end of day to have a complete list posted.

STEP 4 12 minutes

Explain: The video states that some adults are not comfortable talking about depression. So, next we are going to discuss how someone knows who to talk to and if they are a good resource.

Ask students to refer to their student packet and look at page 4 with the Access Valid & Reliable Resources Skill Model on it. Explain to the students that they learned the definition of accessing information earlier in class. It is one of the national skill-standards in health education.

Ask different students to read the steps below out loud.

Step 1: Identify When You Need Help & Information
Step 2: Evaluate the Validity of Help & Information
Step 3: Locate Valid Help & Information
Step 4: Make a Plan to Access Valid Help & Information
Step 5: Reflect

ACCESS VALID & RELIABLE RESOURCES

This skill model was developed by RMC Health. For additional information and resources on the Health Skills Models, visit: *https://www.rmc.org/healthskills*

STEP 4 *(continued)*

Say: Let's take a look at Steps 3 and 4 in more depth. These include the skill of determining if information, people, services and/or resources are strong and truthful. You can use two criteria; validity and reliability. In your packet, look at the bottom of the graphic organizer.

Say: "In order to know if you or someone you know is accessing valid and reliable resources, professionals or even information, you can use these criteria/questions."

Ask students in pairs or groups of 3 to read through these two definitions with criteria below.

Validity: ***Is the resource truthful?***

- Is the site or resource from a respected organization (.gov, .edu, or .org)?
- Is the site or resources current?
- Is there data that supports claims?
- Can you find the same information in another resource?

Reliability: ***Is the resource trustworthy and dependable?***

- Will you be able to access this resource when you need it?
- Is this resource free? If not, do you have the money you need to pay for this resource?
- Do you need/have permission to use this resource?
- Do you need transportation to access this resource? If so, do you have transportation?
- Are there any potential barriers to accessing this resource that need to be considered?

As a class, review the Erika's Lighthouse web page, or show the screenshot in the slideshow. As a whole class, go through the graphic organizer questions for validity and reliability and discuss. Come up with some answers as to why source is valid and reliable. Some answers can be found on slide #11.

STEP 5 2 minutes

Closure slide and Self-Referral Cards: If your school can support the Self-Referral Card process, pass out Self-Referral Cards, provide instructions for filling it out and confidentially collect a card from every student.

Make sure cards are delivered to the appropriate mental health staff members in your school in a timely fashion.

(*if applicable*) If you have an Erika's Lighthouse Teen Club at your school, students and/or adult sponsors can tell the class about their activities and how students can get involved with the club.

Terms and Definitions Template

DIRECTIONS

COPY, CUT AND HAND OUT. Shuffle once cut. Each student receives one card.

The term is across the row from its answer, so this sheet can serve as an answer sheet for the teacher.

Exit Ticket: Self-Referral Card Template

It is important to make help available to students who may need it. Before using the Self-Referral Cards, please ensure the following:

- There is mental health support in the school.
- Your school mental health staff supports the Self-Referral Card process.
- School mental health staff has set time aside to manage student self-referrals.

DIRECTIONS

READ THE INSTRUCTIONS ON THE CARD OUT LOUD and reinforce to students that if they check one of the boxes requesting a follow up with a school mental health professional, that action will be taken to connect them with a school mental health professional.

Instruct the students to **FILL OUT THE ENTIRE CARD AND FOLD IT IN HALF.** Everyone should fill out a card to ensure student confidentiality. Have each student hand in his/her card individually. Once the cards are collected, pass the cards on to the school mental health staff immediately for follow-up.

NOTE

The Self-Referral Cards may be utilized in Lesson 1, 2, 3 and/or 4. Teachers should feel free to reinforce the opportunity throughout the program if they feel the need.

mental health	A person's condition with regard to their psychological and emotional well-being.
mood disorder	A psychological disorder that impacts a person's mood substantially; such as depression or bipolar disorder.
depression	A common mood disorder with specific changes in moods, thoughts and behaviors.
referral	Directing someone in need of something for a review, further support or help.
mental health resource	Services, people, information, treatment, counseling that assist an individual or group of people with mental or emotional illnesses.
mental health provider	A professional who diagnoses mental health conditions and provides treatment.
accessing information	Ability to identify, obtain and make use of information effectively.

Salud mental	Condición de una persona con respecto a su bienestar psicológico y emocional.
Trastorno del estado de ánimo	Un trastorno psicológico que afecta el estado de ánimo sustancialmente; como la depresión o trastorno bipolar.
Depresión	Un trastorno del estado de ánimo común con cambios específicos en los estados de ánimo, pensamientos y comportamientos.
Referencia	Dirigir a alguien que necesita algo para una revisión, más apoyo o ayuda.
Recurso de salud mental	Servicios, personas, información, tratamiento, consejería que ayuda a un individuo o grupo de personas con enfermedades mentales o emocionales.
Proveedor de salud mental	Un profesional que diagnostica condiciones de salud mental y proporciona tratamiento.
Acceder a la información	Capacidad para identificar, obtener y hacer uso de la información de manera efectiva.

SELF-REFERRAL CARD

Please fill out the ENTIRE card, fold it in half and turn it in to your teacher.

Name _____

Classroom Teacher _____

Period _____

After hearing the presentation,

☐ I **would like** to talk to a mental health worker in the **next 24 hours**.

☐ I **would like** to talk to a mental health worker in the **next week**.

☐ I **would not like** to talk to a mental health worker.

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