

Lesson 3 Overview and Objectives

Lesson 3 of the Erika's Lighthouse Level III program is designed to raise students' awareness of what might help them when they're having a difficult time, including what kinds of people they find supportive during times of stress. This lesson begins with a review of the answers to the stories on the video. It gives students the opportunity to listen to a variety of students from different backgrounds and the similar and sometimes different experiences they have with depression.

Students will learn more about self-harm and suicide during this lesson with reinforced opportunities to seek a trusted adult when themselves or someone they know might need it.

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.

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LEARNING OBJECTIVES

Students will be able to:

- Share their answers from the lesson prior and identify a valid and reliable resource to help teens; and
- Participate in an activity that reviews content from these 3 lessons.

Note to Teacher: If you had students complete or consider the extension questions in Lesson 2, you may want to refer to them before jumping into Step 1.

TOTAL INSTRUCTION TIME

45 minutes

TEACHING STRATEGIES

Small Group Activity Debrief

Video

Polling Activity

Find Someone Who Review Activity

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| LESSON 3 FACILITATOR INSTRUCTIONS |
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EQUIPMENT, MATERIALS & PREPARATION

- Audio/visual equipment
- Lesson 3 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 Erika's Lighthouse Level III Lesson 3 video segment on suicide, self-harm and getting help
- Student Packet; one for each student
- Research 3 resources prior—A national hotline, local psychologist/ social worker, trusted adult at school
- Copies of *Find Someone Who* document; one per student
- If using an online polling application tool, prep prior by placing this question into the application: *What are two signs to look for in yourself or friends regarding depression or self-harm?*
- Copies of Lesson 4 Performance Assessment (if introducing today); one per student.

The valid and reliable trusted adults in our school are:

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| Place your school counselor, social worker and/or psychologist's names here. |
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LESSON 3 OUTLINE

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| STEP 1 | 12 minutes <i>(2 minutes per group)</i> | Debrief of Lesson 2 group work —Each group shares their answers on chart paper from Lesson 2 and their resource. Each group should be ready to share how they know their resource is valid and reliable. You may want to compile a class list of these resources. Encourage students to use social media to share these resources with other students. |
| STEP 2 | 2 minutes | Introduce the terms suicide and self-harm. (refer to slideshow) Suicide: Suicide is defined as death caused by self-directed injurious behavior with intent to die as a result of the behavior. – NIMH Self-harm: When people intentionally hurt themselves or put themselves in dangerous situations because they are feeling a lot of pain and don't know what else to do. It is often a sign of emotional distress. – NAMI Explain that these terms will be discussed in the next portion of the video. |
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 LESSON 3 OUTLINE (*continued*)

STEP 3 9 minutes **Show** the last video segment (Level III Lesson 3)

After the video, have students answer the following question via either Poll Everywhere, Kahoot!, or another online technology tool, if you have access. You would need to set up the question within the application prior. If this is not accessible to you, have students write their answers on a post-it note, or index card, turn in and share out.

The question is:

What are two signs to look for in yourself or friends regarding depression or self-harm?

Debrief this activity by reviewing the warning signs students share.

Note to teacher: During the sharing out, be prepared that students may ask questions, or your class may go into a more in-depth discussion around certain topics. Some heavier topics might come up or some students might be more affected by the topic. But it is not the teacher's job to diagnose. Know school protocol for referring at-risk kids and for referring students you are concerned about. Consider involving a school social worker or counselor in these types of discussions.

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STEP 4 20 minutes **Hand out the *Find Someone Who* document** to each student. Have students place their names at the top. Explain that their goal is to get up, walk around and find others in the room that can answer the question in a box. When you find peers that know answers, have them write their answers in the box and write their initials. The goal is to get all boxes filled. Students' task is twofold: to answer questions for their peers' documents and to get their own document completed by others. Give students about 12 minutes to complete.

Once finished, go through each box and debrief answers.

LESSON 3 FACILITATOR INSTRUCTIONS

| <i>Find someone who ...</i> | <i>Examples may include:</i> |
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| can define self-care. | Getting enough sleep. Asking for help when it is needed. Eats well. Exercises. Handles stress well. Communicates needs in a healthy way. |
| can list a resource <u>not</u> at the school. | Erika's Lighthouse website. NAMI website. Following specific organizations on social media, National Suicide Prevention Hotline. |
| is willing to share what they do for self-care. | Sleep. Hanging with friends. Staying drug-free. Spending time alone when needing to recharge. Doing yoga. Exercising. Good self-hygiene. |
| can list a warning sign of depression. | Not participating in activities a person usually loves. Feeling sad for multiple days at a time. Losing appetite. Feeling hopeless, sadness, moodiness. Sleeping too much or too little. Feelings of worthlessness or guilt. <i>Note: If not all of these are shared, share those not listed again as a review.</i> |
| can share a cause for depression. | Sometimes there isn't a specific incident or cause. Loss of a loved one. Traumatic event. Family history. Community violence. Stress. |

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LESSON 3 FACILITATOR INSTRUCTIONS

| <i>Find someone who ...</i> | <i>Examples may include:</i> |
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| can name a trusted adult at the school. | Any staff at school. <i>Note:</i> Teacher may want to ask a follow up question when debriefing: How do you know this adult is a trusted adult? <i>Examples may include:</i> They are licensed as a mental health provider. They are trustworthy and have information they could share. |
| can define what it means when a resource is valid. | Information is up to date. The same information is in multiple sources. |
| can define what it means when a resource is reliable. | The resources are clear. They aren't promoting a product to sell The author's background is reputable. It's from an organization that is trusted. |
| can explain what stigma means. | Stigma is a mark of shame associated with a particular circumstance, quality, or person. |

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STEP 5

Introduce the Performance Assessment for Lesson 4.

Explain that students will have an opportunity to demonstrate their new knowledge and skills related to the past three lessons during the Lesson 4 performance assessment.

Hand out performance assessment if you would like students to review prior to lesson 4.

TIP FOR TEACHERS

Now might be a good time to utilize one of the Awareness into Action activities, such as the Footprint Activity. This shows students how to get to the people in the school building to can help, such as a social worker or counselor.

<https://www.erikaslighthouse.org/wp-content/uploads/2019/02/Footprint-Activity.pdf>

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://elhhs.info/>



 REVIEW FROM LESSON 2 STUDENT STORIES

| | <i>Questions:</i> | <i>Possible student responses:</i> |
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| Callie | <p>What was going on in her life when she was experiencing depression?</p> <p>Why was it so hard for her to talk about those feelings?</p> <p>When she told her mom about her depression, how did her mom react?</p> <p>Who was the second person she talked to?</p> <p>If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.</p> | <p>Callie was bullied.</p> <p>Her parents divorced.</p> <p>She lost a friend to suicide.</p> <p>She really didn't know what she was feeling.</p> <p>She couldn't identify her feelings.</p> <p>Her mom didn't want to believe Callie was experiencing depression.</p> <p>She was defensive.</p> <p>Callie said her mom really didn't understand depression.</p> <p>School Counselor.</p> |
| Mason | <p>What was going on in his life when he was experiencing depression?</p> <p>Why was it so hard for him to talk about those feelings?</p> <p>What has he learned in therapy?</p> <p>What self-care strategies does Mason participate in?</p> <p>If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.</p> | <p>Mason experienced anxiety because of the pressure to achieve placed on him by himself and others.</p> <p>He felt pressure to be the best at everything.</p> <p>A lot of people at school did not understand depression.</p> <p>He had to find a therapist with whom he worked well.</p> <p>In therapy Mason learned coping mechanisms for anxiety and he learned where his anxiety came from.</p> <p>Mason played sports and made music with his friends.</p> <p>He surrounded himself with friends who didn't treat him differently when he was anxious or depressed.</p> |

LESSON 3 FACILITATOR INSTRUCTIONS

| | <i>Questions:</i> | <i>Possible student responses:</i> |
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| Alan | What was going on in his life when he was experiencing depression? | Alan experienced the demise of his parents' relationship which eventually ended in divorce. He saw his dad less and less and worried about not having a family anymore. |
| | How did it impact his daily life? | He didn't do well in school, which caused his Dad to be very hard on him. He felt like a failure and thought of self-harm and suicide at times. |
| | What self-care strategies does Alan use? | He practiced mindfulness strategies such as self-talk and deep breathing to help him be in the moment and not think about the past. |
| | If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource. | |
| Jasmine | What was going on in her life to trigger the depression? | Jasmine's mom was a single mother who experienced depression so Jasmine faced some challenges due to the impact of a parent who experiences depression. But what mostly triggered her depression was witnessing a traumatic, violent event in her community. (In the video she mentions her dad having to go away) |
| | What was going on in her life when she was experiencing depression? | |
| | Why was it so hard for her to talk about her feelings? | Jasmine didn't understand her feelings. She couldn't describe them. She felt confused. |
| | How did it impact her daily life? | She shut everyone out because she didn't want anyone to know she was going through a hard time because of the stigma related to her community. |
| | How does Jasmine explain stigma? What is stigma? | Stigma is a negative belief. In her community, Jasmine described that there was a stigma around depression. The community expected the members to be strong and independent. People couldn't talk about depression. |
| | What self-care strategies does Jasmine use? | Her spirituality and people in her church gave her hope. She learned to take care of her body by eating healthfully and exercising. She also found that sharing her story helped her feel better. |
| | If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource. | |

LESSON 3 FACILITATOR INSTRUCTIONS

| <i>Questions:</i> | <i>Possible student responses:</i> |
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| Edgar | What was going on in his life when he was experiencing depression? |
| | Edgar moved from Mexico to the U.S. and had to leave some of his family behind. He also went through a breakup. |
| | Why was it so hard for him to talk about those feelings? |
| | He felt like he had no one to talk to after leaving his family. He also felt like someone like him wouldn't experience depression. |
| | How did it impact his daily life? |
| | He had no energy, he felt like he was moving in slow motion. He couldn't think clearly, and his sports performance dwindled. |
| | Who did he seek support from? |
| | Edgar sought support from his therapist. His coach was also a main supporter |
| | What self-care strategies did Edgar use? |
| | He focused on his goals, reached out to his family, used his desire to learn new things to keep his mind occupied. |
| | If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource. |
| Mac | What was going on in his life when he was experiencing depression? |
| | Mac struggled with gender identity. His family didn't communicate about feelings. |
| | How might stigma (a negative belief) around the LGBTQ community impact Mac's daily life? |
| | The stigma around LGBTQ could isolate Mac. Mac had no one to turn to because there were few people who understood what he was going through. The stigma made it hard for him to ask questions or seek advice. |
| | Who did he seek support from? |
| | Mac sought support from teachers, social workers, therapists, and an organization |
| | Was it a positive experience? |
| | The social workers were not a positive experience because they didn't understand him and he felt alienated. The organization was a positive experience because he found a group of people he could relate to. |
| | If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource. |