

## Performance Assessment Tools

### TEEN EMPOWERMENT

Dialogue is the best way to reduce the stigma of adolescent depression. Student-powered awareness is the most effective way to encourage communication.

**When students talk, other students listen.** When teens highlight the importance of learning about adolescent depression, it shows their peers that there is nothing to be ashamed of. It demonstrates that those experiencing depression don't have to hide.

### SHARE YOUR KNOWLEDGE

Share your new knowledge about depression, how to find and ask for help and promote good mental health in your school! Go to [erikaslighthouse.org](http://erikaslighthouse.org) to see how you can start a Teen Empowerment Club or use Awareness into Action activities to empower yourself and your peers.

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Erika's Lighthouse Classroom Programs Teen Empowerment Parent Handbook Depression Toolbox About Donate

**Supporting Teen-Led Awareness Campaigns That Empower, Educate, and Eliminate Stigma**

**RAISE AWARENESS**  
Recognize the signs of adolescent depression. It's only a problem if it's ignored.

**BREAK STIGMA**  
Through campaigns, fundraisers and awareness initiatives, teens eliminate the shame and blame of depression, making it easier to get help.

**SPREAD EMPATHY**  
No one should be outcast because of adolescent depression.

CREATE AN ACCOUNT

[erikaslighthouse.org](http://erikaslighthouse.org)

## Erika's Lighthouse Performance Assessment

Choose one of the four options in the boxes below to demonstrate your knowledge and skill gain during this program.

<p><b>You are an author of self-help books that promote well-being.</b> Create a one-page overview about your new full-length book that shares the experiences of someone with depression. This overview document is meant for you to market your book around the United States to bookstores and people interested in buying your book. You will submit a one-page overview document.</p> <p><b>Make sure the overview includes:</b></p> <ul style="list-style-type: none"> <li>• A story about a main character with depression</li> <li>• 4 warning signs of depression for the character</li> <li>• Two causes of depression for the character</li> <li>• Two valid and reliable resources, products, people or places for the main character to go for support</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>	<p><b>You are a newscaster or radio broadcast reporter reporting a story about depression.</b> Your audience includes adults watching the nightly news or listening on the radio coming home from work. You will submit a sound byte of your radio broadcast or a video of your newsreel.</p> <p><b>Make sure your broadcast includes:</b></p> <ul style="list-style-type: none"> <li>• A story, or information on depression to adults in the community.</li> <li>• 4 warning signs of depression</li> <li>• Two causes of depression</li> <li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>
<p><b>You are concerned about a friend possibly being depressed.</b> Using voice memo on your phone, or creating a video on Flipgrid, construct a caring message to them that is at least 1.5 minutes in length.</p> <p><b>Make sure your message includes:</b></p> <ul style="list-style-type: none"> <li>• That you care about them and why you wanted to reach out</li> <li>• 4 warning signs of depression that you recognize</li> <li>• Two possible causes of depression</li> <li>• Two valid and reliable resources, products, people or places your friend could access easily</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>	<p><b>Use Storyboard (or draw) to develop a comic strip story that addresses depression among people your age.</b></p> <p><b>Make sure your comic strip includes:</b></p> <ul style="list-style-type: none"> <li>• A story on depression to peers your age</li> <li>• 4 warning signs of depression</li> <li>• Two causes of depression</li> <li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>

## Performance Assessment Rubric

	Content	Assessing Resources
<b>4</b> (EXCEEDS)	<p>I included four or more accurate warning signs of depression.</p> <p>I included two or more accurate causes of depression.</p>	<p>I listed at least two local or regional resources/products/people or places that can help someone.</p> <p>I clearly explained giving at least two reasons for validity and two reasons for reliability why my two sources are valid and reliable.</p>
<b>3</b> (MEETS)	<p>I included at least four common warning signs of depression.</p> <p>I included at least two common causes of depression.</p>	<p>I listed two or more resources/products/people or places that can help someone.</p> <p>I explained at least two reasons for validity and two reasons for reliability why my two sources are valid and reliable.</p>
<b>2</b> (CLOSE TO MEETING)	<p>I included two or three common warning signs of depression. Or some of my warning signs were not all accurate.</p> <p>I included only one common cause of depression. Or my causes were not all accurate.</p>	<p>I listed one resources/products/people or places that can help someone.</p> <p>I explained why my two sources are valid and reliable, but the explanations might not have been thorough or accurate.</p>
<b>1</b> (NOT YET MEETING)	<p>I included only one or no warning sign of depression. Or all of my warning signs were not accurate.</p> <p>I included only one, or no common cause of depression. Or all of my causes were not accurate.</p>	<p>I listed one or no resources/products/people or places that can help someone. Or my resources weren't accessible for the audience in my project.</p> <p>I did not explain why my sources are valid and reliable.</p>