

## Lesson Overview and Objective

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

Students watch *The Erika's Lighthouse Program* 20-minute video, 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.

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### TOTAL INSTRUCTION TIME

45 minutes

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### FORMAT

Video and Full Class Discussion

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### PARTICIPANTS

Lead Instructor/Co-Instructors  
(Classroom Teacher and/or Mental Health Staff Person)

Representatives from your school's mental health  
or counseling staff (*preferable*)

Representatives from your school's Erika's Lighthouse Teen Club  
(*if applicable*)

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### EQUIPMENT and MATERIALS

- Check audio/visual equipment prior to class
- *The Erika's Lighthouse Program* Video
- Lesson 1 Student Packet, one for each student
- Self-referral cards, copied and cut (*optional*)

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**LESSON ONE OUTLINE**

- 2 minutes Pass out packets and read lesson introduction aloud.
- 18 minutes Play *The Erika's Lighthouse Program* video.
- 10–20 minutes Lead class through the packets and discussion questions in the Lesson 1 Student Packet.
- Adjust the length of this discussion depending on whether or not you are having students fill out self-referral cards or if you have Teen Club members stopping by your classroom.
- 5 minutes  
(required) Instructor or mental health staff person educates students on how to get help at your school or in the community should they need help for themselves or a friend.
- 5 minutes  
(highly recommended) 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.
- 5 minutes  
(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.

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**PREPARATION REQUIREMENTS**

1. Gather information to share with students about how to access help at your school or ask a mental health staff person at your school to stop by for the last 10 minutes of the lesson to provide this information.

**Either you or a fellow staff person at your school should be able to inform students of the following at the end of Lesson 1:**

- Who provides mental health support to students at your school?
- Where are their offices located?
- How should students go about getting connected with help if they need it or are worried about a friend?
- What should students know about confidentiality and limits to confidentiality?
- Is there any other information that is important for your students to know about seeking help?

2. Determine if your school can support the self-referral card process. At the end of Lesson 1, we highly recommend that you provide students with an opportunity to immediately and confidentially reach out for help and connect with a mental health staff person in your school.

However, self-referral cards should only be handed out if you have confirmed with the mental health staff in your building that they are able to support the process and will have time to manage student self-referrals at the time you plan to teach Lesson 1.

If your school cannot support the self-referral card process, make sure you have all the relevant information to share with students who may need to access help after the program. Students may come to you for support in getting connected with help so be sure you know what to do if that happens.

3. If you have an Erika's Lighthouse Teen Club at your school, talk to the club's sponsor and students and see if they would they would like to stop by at the end of the lesson to educate students about the club and recruit new students.

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### 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.

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### 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.

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**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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