

# Facilitator's Notes



## OBJECTIVE

**To increase self-advocacy and peer to peer intervention.**

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## | OVERVIEW |

In Lesson 2, students will learn about treatment for depression, how to access help and how to help a friend.

The core of the lesson is based around the Lesson 2 **Lecture** and **Discussion Guide**.

The remainder of this lesson will include the Lesson 2 **Exercise** which reinforces to students how to ask for help and how to intervene with a friend.

## | PREPARE |

### REVIEW | LESSON 2 CONTENT

Review the Introduction.

Review the Audio/Slideshow lecture found on the Program CD or at [erikaslighthouse.org](http://erikaslighthouse.org).

Make sure you will have access to a computer with Microsoft PowerPoint, a projector and sound.

Review the Exercise Key.

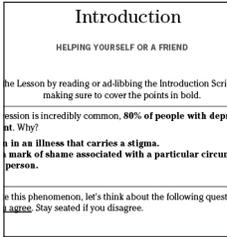


# Facilitator's Notes

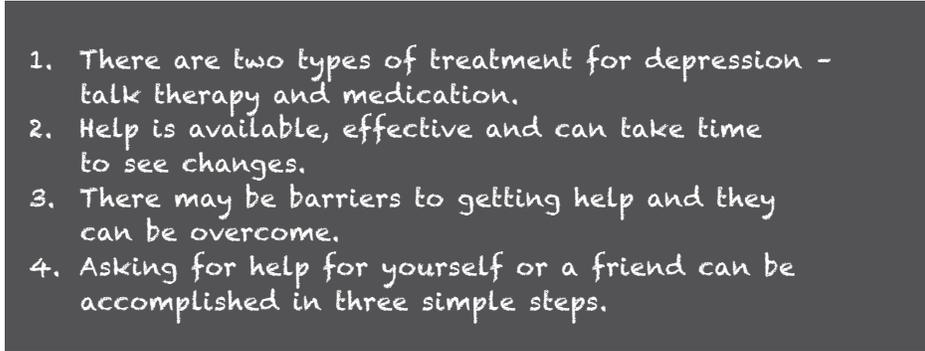
| TEACH |

TOTAL INSTRUCTION TIME

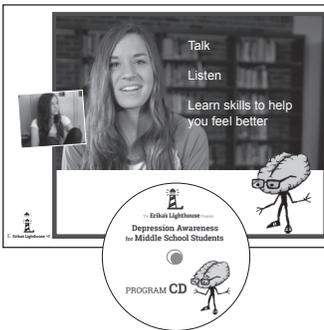
7 minutes | 1. READ THE INTRODUCTION TO THE CLASS



Write the learning goals on the board prior to beginning the program.

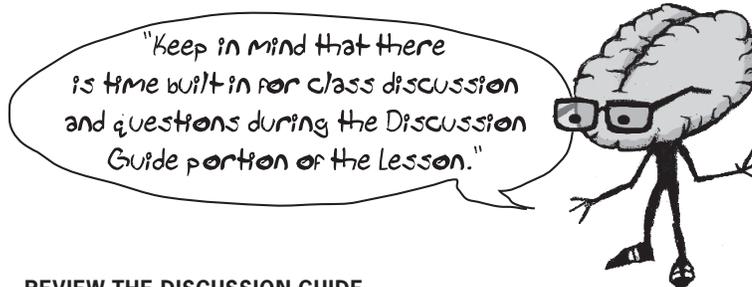


8 minutes | 2. PLAY THE LESSON 2 LECTURE

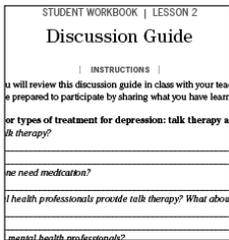


Slideshow and Audio Lecture can be found on the Program CD or at [erikaslighthouse.org](http://erikaslighthouse.org).

Play the Audio Lecture and project the Slideshow at the same time. If you want to follow along with the Lecture Script, that can be found in the Appendices.



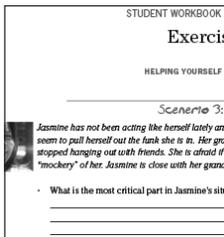
25



10 minutes | 3. REVIEW THE DISCUSSION GUIDE

The facilitator will ask students to take out their Student Workbook. In small groups, students will fill out the Discussion Guide. After 10 minutes, answers should be shared as a class. Facilitators should use the Lesson 2 Discussion Guide Key to help in guiding student responses.

20 minutes | 4. INTRODUCE THE EXERCISE



Break the students up into groups of two and assign a scenario from the Exercise in their Student Workbooks. With their partner, ask them to do their best to answer the questions related to their scenario. After 10 minutes, the groups will then come together as a class and discuss. For each scenario, a group or two should share their responses. Use the **EXERCISE KEY** to guide class discussion of the exercise.

**OPTIONAL TIP:** Consider breaking the class up into groups of two or three and have each group choose a scenario from the exercise. Instead of simply answering the question, students can also "role play" their responses. One student should be the "teen with depression" and the other student can be the "helper." If you have a third student in the group, they can document the experience as the "recorder" and share their group's experience with the class.

Ask students to leave their Student Workbooks in class with their name and class information on the cover.

# Introduction

## HELPING YOURSELF OR A FRIEND

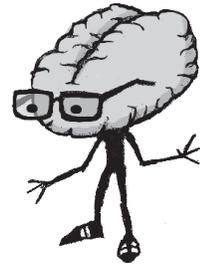
Start the Lesson by reading or ad-libbing the Introduction Script below, making sure to cover the points in bold.

"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.**

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.

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 make 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 in today's lesson about treatment because it is the largest reason people do not seek help.

# Introduction | (CONT.)

## HELPING YOURSELF OR A FRIEND

### IN TODAY'S LESSON YOU WILL LEARN ...

- There are two types of treatment for depression – talk therapy and medication
- Help is available, effective and can take time to see changes
- There may be barriers to getting help and they can be overcome and
- Asking for help for yourself or a friend can be accomplished in three simple steps.

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### TODAY'S LESSON WILL INVOLVE THREE PARTS ...

1

You will listen to a lecture about treatment for depression.

2

Next, you will complete the **DISCUSSION GUIDE** in your **STUDENT WORKBOOK**. Please be prepared to participate in discussion and share what you have learned.

3

The lesson will conclude with an **EXERCISE** found in your **STUDENT WORKBOOK**.

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### KEEP IN MIND:

If anything shared today prompts a feeling that you need to talk to someone, make sure to go to a trusted adult or visit the mental health workers office here at school which is located \_\_\_\_\_.

Please feel free to ask questions at any time."



# Discussion Guide | KEY

## | INSTRUCTIONS |

Review this discussion guide in class with your students after they have had 10 minutes of small group discussion. Tell students to be prepared to participate by sharing what they have learned. Please read the statement in bold aloud before asking each of the questions to the class.

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**There are two major types of treatment for depression: talk therapy and medication.**

1. **Q.** *What happens in talk therapy?*
  - A. Talk therapy should be the first step and is an opportunity for someone to talk with a professional about what may be causing their depression and how to manage it either by improving a person's understanding of a problem or learning new coping skills. You can seek talk therapy for many reasons – not just for depression.
2. **Q.** *When would someone need medication?*
  - A. Depression can look different from person to person. Some depressive episodes can last longer than others. Some people have more intense depressive symptoms and some times depression can reoccur in people.  
Someone may need medication when talk therapy alone is not enough to manage their depressive symptoms.
3. **Q.** *What kind of mental health professionals provide talk therapy? What about medication?*
  - A. Talk therapy professionals include counselors, social workers, psychologists and sometimes psychiatrists. The only professionals who can prescribe medication are doctors, such as your pediatrician or a psychiatrist.
4. **Q.** *Where can you find mental health professionals?*
  - A. Mental health professionals work in community counseling and mental health centers, hospitals, schools, sometimes faith-based settings and in private practice offices.
5. **Q.** *Why is privacy important in therapy?*
  - A. Privacy is important in developing trust between the therapist and client so that the patient feels comfortable disclosing information that may be helpful to feeling better. There are certain instances when privacy can not be kept and that is when the therapist believes the client may hurt themselves or someone else.

**Help is available, effective and can take time to see changes.**

6. **Q.** *What should someone do if their medication is not working?*
  - A. If someone is taking medication for depression and they discover it is not working or giving them bothersome side effects, they should tell a parent and meet with a doctor about it immediately. Medication is effective for many people, but it can require trying different kinds, trying different dosages and communicating regularly with your doctor about what is working and what is not throughout the process. Even on the correct medication, it can take up to four weeks before recognizing noticeable changes. It is never a good idea to stop medication without the permission and supervision of a doctor. Most people with depression eventually can get off medication.
7. **Q.** *What should someone do if they are not connecting with their therapist?*
  - A. Just as we all have different personalities and relate to some people better than others, relating to a therapist is no different. The therapeutic relationship is important, and if a proper connection, communication and trust is not developing after the first few sessions, it may be time to move on to someone else. There is no shame in doing this, therapists understand and may even be able to refer you to someone else.

# Discussion Guide | KEY

## There may be barriers to getting help and they can be overcome.

8. **Q.** *What are some reasons someone would not seek treatment for their depression?*
- A.** Unfortunately, sometimes people do not seek treatment based on perceived, and sometimes real, barriers. Obstacles that may get in the way of someone seeking treatment for depression include: the cost of treatment, embarrassment or worry of being judged by others who may find out about their depression and misinterpreting the problem as something other than depression. It is important to note that in some cultures it is highly discouraged and frowned upon to talk to people outside the family or faith-based setting about your problems. Therefore, seeking mental health treatment can feel very isolating and shameful and require support from friends and the school community. However, it is important to know that treatment is the proper step to feeling better. Avoiding or prolonging treatment can mean putting yourself at risk for the depression to intensify, last longer and even develop into more life threatening symptoms.
9. **Q.** *What are some options for accessing help if money is an issue?*
- A.** Many counseling and mental health centers offer reduced fees that allows patients to pay what they can afford. In addition, free and reduced fee support may also be available in school and sometimes in places of worship.
10. **Q.** *What can someone do if a parent or adult doesn't take their depression seriously?*
- A.** If a parent or other adult does not take a disclosure of depression seriously, it is important not to give up and to tell another adult until you find someone who can help you to take action towards getting checked out by a mental health professional.

## Asking for help for yourself or a friend can be accomplished in three simple steps.

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11. **Q.** *What are the three things to remember to say when asking an adult to help you?*
- A.**
1. State how you have been feeling.
  2. State what you've tried to do to feel better.
  3. State what you would like this person to do to help you make an appointment with a professional.
12. **Q.** *What are the three things to remember to say when helping a friend to access support?*
- A.**
1. State the changes you have noticed.
  2. State that you care for them and that they deserve to feel better.
  3. Ask how they would like you to help them talk to an adult.

### NOTE:

There are other less common treatments for depression that are out there and proving to be at least effective in the short term. Offer extra credit to students who may want to do some research and write a short summary on alternative treatments.

| GO TO THE LESSON 2 EXERCISE |

**You can get help for yourself  
or a friend with depression by saying  
something to a trusted adult.**

# Exercise | KEY

## HELPING YOURSELF OR A FRIEND

### | INSTRUCTIONS |

Assign students a partner and one of the four scenarios. Tell students to answer the questions related to their scenario and to be prepared to share their scenario and response with the class.

Write  
on  
the  
board.

**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.

After 10 minutes tell the class to come together to discuss the exercise.

**NOTE:** When having the students share their responses aloud, focus on the first question as these responses will be most unique from group to group, emphasizing problem solving skills across different situations.

**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 help 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

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### Scenario 1: CALLIE



*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?"

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### Scenario 2: ALAN



*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



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.”

### Scenario 4: MAC



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](http://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**?”

### Group Wrap up Questions

- What did this exercise feel like?
- What can be hard about asking for help for yourself? What about a friend?
- What are the important reasons to do it anyway?