



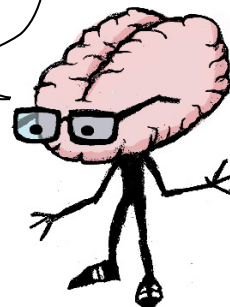
Erika's Lighthouse

Level II

Depression Awareness

In alignment with the National Health Education Standards

We believe
depression education
is suicide prevention
and so much more.





Erika's Lighthouse

Erika's Lighthouse is a not-for-profit
depression and mental health education organization
that educates school communities about teen depression,
eliminates the stigma associated with mental illness
and empowers teens to take charge of their mental health.

For more information and other programs and resources,
go to *erikaslighthouse.org*.

© Erika's Lighthouse, Inc. 2021. All rights reserved. No part of *Level II: Depression Awareness* may be reproduced, stored in a retrieval system or by any means electronic, mechanical, photocopying, recording or otherwise without the permission of Erika's Lighthouse, Inc. Notwithstanding the preceding, no permission is required to transmit or reproduce this program in whole or in part for the user's own personal use, for other individuals who are seeking information regarding depression or for not-for-profit educational purposes. In fact, Erika's Lighthouse encourages these uses. No changes to the program may be made without the express, written permission of Erika's Lighthouse.

This program was written for educators, professionals and other adults working with adolescents to educate them regarding the issues surrounding depression. While Erika's Lighthouse consults with clinical, therapeutic, legal, and child development experts, nothing in this program should be construed as specific or general medical or psychological advice. Erika's Lighthouse assumes no responsibility for any actions taken as a result of the material or information contained in the program. Every child's and family's situation is unique, and Erika's Lighthouse urges children, adolescents, parents, and educators to seek and find competent professional advice appropriate for specific individuals and situations.

Table of Contents

INTRODUCTION

Program Overview	3
Why It Works	3
Who Should Use the Program	4
How to Use the Program	4
What's in the Program	4
Before the Program	6

FACILITATOR GUIDE

Lesson 1	Depression is a common and serious mood disorder.	
	Facilitator Notes	9
	Introduction	10
	Discussion Guide KEY	11
	Accessing Information	13
	Bookmark TEMPLATE	14
	Self-Referral Card TEMPLATE	19
Lesson 2	Depression is treatable.	
	Facilitator Notes	22
	Introduction	23
	What to Say to a Trusted Adult	24
	What to Say to a Friend.	25
Lesson 3	You can make a difference in someone's life.	
	Facilitator Notes	28
	Introduction	29
	Exercise KEY	31
	Video Discussion	34
	Discussion Guide KEY	35
Lesson 4	Good mental health is for everyone.	
	Facilitator Notes	37
	Introduction	38
	Exercise KEY	39

STUDENT WORKBOOK

Lesson 1	A
Lesson 2	D
Lesson 3	G
Lesson 4	K


MULTI-MEDIA TEACHING TOOLS

Available at erikaslighthouse.org/portal

Lessons 1,2,3 Video: *Level II: Depression Awareness*

Lessons 1,2,3 Slideshow

Introduction

15–20% 
of young people
will struggle with
a depressive episode
before adulthood.

90–98% of all youth
suicides involve a mental illness,
the most common being
depression.

80% of young people 
with depression will go
unrecognized and untreated.

Why are so many young people not seeking help for such a common and serious illness? Two major reasons:

1. Many do not recognize their mood, thought and behavior changes as indicators of depression. These “red flags” often get overlooked, misdiagnosed or deemed a situational issue that will pass on its own.
2. There is enormous cultural stigma around having depression or other mental health issues.

When young people are unaware or ashamed of depression, it creates a barrier to treatment. As a result, self-destructive paths can emerge and a productive and happy life can be veered off course. In some situations, irreversible and devastating decisions can take place, such as suicide or acts of violence.

HOW CAN WE CHANGE THAT?

**By raising awareness of depression
and reducing the stigma that
surrounds it through
depression education that is
teen-centered, factual and hopeful.**

**This is our
philosophy.
Welcome to
our program.**

Program Overview

Welcome to *Level II: Depression Awareness* by Erika's Lighthouse. This is an introductory depression and mental health learning program for teens designed to:

- Increase knowledge of depression.
- Decrease negative attitudes of depression and its treatment.
- Increase self-advocacy and peer to peer intervention.
- Increase student engagement in activities which promote mental health.

Level II: Depression Awareness also meets many state and national standards.

The program is considered a tier-one universal intervention in a multi-tiered school intervention system.

It meets Health Education Curriculum Content Standards for mental health.

And, it supports social emotional learning by improving a student's self-awareness, self-management and decision making skills.

WE SOMETIMES GET ASKED BY SCHOOLS,

**“How is this program different
than learning from a textbook?”**

| IT'S DIFFERENT IN SO MANY WAYS |

3

It protects lives. Depression is the #1 risk factor for suicide. This program raises awareness and promotes early identification and treatment of depression – our best hope at preventing suicide.

It is teen friendly. Through the stories of real and diverse teens, this program demonstrates what healthy attitudes about depression should look like and challenges stigma.

It empowers. The program encourages teens to face the difficult issues associated with mental health and builds confidence in how to handle these issues. Teens learn how to ask for help for themselves, how to encourage a friend to seek help and even learn how to make small personalized lifestyle changes towards mental health.

It is hopeful. Teens with depression already understand how bleak and dark this illness can feel. This program communicates that there is hope, help and you are never alone.

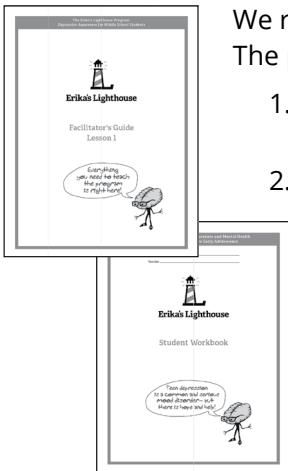
It is based on best practice methods. This program was built around best practices for suicide prevention, and utilizes evidence-based teaching philosophies.

It is easy to use. There are four lessons in this activity-based program. Each lesson is 45 minutes in teaching length and include facilitator notes, multi-media teaching options, questions to generate discussion and interactive exercises.

| WHO SHOULD USE THE PROGRAM? |

Anyone who works with teens should use this program to start a conversation about teen depression and encourage mental health. The program was designed to be taught to students in a classroom setting for grades 5-8. However, depending on student readiness, it may also be suitable for upper elementary students or even early high school students. The program also works well in any youth group setting such as faith-based groups, summer camps, scouts etc.

| HOW TO USE THE PROGRAM |



We recommend teaching all four lessons with your current mental health unit. The program is organized in two sections:

1. First, read the Facilitator Guide, which instructs the facilitator how to prepare and teach each of the four lessons.
2. Next, make copies of the Student Workbook, which includes all of the activities and instructions necessary for the students to engage in the classroom exercises and discussion.

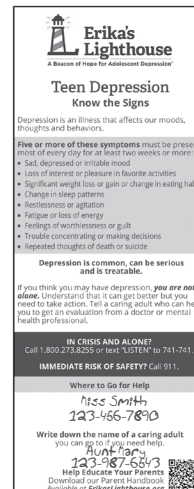
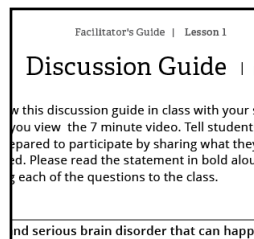
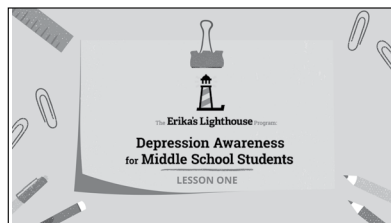
There are also multi-media teaching materials which can be found at erikaslighthouse.org.

| WHAT IS IN THE PROGRAM |

Lesson 1

Depression is a common and serious brain* disorder.

This is the core lesson and teaches basic information about depression including symptoms, treatment and strategies for mental health.



INTRODUCTION

VIDEO PART 1

SLIDESHOW LECTURE

DISCUSSION GUIDE

BOOKMARK

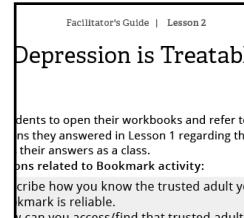
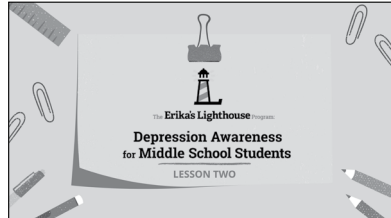
SELF-REFERRAL CARD

* Since the launch of this program in 2014, the term "brain disorder" has been replaced with "mood disorder." We recommend you use the term "mood disorder" in your discussions, although you will hear "brain disorder" in the video.

Lesson 2

Depression is treatable.

This lesson discusses treatment options, treatment information, where to find help and how to help yourself or a friend.

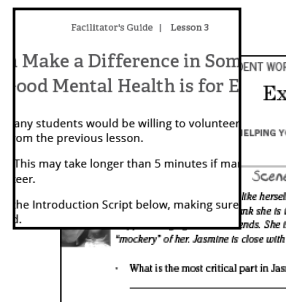
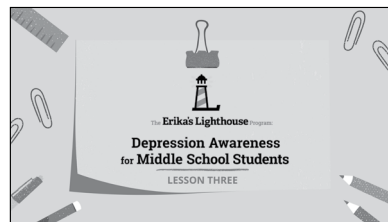
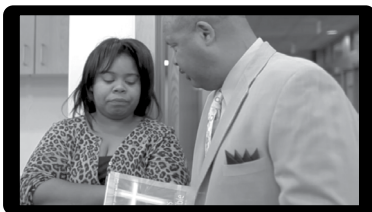


- INTRODUCTION
- VIDEO PART 2
- SLIDESHOW LECTURE
- DISCUSSION GUIDE
- EXERCISE

Lesson 3

You can make a difference in someone's life.

This lesson discusses what stress is, how to manage stress and teaches practices for good mental health.

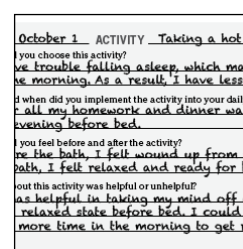
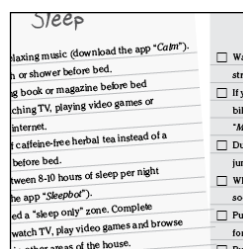
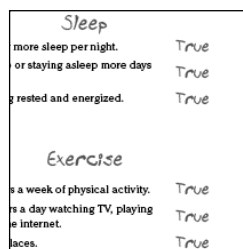


- INTRODUCTION
- VIDEO PART 3
- VIDEO PART 4
- SLIDESHOW LECTURE
- DISCUSSION GUIDE
- EXERCISE

Lesson 4

Good mental health is for everyone.

This lesson will help students to establish a plan for maintaining or improving mental health.



- INTRODUCTION
- EXERCISE
- MENTAL HEALTH JOURNAL

Before the Program

| COMMUNICATE |

Communicate your mental health safety protocol. One of the core elements of this program is encouraging help-seeking behavior. For this reason, it is essential that your school has a mental health safety protocol in place and that you have mental health professionals accessible in your building or in your community. Talk to your school administration.

If you do not have a safety protocol, take a look at the Erika's Lighthouse Resource Portal for school support info that includes professional development staff trainings, Intervention Language and Mental Health Protocol for Schools, among other resources.

| EDUCATE |

Educate about depression awareness. In the program, students are asked to take concerns about themselves or friends to trusted adults. Any staff person may be a "trusted adult" to a student in crisis and it is important that staff know what to do and say if a student confides in them.

There are three important resources to familiarize staff within the Resource Portal: The Mental Health Checklist, Intervention Language and Classroom Accommodations. However, if you have the time and resources, you may consider an all-staff depression awareness and suicide prevention training.

If interested in staff training opportunities, please see the Staff Training Webinar available in our Resource Portal at erikaslighthouse.org.

| INFORM |

Inform parents about the program. Send a letter home to parents explaining the program goals and when it is taking place. If your school requires this, there is an Optional Letter to Parents in the Resource Portal.

| ENGAGE |

Engage mental health staff in the program. Make sure that your school mental health staff is aware of the program. The program may spark more referrals, especially after utilizing the Self-Referral Cards in Lesson 1.

Another consideration is to team teach part or all of the program with your school mental health staff, as it will build a bridge between what students are learning and the helping professionals in the building.

| PREPARE |

Prepare yourself to teach the program. Before teaching any of the lessons, always start by reviewing the Facilitator Guide. The Facilitator Guide will provide you with the instructions and materials that you will need to teach each lesson. Watching the video, *Level II: Depression Awareness*, and reading *A Primer on Depression* (available in the Resource Portal) is also a great place to start.

| EVALUATE |

Evaluate the program by utilizing our pre- and/or post-test. There is a QR code available in the Lesson 1 slideshow and Lesson 3 slideshow that you can share with your students to complete a simple and real-time survey. You can also share the link provided in the Facilitator Instructions. Please note we can only pull data for schools that have at least 100 pre- and/or post-surveys completed.

| FAMILIARIZE |

Familiarize yourself with local resources. It is best to familiarize yourself with the mental health resources in your school and community prior to program implementation. Your school mental health staff should be able to assist you with this. In the Lesson 1 Facilitator Guide there is a Bookmark handout that all students should receive by the end of the lesson. Indicate your local resources on the bookmark prior to making copies for each student. For other resources, check out the Resource Portal on our website.

| TEEN EMPOWERMENT |

Campaign for good mental health. After teaching this program, you may want to take this information outside of the classroom and turn this awareness into action. We now have over 40 Awareness into Action Activities available on our Resource Portal that can be used to promote a larger conversation about mental health in your school. This is a great resource for Mental Health Awareness Month in May or Suicide Prevention Month in September. Check out the Suicide Prevention Resource Center's website for safe and effective messaging tips at www.sprc.org.

Check out the Teen Empowerment page on erikaslighthouse.org to learn more about how teens in your school can take action and create cultural change in their school.



| PROVIDE FEEDBACK |

Feedback Survey

| EMAIL US |

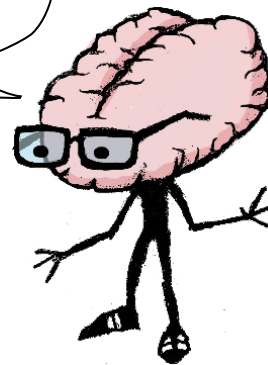
info@erikaslighthouse.org



Erika's Lighthouse

Facilitator Guide Lesson 1

Everything
you need to teach
the program
is right here!



Facilitator Notes

| OBJECTIVE |

To raise awareness of depression and reduce negative attitudes of depression and its treatment.

| OVERVIEW |

* Since the launch of this program in 2014, the term “brain disorder” has been replaced with “mood disorder.” We recommend you use the term “mood disorder” in your discussions, although you will hear “brain disorder” in the video.

In Lesson 1, students will learn that depression is a common and serious mood disorder* and how to recognize the warning signs. They will learn what a trusted adult is and how to access one, if in need.

The lesson concludes with a **bookmark** handout for each student summarizing the lesson and where to find help. Finally, each student should receive a **Self-Referral Card**, providing an opportunity for students to reach out for help confidentially.

| LEARNING OBJECTIVES |

Students will...

- define that depression is a mood disorder.
- describe the signs/symptoms, risk factors, and resources for depression.
- access a reliable, trusted adult at school.

**NATIONAL
HEALTH
EDUCATION
STANDARDS
ALIGNMENT**

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

| TEACHER PREPARATION |

REVIEW

Review the Introduction and share the pre-test QR code or link with students.

MATERIALS

Review the video and watch the first seven minutes of the video, which is accessible through your account on the Resource Portal at erikaslighthouse.org.

Lesson 1 slideshow.

Make copies of the student workbooks.

FILL OUT local mental health resource information and school mental health resource information on the bookmark template (also available through Canva on the Resource Portal).

PRINT enough copies for each student. Bookmarks are also available in Spanish on the Resource Portal.

MAKE A COPY of the Self-Referral Card for each student and coordinate a process for student referrals with the school mental health staff. Self-referral cards are also available in Spanish on the Resource Portal.

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.
- We recommend NOT doing the Self-Referral Card process at the end of the day or on a Friday, in the event a student needs immediate assistance.

-1-

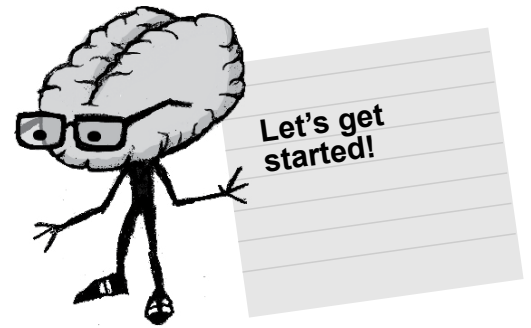
**Depression
is a common
and serious
mood disorder.**

PRE-TEST

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://elhms.info>



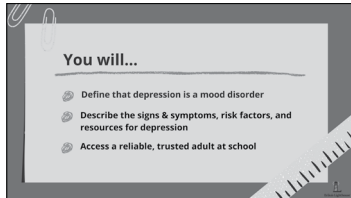


INTRODUCTION

5 MINUTES

Start the lesson by reading or ad-libbing the Introduction script below, making sure to cover the points in bold. Make sure all students have their student workbooks.

SLIDE 2 & 3



"This program was inspired by a young person named Erika. Erika was a bright light who, sadly, lost her battle with depression in 2004 at age 14. Erika's Lighthouse was founded in her honor and is dedicated to helping other young people learn about depression and overcome the stigma surrounding mental health disorders."

Today we are going to learn about an illness that takes more teen lives than any other, yet is also one of the most difficult topics to talk about in our culture.

We are going to begin a conversation about teen depression that may help you identify depression in yourself or others and empower you to take action towards seeking help.

Depression is a real illness that is both common and serious, it is not something you can just "snap out of" and it is certainly not your fault. Like any other illness, **depression requires professional treatment**. And, most importantly, you can get better and go on to live a happy, healthy and productive life."

In today's lesson, you will...

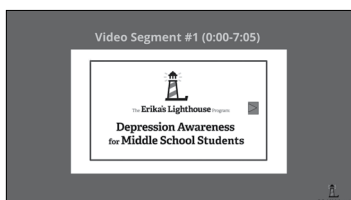
- Define that depression is a mood disorder.
- Describe the signs/symptoms, risk factors, and resources for depression.
- Access a reliable, trusted adult at school."

SLIDE 4

VIDEO SEGMENT

7 MINUTES

Explain that you will be showing a 7 minute video clip. Refer the students to their workbooks. A video about real teens sharing their stories of depression and hope.



"In a moment, I will play the video and we will review the content of the discussion guide as a class. Please be prepared to participate in the discussion and share what you have learned."

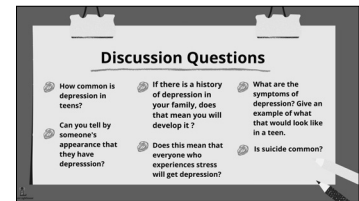
KEEP IN MIND: *If anything shared today prompts a feeling that you need to talk to someone, make sure to go to a trusted adult or visit the mental health worker's office here at school which is located _____.*

Please feel free to ask questions at any time."

Show the first 7 minutes of the video
(0:00 – 7:05 minutes)

Discussion Guide | KEY

SLIDE 5 | 10 MINUTES Review this discussion guide in class with your students after you view the 7 minute video. 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.



Depression is a common and serious brain disorder that can happen to anyone. It is not your fault if you have it and you are not alone.

1. **Q. *How common is depression in teens?***
 - A. 15–20% of young people will experience depression before they reach adulthood. That is about 5 students in a class of 25.
2. **Q. *Can you tell someone is depressed by their appearance?***
 - A. No. You can not tell by someone's appearance if they are depressed because depression occurs on the inside and among all ages, genders, races and cultures.

Depression is serious and is the #1 risk factor to suicide.

3. **Q. *Is suicide common?***
 - A. Although depression is common, and is the #1 risk factor for suicide, suicide is rare. However, suicide can happen if someone's depression is intense, not identified or they are not receiving the proper support.

11

Depression is marked by a chemical imbalance in the brain that impacts moods, thoughts and behaviors. Sometimes genetics can play a role in whether or not someone gets depression.

4. **Q. *If there is a history of depression in your family, does that mean that you will get depression?***
 - A. If there is a family predisposition for depression it means that you are at higher risk but it does not mean that you will definitely inherit depression. It is always smart to know your family's mental health history. Don't be afraid to ask.

Sometimes stress in the environment can trigger depression.

5. **Q. *Does this mean that everyone who experiences stress will get depression?***
 - A. No. Not everyone who experiences stress will get depression. Everyone experiences stress differently. Some people can tolerate stress well and others are more sensitive to stressful events. However, continual stress is not good for anyone's mental health. If you are experiencing intense or continual stress, try to do the things that usually help you feel better. If that does not work, tell a trusted adult.
-

Depression is more than a feeling of sadness. In order to have the diagnosis of depression you need at least five symptoms present most every day for at least two weeks. However, it is possible to have occasional moments of enjoyment with depression.

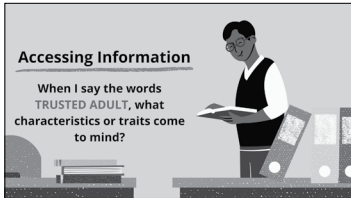
6. Q. *What are the symptoms of depression? Give an example of what that would look like in a teen.*

- A.
- **Depressed mood, sadness or irritability**
Feeling down, irritated or angry. Irritability is common in teens with depression. Mood changes may look like excessive crying, shutting down or being combative.
 - **Loss of interest or pleasure in activities**
Feeling no pleasure in things that used to make you happy. This may look like not returning calls or socializing with friends, skipping school or practice.
 - **Change in weight or appetite**
Eating too much or too little. Noticeable change in weight, baggy/tight clothes, etc.
 - **Change in sleep**
Sleeping too much, too little or sleeping at the wrong times. It may look like having trouble staying awake during the day or staying up all night.
 - **Feeling sped up or slowed down**
Feeling or looking like you can not sit still or like you're in slow motion.
 - **Fatigue or loss of energy**
Feeling or looking tired or difficulty engaging in normal activities, like school and sports.
 - **Feelings of worthlessness or guilt**
Feeling incapable of doing most things or feeling responsible for things that are not your fault. You may hear statements like, "I'm such a loser" or "You don't have to sit by me, I know I'm not fun to be around."
 - **Trouble concentrating or making decisions**
This may look like daydreaming in class or having difficulty making simple decisions like what to wear to school or what to eat for lunch.
 - **Thoughts of death or acts of self-harm**
This may look like being interested in death or dark things such as music or writing about death, talking a lot about death, talking about not wanting to be around anymore or engaging in self-harm like cutting or other reckless behavior.

Accessing Information

| ACCESSING INFORMATION INTRODUCTION |

SLIDE 6
8 MINUTES



Ask students: *"When I say the words trusted adult, what characteristics or traits come to mind?"*

Student responses may include: good listener, will offer good advice, will show empathy, won't make you feel silly for coming to them.

Explain: *"A trusted adult is someone who is reliable and dependable."*

Ask: *"Who might be a trusted adult at school?"*

Have students share answers—of roles or actual names of people.

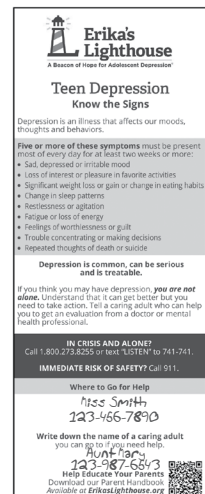
| ACCESSING INFORMATION PRACTICE |

BOOKMARKS
10 MINUTES

HAND OUT THE BOOKMARKS to students. Tell them that these bookmarks are for their use and reference. Ask students to pair up and read the content on the front and back of their bookmark.

Ask students to write down the name of a caring adult they could go to if they need help. This could be a family member, coach, teacher, youth leader, etc. Give students about 5 minutes to complete.

Then, have students answer two questions in their workbook that asks them to describe how they know their trusted adult is a reliable person and how they can access/find that trusted adult. Explain that we will begin Lesson 2 discussing their answers.



Bookmark is also available in Spanish on the Resource Portal.

CLOSURE
SELF-REFERRAL CARDS
5 MINUTES

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.

It is important to make help available to students who may need it. Hand out the Self-Referral Cards to each student.

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.



Bookmark Template

| INSTRUCTIONS |



14

| BEFORE CLASS |

Write on the bottom back side of the bookmark
where a student could get help in your school

EXAMPLE: Miss Smith, Social Worker, Room 123, 123-456-7890, smith@school.edu

Write on the bottom back side of the bookmark
where a student could get help in your community

EXAMPLE: Community Mental Health Center, 123-456-7890,
www.communitymentalhealthcenter.org or info@cmhc.org

Your school mental health department should be able to provide you with this information.

| COPY AND CUT |

Using card stock, copy the front side. Turn the card stock over and reinsert into the copy machine. Copy the back side. Trim to size before class.

| IN CLASS |

Instruct students to write down the name of a caring adult they could go to if they need help. This could be a family member, coach, teacher, youth leader, etc.

Bookmark Template | COLOR COPIERS (FRONT)



Good Mental Health

It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:

- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.

Learn more at ErikasLighthouse.org.



**Erika's
Lighthouse**

Promote Good Mental Health in Your School
Start a Teen Empowerment Club by visiting ErikasLighthouse.org






Good Mental Health

It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:

- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.

Learn more at ErikasLighthouse.org.



**Erika's
Lighthouse**

Promote Good Mental Health in Your School
Start a Teen Empowerment Club by visiting ErikasLighthouse.org






Good Mental Health

It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:

- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.

Learn more at ErikasLighthouse.org.




**Erika's
Lighthouse**

Promote Good Mental Health in Your School
Start a Teen Empowerment Club by visiting ErikasLighthouse.org




Bookmark Template | COLOR COPIERS (BACK)



Erika's Lighthouse
A Beacon of Hope for Adolescent Depression

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.


IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org





Erika's Lighthouse
A Beacon of Hope for Adolescent Depression

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.


IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org





Erika's Lighthouse
A Beacon of Hope for Adolescent Depression

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.

IMMEDIATE RISK OF SAFETY? Call 911.


Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org



Bookmark Template | B&W COPIERS (FRONT)



Good Mental Health


It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:


- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.


Learn more at ErikasLighthouse.org.



**Erika's
Lighthouse®**

**Promote Good Mental Health
in Your School**
Start a Teen Empowerment Club
by visiting ErikasLighthouse.org



Good Mental Health


It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:



- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.


Learn more at ErikasLighthouse.org.



**Erika's
Lighthouse®**

**Promote Good Mental Health
in Your School**
Start a Teen Empowerment Club
by visiting ErikasLighthouse.org



Good Mental Health


It's for everyone...

Good mental health is about creating a lifestyle of balance and reducing the impact of stress. We can all practice ways to stay mentally healthy.

Here are a few helpful tips:



- Eight to ten hours of sleep per night
- Three nutritious meals per day
- Three or more days of exercise a week
- Avoid drugs and alcohol
- Take care of your physical health
- Engage in activities that bring happiness
- Spend time with your favorite people
- Relaxation exercises, ie: bubble bath, deep breathing, meditation, a walk in nature
- Maintain reasonable expectations and boundaries
- Ask for help and support when needed.

Learn more at ErikasLighthouse.org.




**Erika's
Lighthouse®**

**Promote Good Mental Health
in Your School**
Start a Teen Empowerment Club
by visiting ErikasLighthouse.org

Bookmark Template | B&W COPIERS (BACK)



**Erika's
Lighthouse**
A Beacon of Hope for Adolescent Depression*

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.


IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org





**Erika's
Lighthouse**
A Beacon of Hope for Adolescent Depression*

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.


IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org





**Erika's
Lighthouse**
A Beacon of Hope for Adolescent Depression*

Teen Depression

Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.


IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.

IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Write down the name of a caring adult
you can go to if you need help.

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org



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
- We recommend NOT doing the Self-Referral Card process at the end of the day or on a Friday, in the event a student needs immediate assistance.

| 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.

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.

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.

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.

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.

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.

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.

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.



Erika's Lighthouse

Facilitator Guide Lesson 2



Facilitator Notes

| OBJECTIVE |

**To effectively communicate
with friends in need.**

| OVERVIEW |

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

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.

| LEARNING OBJECTIVES |

Students will...

- describe that depression is treatable.
- define what treatment options there are for depression.
- demonstrate how to help a friend who is experiencing depression.
- effectively communicate to a friend in need that I care and can share who to talk to (reliable trusted adult at school).

NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT

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

STANDARD #4 Students will demonstrate the ability to **use interpersonal communication skills** to enhance health and avoid or reduce health risks.

| TEACHER PREPARATION |

REVIEW | Review the introduction.

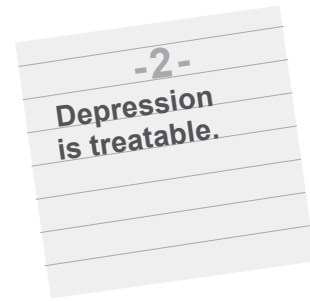
MATERIALS | Lesson 2 slideshow.

Chart paper posted around room (stations for small groups) with markers.

EXERCISE | For both scripted role-plays in this lesson, print two copies each and pre-select students to do role play with you.

In the first role-play, the teacher plays "Teen" and a student plays "Mom."

For the second role play, the teacher plays "Friend" and a student plays "Sam."

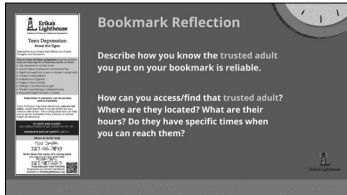


Depression is Treatable

INTRODUCTION |

SLIDE 2 & 3

5 MINUTES



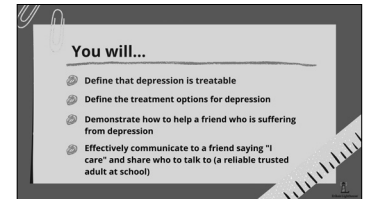
Ask students to open their workbooks and refer to the last two questions they answered in Lesson 1 regarding their bookmarks. Discuss their answers as a class.

Questions related to Bookmark activity:

1. Describe how you know the trusted adult you put on your bookmark is valid and reliable.
2. How can you access/find that trusted adult? Where are they located? What are their hours? Do they have specific times when you can reach them?

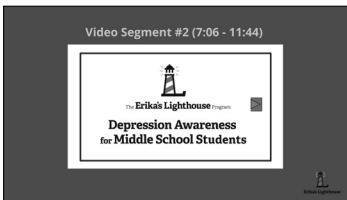
KEEP IN MIND: *"If anything shared today prompts a feeling that you need to talk to someone, make sure to go to a trusted adult or visit the mental health workers office here at school which is located _____."*

Please feel free to ask questions at any time."



VIDEO SEGMENT |

5 MINUTES



Explain that you will be showing a 5 minute video clip. Refer the students to their workbooks.

Say, *"In a moment, I will play the video. Please answer these two questions in your workbook related to the content in the video:*

1. What are two possible treatment options?
2. Where can you find professional help in your school or community?"

Say, *"Please be prepared to participate in the discussion and share what you have learned."*

Show the next 5 minutes of the video.
(7:06 – 11:44 minutes)

SLIDE 5 |

DISCUSSION

12 MINUTES



Place students into groups (enough for each group to be stationed at a chart paper posted around the room.)

You may choose to compile these among groups and classes and keep posted for students to reference.

Say, *"In groups, find a station with chart paper. List as many trusted adults and resources you know about in your school and community."*

In about 6 minutes, go around the room and have groups share.

Debrief by reiterating the following, *"Reliable, dependable adults and resources in our school and community can help someone with depression."*

SLIDE 6 |

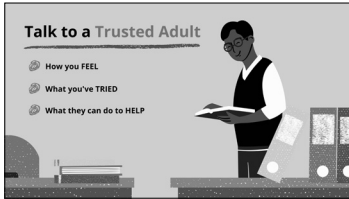
15 MINUTES

"What everyone needs to know about depression is that it is not someone's fault, a sign of weakness, or a character flaw. It is a very common and treatable illness."



What to Say to a Trusted Adult

SLIDE 7 |



"So, we have been talking a lot about the importance of telling someone if you think you have depression. But, how do you do that?"

Asking for help can be challenging. You might feel nervous because you're unsure of how to start the conversation or because you're afraid of what the other person will think of you.

However, asking for help for something like depression is the first step to getting better and, believe it or not, many of us have already had success with similar conversations in the past. Think about a time when you have been sick with the flu and had to ask for help. Usually, it involved talking to a parent about your symptoms, stating what you have already tried to do to feel better, how long the symptoms have been going on and asking for medicine or to see a doctor. Asking for help for depression is really no different.

Using these same ideas, we can be effective in getting others to understand what we need in order to move on to a healthy, happy and productive life - something we all deserve.

If you are worried about yourself, first explain to a trusted adult the changes you feel, what you have tried to make it better and what they can do to help you take action towards seeking professional help."

CONVERSATION |

"Here's a conversation between a teen and his mom that will give you a better idea of what it might sound like to ask for help for yourself. I've asked _____ to help me with this role play."

YOU Hey, Mom, can we talk?

MOM Sure. What's going on?

YOU Lately, I haven't been feeling like myself. I feel sad and angry all the time. I'm constantly tired, and I can't focus in school.

MOM I've gone through periods like this when I was your age. Hang in there and I'm sure things will get better with a little time.

YOU Well, usually when I'm down I feel better if I go for a run or talk to someone. This time I can't seem to shake it. It's been like this for a few weeks now. I even took a depression test online and it reported that I should see a doctor to get it checked out.

MOM Really?

YOU Yeah, I think I need to talk to someone. Can you help me set up an appointment with my doctor?

MOM Sure. I think that's a great idea.

"When asking for help from an adult, some may not understand depression or know what to do. The good news is that there are many other helpful adults out there. It may just take talking to few to find the right one."

What to Say to a Friend

SLIDE 8 |



But, what if it's a friend you are concerned about? Friends often see changes in friends before parents and other adults do, so it is important to know how to handle a situation with a friend who may be depressed.

The best approach is to communicate to your friend the changes you have noticed, that you care for them and ask how you can help them take action towards talking to a trusted adult.

Here's a conversation between a teen and his friend that will give you a better idea of what it might sound like to talk to a friend you are worried about.

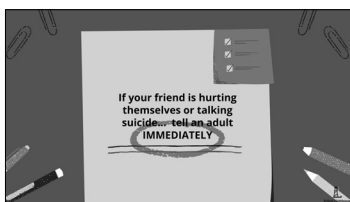
I've asked _____ to help me with this role play."

- SAM** Hey, can we talk? Over the past few weeks, I've noticed you've been hanging back a lot – not calling or texting me much anymore and skipping out on me and our friends. Recently, you have even missed quite a few play practices. In general, you seem down. This isn't like you. What's going on?
- FRIEND** I'm sorry; I've been feeling weird lately.
- SAM** I can tell something is different. I'm worried about you and I care.
- FRIEND** You don't have to worry. I'm sure I'll snap out of it, eventually.
- SAM** You deserve to feel better now and, who knows, it could be something serious like depression. Have you told an adult yet?
- FRIEND** No.
- SAM** An adult should know so they can help you find a professional to check it out. Who do you feel comfortable talking to?
- FRIEND** I guess, Mr. Clark.
- SAM** I think he's a great choice. Would you like me to come with you? It might make you more comfortable.
- FRIEND** Uh sure. Yeah, I'd like that.

25

"Keep in mind that each situation with a friend is different and may require a slightly different approach and different action steps.

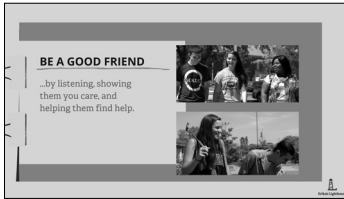
SLIDE 9 |



Finally, if a friend tells you that they are thinking of suicide or hurting themselves, an adult must be notified immediately. A friend may ask you to keep this information a secret, but when it comes to matters of safety, keeping a secret can cost a life."

What to Say to a Friend

SLIDE 10 |



"One word of caution. It is important to take care of yourself and understand there are limits to the kind of support a friend can provide to a friend with depression. Often, a person can take on too much responsibility for helping a friend and this can begin to cause stress and bring that person down.

Remember, a friend's job is to listen, show compassion and help a friend to find professional help."

SLIDE 11 |



"We hope you have a better idea of what finding help and treatment may look like, and more importantly, feel confident about taking action steps towards treatment if you or a friend may need it.

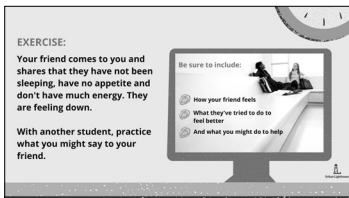
For more information on teen depression, check out our Teen Toolbox on erikslighthouse.org."

SLIDE 12
CLOSURE
ACTIVITY
8 MINUTES

Practice interpersonal communication

Scenario on slide:

A friend comes to you and shares that they haven't been sleeping, have no appetite and don't have much energy. They are feeling down.



With another student or two, practice what you might say to your friend. Be sure to include: how your friend feels, what they've tried to do to feel better, and what you might do to help.

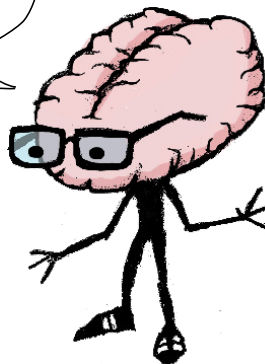
Say, "Then, once written down, practice saying the script to each other. Be prepared to share what you wrote, or model your role play in the next lesson!"

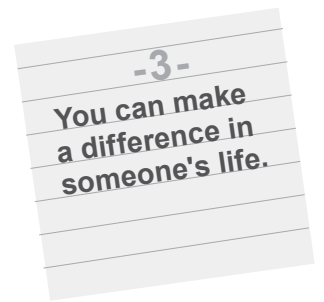


Erika's Lighthouse

Facilitator Guide Lesson 3

You can
make a Difference
in Someone's Life.
Good Mental Health
is for Everyone.





Facilitator Notes

| OBJECTIVE |

To increase student engagement and communication in activities which promote good mental health.

| OVERVIEW |

In Lesson 3, students will learn about stress and factors that can improve our mental health.

The lesson will give students the opportunity to practice their communication skills and content knowledge around supporting a friend in a series of scenarios. The lesson will also provide time to discuss good mental health strategies.

| LEARNING OBJECTIVES |

Students will...

- describe how to identify signs of depression in themselves or others.
- demonstrate how to help themselves or others when experiencing depression.
- discuss what we can all do to support good mental health.

NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT

STANDARD #4 Students will demonstrate the ability to **use interpersonal communication skills** to enhance health and avoid or reduce health risks.

| TEACHER PREPARATION |

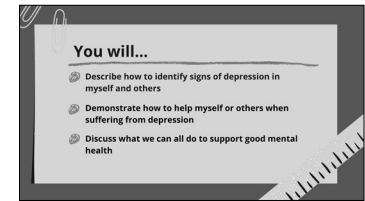
REVIEW | Review the Introduction.

MATERIALS | Lesson 3 slideshow.

INTRODUCTION
SLIDE 2
5 MINUTES

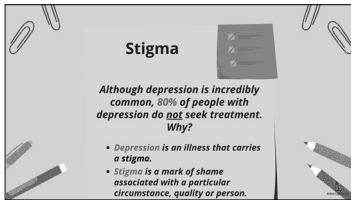
Ask if any students would be willing to volunteer and share their role play from the previous lesson.

Note: This may take longer than 5 minutes if many students volunteer.



STIGMA
SLIDE 3
5 MINUTES

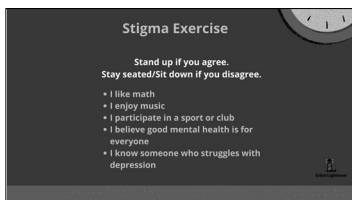
Read the Introduction Script below, making sure to cover the points in bold.



"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."***

SLIDE 4
EXERCISE



"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."

**You Can Make a Difference in Someone's Life
and Good Mental Health is for Everyone.**

STIGMA |
(cont)

"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 makes 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 because it is the main reason people do not seek help."

30

VIDEO |
3 MINUTES

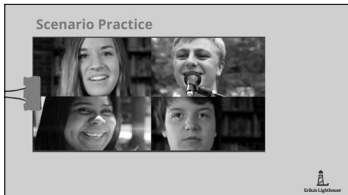
Explain that you will be showing a 3 minute video clip. Refer the students to their workbooks.



Say, *"In a moment, I will play the video.*

Please answer the question in your workbook related to the content in the video: What are some ways you can support a friend who may be experiencing depression?"

Play the video (11:45 – 14:45)

SLIDE 6 |
EXERCISE
5 MINUTES

Say, *"After learning how to help yourself or a friend with depression, you will be working in groups or pairs. Choose one of the four scenarios, and with your group, answer the questions related to your scenario.*

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.

In 10 minutes, the class will come together to discuss the exercise. Be prepared to share your scenario and response with the class."

Exercise | KEY

Helping Yourself or a Friend

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 ask for help for 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

Scenario 1: CALLIE | AS YOU



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?"

Scenario 2: ALAN | AS YOUR FRIEND



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 | AS YOUR FRIEND



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.”

33

Scenario 4: MAC | AS YOU



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.

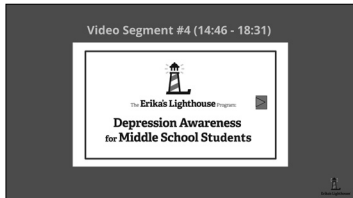
- QUESTIONS**
- If you were Mac, what action needs to be taken first?
 - If you were Mac, how could you use the language from the lecture to help yourself?

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. 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?”

REVIEW | Go over the four scenarios to ensure students are gaining the skills necessary to help themselves or a friend in need.

VIDEO SEGMENT DISCUSSION | Explain that you will be showing the final video clip of the program, Play the video (14:46 – 18:31).
10 MINUTES



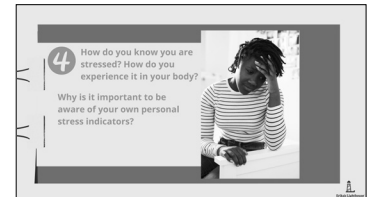
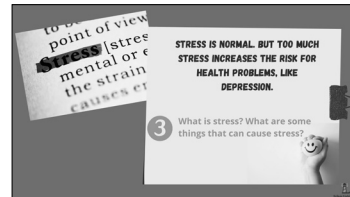
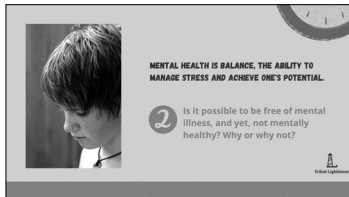
Refer the students to their workbooks.

Say, *"In a moment, I will play the video. Please answer the question in your workbook related to good mental health in the video:*

1. *What are 4 ways to practice good mental health?*
2. *Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?*
3. *Stress is normal, But too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?*
4. *How do you know you are stressed—how do you experience it in your body? Why is it important to be aware of your own personal stress indicators?*

See the Discussion Guide Answer Key on the following page. Discuss the answers with students after the video.

34



CLOSURE | Explain to students that in Lesson 4, they'll be reviewing their Mental Health Assessment results and setting an intention to work on a few goals related to their assessment.

If students typically are able to complete homework, assign the assessment as homework. Tell them they are not turning this in, this is for their own self reflection.

If you would prefer for students to complete in class, you can use that time during Lesson 4.

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://elhms.info>



Discussion Guide | KEY

| INSTRUCTIONS |

Refer the students to their Student Workbook. After the video part 4, ask each of the questions and discuss the answers with the class,

1. *What are 4 ways to practice good mental health?*

- A. 1. Nutrition
- 2. Sleep
- 3. Exercise
- 4. Coping skills

2. *Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?*

- A. Yes. Mental health is much more than the absence of mental illness. Mental health is balance, the ability to manage stress and achieve one's potential through a lifestyle of good nutrition, sleep, exercise and practicing healthy coping skills.

3. *Stress is normal, But too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?*

- A. Stress is the body's natural reaction to a situation that is worrisome or threatening, and results in a feeling of being hypervigilant or on-edge. The body releases a chemical called cortisol to activate "fight, flight or flee response" needed in a threatening or high pressure situation. Stress can be helpful in motivating us to work effectively to solve a problem. However, too much stress can have a negative impact on our mind and body and even trigger depressive symptoms. What is considered too much will look different from person to person.

Many things can cause stress and those things differ from person to person. For some people it could be the pressure of school, trying to fit in or the break-up of a relationship. For others, it may include being bullied, having family trouble or experiencing a serious trauma. Stress is a certainty for all of us from time to time. Therefore, we all need to practice daily mental health habits to manage it.

4. *How do you know you are stressed—how do you experience it in your body? Why is it important to be aware of your own personal stress indicators?*

- A. Accelerated heart rate, shortness of breath, excessive sweating, headaches, chest pain, dry mouth, sleep problems, change in eating, lack of concentration, irritability and tension or jitters.

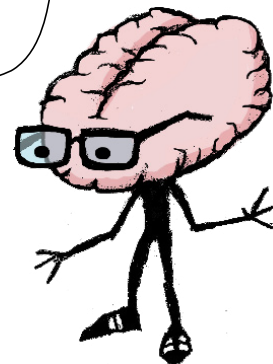
The sooner you recognize you are under stress – the sooner you can make changes and exercise coping skills to feel better.



Erika's Lighthouse

Facilitator Guide Lesson 4

Nutrition, sleep, exercise and coping skills can make a big impact on our ability to manage stress, prevent depression and improve mental health.





Facilitator Notes

| OBJECTIVE |

To maintain or improve good mental health

| OVERVIEW |

In Lesson 4, students will have the opportunity to put their knowledge and skills developed in this program to practice. Taking the mental health assessment results, students will self-select a few items to work on over the next week by journaling for seven days.

| LEARNING OBJECTIVES |

Students will...

- establish a plan for maintaining or improving their mental health

NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT

STANDARD #7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

| TEACHER PREPARATION |

INTRODUCTION | 12 MINUTES

Say: *"We can't always avoid whether or not we have depression. As we have learned, sometimes it can be passed genetically. However, there are things that people can do outside of treatment to make their depression symptoms manageable and they are the same things all of us can do to help reduce stress and promote mental health.*

Many of the decisions we make everyday about what we eat, how much we sleep, how active we are and the ways we manage our lives can make an enormous impact on the way we feel emotionally."

MATERIALS | See Lecture Script for lesson 4 slides.

Explain that they saw the video segment which mentioned good mental health. Now we'll review some of those same key points.

Go over answers from workbook questions from Lesson 3 to reinforce the importance of good mental health.

Facilitator Notes

MENTAL HEALTH ASSESSMENT 10 MINUTES

Sleep

Having trouble (download the app "Calm")	<input type="checkbox"/> Was
to relax before bed.	<input type="checkbox"/> am
to book or magazine before bed	<input type="checkbox"/> if you
watch TV, play video games or	<input type="checkbox"/> like
internet.	<input type="checkbox"/> "Me
to caffeine-free herbal tea instead of a	<input type="checkbox"/> Our
before bed.	<input type="checkbox"/> him
to get 8-10 hours of sleep per night	<input type="checkbox"/> What
to app "Sleepbot")	<input type="checkbox"/> are
to a "sleep only" zone. Complete	<input type="checkbox"/> Put
to watch TV, play video games and browse	<input type="checkbox"/> for
to other areas of the house.	<input type="checkbox"/> this

October 1 - ACTIVITY - Taking a hot bath

You choose this activity?

We trouble falling asleep, which makes

in morning. As a result, I have less sleep

if when did you implement the activity into your daily

I did my homework and dinner was

evening before bed.

You feel before and after the activity?

in the bath, I felt relaxed and ready for bed

out this activity was helpful or unhelpful?

as helpful. In taking my mind off of

relaxed state before bed, I could get

more time in the morning to get ready

STUDENT MENTAL HEALTH CHECKLIST: If students did not complete this for homework, have students complete.

Tell them they are not turning this in, this is for their own self-reflection.

MENTAL HEALTH JOURNAL: Explain that over the next seven days, students will engage in the activity of their choice and journal about their experience in their Mental Health Journal.

Students can opt to engage in the same activity for the entire seven days, or try new activities throughout their experience.

MENTAL HEALTH PARTNER: Finally, ask students to choose (or be assigned) a student from their class to act as their Mental Health Partner.

Explain to students that each following day in class, they will spend a few minutes and report to their Mental Health Partner about their experience with the previous day's activity. Their Mental Health Partner will initial next to that day's journal entry indicating that they have completed the activity.

CLOSURE 5 MINUTES

Explain how students might maintain their health plan/journaling. Teachers may assess students on completion of a plan and day-to-day maintenance rather than assessing student behaviors.

Exercises

Mental Health Questionnaire | KEY

| INSTRUCTIONS |

It to pay closer attention to. This is not a tool to

Sleep

8 hours or more sleep per night. T/F

ing asleep or staying asleep more days T/F

up feeling rested and energized. T/F

Exercise

at 26 hours a week of physical activity. T/F

Ask the students to take a few minutes to answer the questions below. Once the students are finished, share the point value. Ask the students to add up the total for each category.

1. On average, I get 8 hours or more sleep per night. T[1] F[2]
2. I have trouble falling asleep or staying asleep more days than not. T[2] F[1]
3. Most days, I wake up feeling rested and energized. T[1] F[2]
4. I engage in at least 2½ hours a week of physical activity. T[1] F[2]
5. I spend more than two hours a day watching TV, playing video games or browsing the Internet. T[2] F[1]
6. I walk or ride a bike most places. T[1] F[2]
7. I eat a fruit or vegetable at nearly every meal. T[1] F[2]
8. I eat fried food, fast food or food packed in bags/boxes more days than not. T[2] F[1]
9. I eat three meals a day almost every day. T[1] F[2]
10. When I'm stressed, I know what I can do to manage it. T[1] F[2]
11. When I have a problem, I usually ignore it and hope it goes away. T[2] F[1]
12. If I had a problem too big to manage on my own, I have an adult in my life who I can go to. T[1] F[2]

39

Student Mental Health Checklist

| INSTRUCTIONS |

Sleep

laxing music (download the app "Calm"). ☐ Wait

h or shower before bed. ☐ alone

ag book or magazine before bed. ☐ If you

ching TV, playing video games or ☐ taking

quizzes. ☐ Med

caldian-herb tea instead of a ☐ Cham

before bed. ☐ pain

between 8-10 hours of sleep per night ☐ Why

he app "Sleepify". ☐ also

ed a "sleep only" alarm. Complete ☐ Put

switch TV, play video games and browse ☐ Her

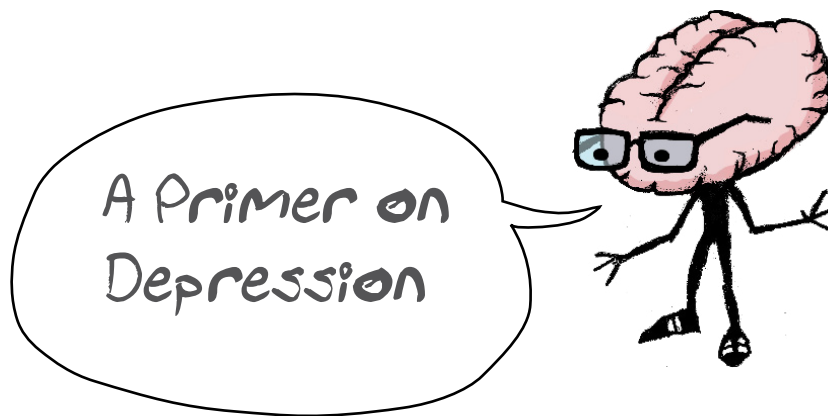
in other areas of the house. ☐ But

Ask students to choose an activity from this list that they would be interested in trying out in their daily routine.

Encourage students to consider choosing an activity from the same category as their highest score from the Mental Health Questionnaire.



Erika's Lighthouse



A Primer on Depression

Depression is more than just a sad or depressed mood, which most of us feel from time to time. Depression is a diagnosable, medical condition that is defined by specific symptoms within a fixed time frame.

Five or more of these symptoms must be present most of the day for at least two weeks:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide



Children and adolescents who have depression frequently also have physical symptoms like headaches and stomach-aches.

Children may say they feel stupid or use other self-deprecating language and may be reluctant to go to school. Adolescents may talk about the future pessimistically. Running away, cutting or other self-injury, extreme aggressiveness, inattention to appearance, substance use and excessive risk-taking behavior are also common symptoms at this age.

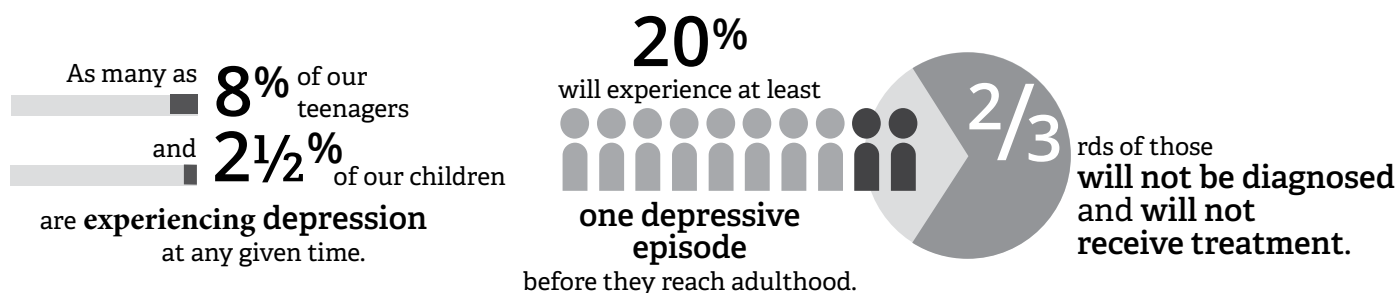
Teachers and parents often see an unexplained drop in school performance, inability or refusal to complete school work, change in friends, social isolation, low tolerance or frustration, lack of motivation, apathy, and disrespect.

Certain medical conditions, like thyroid disease, adrenal gland disease and diabetes, can cause many of the same symptoms. Depressive symptoms can also be a result of bereavement, alcohol use, street drugs or the side effects of prescription medications.

There are known risk factors for depression. These include a family history of depression or suicide, family dysfunction, chronic stress, particularly early childhood trauma, and previous episodes of depression.

Anxiety is a frequent precursor to depression in children and adolescents.

For further reading, go to
erikaslighthouse.org



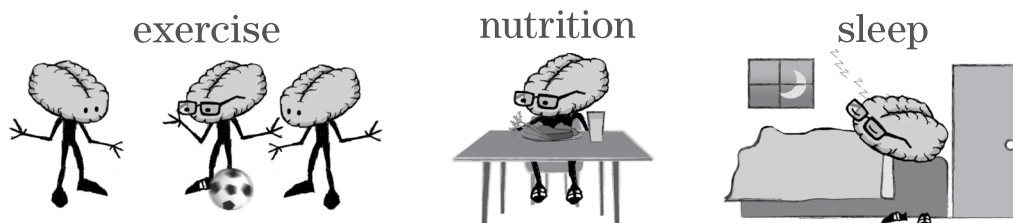
About two-thirds of those who experience depression also experience another mental disorder. The most frequent co-occurring disorders are:

- anxiety disorders
- conduct disorder
- substance-related disorders
- ADHD (attention deficit-hyperactivity disorder)
- learning disorders.

Before age 15, depression occurs about as frequently in boys as girls. After age 15, twice as many girls suffer from it. Girls are more likely than boys to attempt suicide, but attempts by boys more frequently result in death.

Most depressive episodes last between seven and nine months. However, most people who experience depression will experience a relapse. The relapses are often more severe than the previous episodes. There is some evidence that the severity of the relapse can be mitigated by treatment of the preceding episodes.

The recommended treatment for children and adolescents is talk therapy with regular monitoring. If talk therapy alone is not effective, carefully monitored medication together with talk therapy may be needed. If a child is an immediate threat to himself or others, hospitalization may be necessary.



There is a gathering body of evidence that regular, vigorous exercise, meditation and eating a healthy diet can be helpful in reducing the symptoms of depression. Regular sleep patterns play a role as well.

Teachers are often the first to know when a child is experiencing depression. They see hundreds of students over the years, giving them a good sense of the norm for a particular age group.

Teachers can help students who are depressed by keeping a record of behaviors they are seeing, and by speaking to the school mental health staff or nurse about the concerns so that appropriate action can be taken by the school and with parents.

Teachers can also help by being patient and understanding in the classroom. A child who is depressed often has trouble focusing on tasks. An understanding voice from a trusted adult can be a great comfort to a child who is experiencing depression. You might tell the child that you notice that they seem to be struggling at school, and ask if there is anything you can do to help, or ask the child if they would like to speak to the school nurse or mental health staff.

You can also help by giving the child some practical solutions in the classroom that make the school day easier. For instance, if the child has a hard time paying attention in class, sitting at the front of the classroom might be a big help. Allowing extra time to complete projects and/or tests might help. Ask the student what accommodations might be helpful and how you can address the situation in general.

It's also important to respect the child's sensitivities—they may not wish to be singled out, and probably feel very vulnerable, so the tone and phrasing of private conversations with the child is extremely important.

You can go a long way towards helping a child who has depression by noting what you see, consulting with the school's health staff, and treating the child with respect and sensitivity.



**But it's important to note that
you are not responsible for either
diagnosing or treating a child who has depression.
Only a trained mental health professional
can do that.**

Acknowledgment

Level II: Depression Awareness

We would like to thank the following
for their contribution to this program:

National Health Education Standard Version (2020)

Jessica Lawrence, Cairn Guidance, *Curriculum Writer/Contributor*

Kristina Kins, MSW, *Editor*

Peggy Kubert, LCSW, *Editor*

Ilana Sherman, MPH, *Editor*

Original Middle School Program (2014)

Heather Freed, LCSW, *Author/Editor*

Robin Bluestone-Miller, *Co-author*

Sarah Griebler, *Co-author*

Peggy Kubert, LCSW, *Co-author*

Cheryl Moran, *Contributing Editor*

Michael Johnston, *Narrator*

Karen Miller, *Graphic Designer*

Greg Pope, *Video Graphic Designer/Editor*

Tremble Productions, *Video Production*



Erika's Lighthouse

Erika's Lighthouse
897½ Green Bay Road
Winnetka, IL 60093
(847) 386-6481
erikaslighthouse.org

Name _____

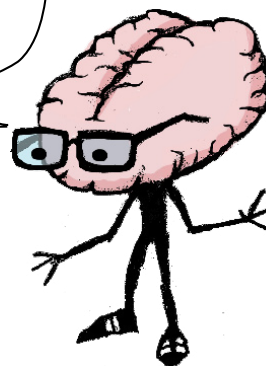
Teacher _____



Erika's Lighthouse

Student Workbook

Teen depression
is a common and serious
mood disorder— but
there is hope and help!



Discussion Guide

Who is Erika?

This program was inspired by a young person named Erika. Erika was a bright light who, sadly, lost her battle with depression in 2004 at age 14.

Erika's Lighthouse was founded in her honor and is dedicated to helping other young people learn about depression and overcome the stigma surrounding mental health disorders.

| OVERALL PROGRAM GOALS |

The goals of this program are for you to learn and understand that depression is a common and serious mood disorder and it is treatable.

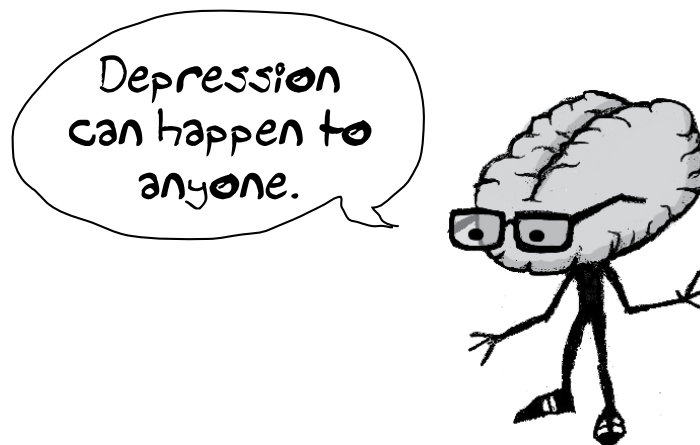
You can make a difference in not only your own but someone else's life by learning how to get help as well as the skills for maintaining good mental health.

| LESSON 1 OBJECTIVES |

By the end of this lesson, I will be able to:

- define that depression is a mood disorder.
- describe the signs/symptoms, risk factors, and resources for depression.
- access a reliable, trusted adult at school.

A



*There is nothing to be ashamed of.
You deserve to feel better.*

Discussion Guide

| INSTRUCTIONS |

As you watch Part 1 of the video, begin answering the questions below.

Be prepared to participate by sharing what you have learned.

Depression is a common and serious brain disorder that can happen to anyone.

It is not your fault if you have it and you are not alone.

1. *How common is depression in teens?*

- ☐ 15-20% of young people will experience depression before they reach adulthood. That is about 5 students in a class of 25. ☐ Teens do not experience depression.

2. *Can you tell someone is depressed by looking at them?*

- ☐ Yes ☐ No

Depression is serious and is the #1 risk factor to suicide.

3. *Is suicide common?*

- ☐ Yes ☐ No

Depression is marked by a chemical imbalance in the brain that impacts moods, thoughts and behaviors. Sometimes genetics can play a role in whether or not someone gets depression.

4. *If there is a history of depression in your family, does that mean that you will get depression?*

- ☐ Yes ☐ No

Sometimes stress in the environment can trigger depression.

5. *Does this mean that everyone who experiences stress will get depression?*

- ☐ Yes ☐ No

Depression is more than a feeling of sadness. In order to have the diagnosis of depression you need at least five symptoms present most every day for at least two weeks. However, it is possible to have occasional moments of enjoyment with depression.

6. *What are the symptoms of depression? Give an example of what that would look like in a teen.*

Accessing Information

Trusted Adult: someone who is reliable, dependable, trustworthy and can help you.

Validity: a source of information that is offering correct information and can be trusted.

Reliability: a source of information that can be accessed easily and consistently.

| QUESTIONS RELATED TO BOOKMARK ACTIVITY |

1. Describe how you know the trusted adult you put on your bookmark is valid and reliable.

2. How can you access/find that trusted adult?



Erika's Lighthouse
A Beacon of Hope for Adolescent Depression

Teen Depression
Know the Signs

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable.

If you think you may have depression, ***you are not alone***. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.

IN CRISIS AND ALONE?
Call 1.800.273.8255 or text "LISTEN" to 741-741.

IMMEDIATE RISK OF SAFETY? Call 911.

Where to Go for Help

Miss Smith
123-456-7890

Write down the name of a caring adult
you can go to if you need help.

Aunt Mary
123-987-6543

Help Educate Your Parents
Download our Parent Handbook
Available at ErikasLighthouse.org



Introduction

| LEARNING OBJECTIVES |

After this lesson, I will be able to:

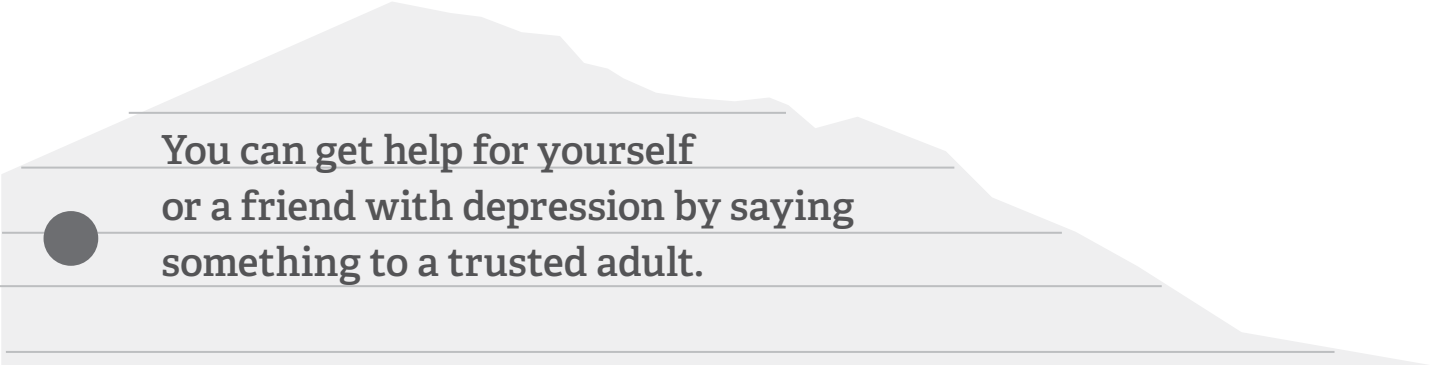
- describe that depression is treatable.
- define what treatment options there are for depression.
- demonstrate how to help a friend who is experiencing depression.
- effectively communicate to a friend in need that I care and can share who to talk to (reliable trusted adult at school).

| QUESTIONS |

1. What are two possible treatment options?

2. Where can you find professional help in your school or community?

D



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

Exercise

ROLE PLAY 1

- TEEN** Hey, Mom, can we talk?
- MOM** Sure. What's going on?
- TEEN** Lately, I haven't been feeling like myself. I feel sad and angry all the time. I'm constantly tired, and I can't focus in school.
- MOM** I've gone through periods like this when I was your age. Hang in there and I'm sure things will get better with a little time.
- TEEN** Well, usually when I'm down I feel better if I go for a run or talk to someone. This time I can't seem to shake it. It's been like this for a few weeks now. I even took a depression test online and it reported that I should see a doctor to get it checked out.
- MOM** Really?
- TEEN** Yeah, I think I need to talk to someone. Can you help me set up an appointment with my doctor?
- MOM** Sure. I think that's a great idea.

E

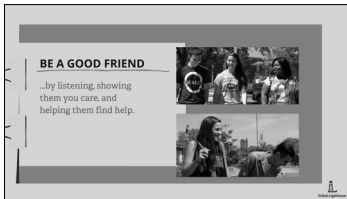
ROLE PLAY 2

- SAM** Hey, can we talk? Over the past few weeks, I've noticed you've been hanging back a lot – not calling or texting me much anymore and skipping out on me and our friends. Recently, you have even missed quite a few play practices. In general, you seem down. This isn't like you. What's going on?
- FRIEND** I'm sorry; I've been feeling weird lately.
- SAM** I can tell something is different. I'm worried about you and I care.
- FRIEND** You don't have to worry. I'm sure I'll snap out of it, eventually.
- SAM** You deserve to feel better now and, who knows, it could be something serious like depression. Have you told an adult yet?
- FRIEND** No.
- SAM** An adult should know so they can help you find a professional to check it out. Who do you feel comfortable talking to?
- FRIEND** I guess, Mr. Clark.
- SAM** I think he's a great choice. Would you like me to come with you? It might make you more comfortable.
- FRIEND** Uh sure. Yeah, I'd like that.



Finally, if when talking to a friend he or she tells you that they are thinking of suicide or hurting themselves, **an adult must be notified immediately.**

A friend may ask you to keep this information a secret, but when it comes to matters of safety, keeping a secret can cost a life.



One word of caution. It is important to take care of yourself and understand there are limits to the kind of support a friend can provide to a friend with depression. Often, a person can take on too much responsibility for helping a friend and this can begin to cause stress and bring that person down.

Remember, a friend's job is to listen, show compassion and help a friend to find professional help.

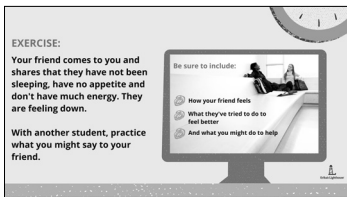


We hope you have a better idea of what depression treatment may look like, and more importantly, feel confident about taking action steps towards treatment if you or a friend may need it.

For more information about finding help and treatment, see our Teen Toolbox at www.erikaslighthouse.org/the-toolbox.

F

EXERCISE |



A friend comes to you and shares that they haven't been sleeping, have lost their appetite and don't have much energy. They are feeling down. With another student or two, practice saying what you might say to your friend.

Be sure to include:

- how your friend feels
- what they've tried to do to feel better
- what you might do to help.

Then, once written down, practice saying the script to each other.

Exercise

Helping Yourself or a Friend

| INSTRUCTIONS |

After learning how to help yourself or a friend with depression, you will be partnered with another student. Choose one of the four scenarios, and with your partner, answer the questions related to your scenario. Be prepared to share your scenario and response with the class.

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.

In 10 minutes, the class will come together to discuss the exercise. Be prepared to share your scenario and response with the class.

G

What have you learned?

Scan this code to answer
a short survey or go to

<http://elhms.info>



Introduction

| LEARNING OBJECTIVES |

After this lesson, I will be able to:

- demonstrate how to help myself or others when experiencing depression.
- discuss what we can all do to support good mental health.
- demonstrate the ability to use **interpersonal communication skills** to enhance health and avoid or reduce health risks.

| VIDEO PART 3 |

What are some ways you can support a friend who may be experiencing depression?

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.

| VIDEO PART 4 |

What are four ways to practice good mental health?

Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?

Stress is normal, But too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?

How do you know you are stressed—how do you experience it in your body? Why is it important to be aware of your own personal stress indicators?

Exercise

Helping Yourself or a Friend

Scenario 1: CALLIE | AS YOU



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.

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?

H

Scenario 2: ALAN | AS YOUR FRIEND



Alan has depression and has had suicidal thoughts in the past. He has been seeing a therapist and takes medication, but he doesn't 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.

If you were 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?

Exercise

Helping Yourself or a Friend

Scenario 3: JASMINE | AS YOUR FRIEND



Jasmine has not been acting like herself lately and feels like she is “drowning” and can’t 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.

If you were 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?

Scenario 4: MAC | AS YOU



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 doesn’t feel comfortable telling his parents, but at this point, he is definitely getting worse. Mac is close with his art teacher, Mr. McGaw.

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?

Student Mental Health Assessment

| INSTRUCTIONS |

Take a few minutes to answer the questions below. After, your teacher will share with you the point value and you will add up the total for each category.

IMPORTANT: This is a tool to help you understand the areas of your health that you may want to pay closer attention to. This is not a tool to diagnose health problems.

Sleep

- | | | |
|--|------|-------|
| 1. On average, I get 8 hours or more sleep per night. | True | False |
| 2. I have trouble falling asleep or staying asleep more days than not. | True | False |
| 3. Most days, I wake up feeling rested and energized. | True | False |

TOTAL _____

Exercise

- | | | |
|---|------|-------|
| 4. I engage in at least 2½ hours a week of physical activity. | True | False |
| 5. I spend more than two hours a day watching TV, playing video games or browsing the Internet. | True | False |
| 6. I walk or ride a bike most places. | True | False |

TOTAL _____

K

Nutrition

- | | | |
|---|------|-------|
| 7. I eat a fruit or vegetable at nearly every meal. | True | False |
| 8. I eat fried food, fast food or food packed in bags/boxes more days than not. | True | False |
| 9. I eat three meals a day almost every day. | True | False |

TOTAL _____

Coping Skills

- | | | |
|---|------|-------|
| 10. When I'm stressed, I know what I can do to manage it. | True | False |
| 11. When I have a problem, I usually ignore it and hope it goes away. | True | False |
| 12. If I had a problem too big to manage on my own, I have an adult in my life who I can go to. | True | False |

TOTAL _____

Mental Health Checklist

| INSTRUCTIONS |

Choose an activity from this list that you would be interested in trying out in your daily routine. Consider choosing an activity from the same category as your highest score from the Mental Health Assessment.

Sleep

- ☐ Go to bed to relaxing music (download the app "Calm").
- ☐ Take a hot bath or shower before bed.
- ☐ Read a relaxing book or magazine before bed instead of watching TV, playing video games or browsing the Internet.
- ☐ Have a cup of caffeine-free herbal tea instead of a sugary drink before bed.
- ☐ Schedule between 8-10 hours of sleep per night (download the app "Sleepbot").
- ☐ Keep your bed a "sleep only" zone. Complete homework, watch TV, play video games and browse the Internet in other areas of the house.
- ☐ Other:

Exercise

- ☐ Wake up 15 minutes early and engage in a series of stretches or yoga poses (download the app "iYoga+").
- ☐ If you live close enough, begin walking, jogging or biking to and from school each day (download the app "Map My Run").
- ☐ During your favorite TV show, do jumping jacks or jump rope during commercial breaks.
- ☐ While waiting for dinner, shoot baskets, kick a soccer ball or play catch with someone.
- ☐ Put on music or a TV music program and dance for 15 minutes.
- ☐ Build in a 5-10 minute break for every hour of homework/study time and do a series of push-ups, crunches or squats.
- ☐ Other:

Coping

- ☐ Write down one thing you are grateful for today.
- ☐ Engage in a mindfulness exercise (download the app "Smiling Mind").
- ☐ Spend time with a positive and enjoyable person.
- ☐ Start using a day planner (download the app "Evernote").
- ☐ Do something kind for someone who needs it. Help a grandparent with a chore, give a genuine compliment to someone having a bad day, etc.
- ☐ Do something you love to do. Shop, journal, listen to music, go for a jog, read, draw, watch a movie, cook or bake, etc.
- ☐ Other:

Nutrition

- ☐ Drink water instead of sugary drinks (download the app "Waterlogged").
- ☐ Journal everything you eat in a day (download the app "Fooducate").
- ☐ Have fresh snacks instead of snacks in bags or boxes.
- ☐ Eat breakfast in the morning.
- ☐ Eat baked foods in place of fried foods.
- ☐ Eat at least one fruit or vegetable at every meal.
- ☐ Other:

The next day in class, spend a few minutes with your Mental Health Partner and report on your activity experience and listen to their experience. After, initial each other's journal entry.

DAY 1	DATE <u>October 1</u>	ACTIVITY <u>Taking a hot bath before bed</u>
MENTAL	Why did you choose this activity? <u>I have trouble falling asleep, which makes me want to sleep in</u>	
HEALTH	<u>in the morning. As a result, I have less time to get ready for school.</u>	
PARTNER	How and when did you implement the activity into your daily routine?	
INITIAL	<u>After all my homework and dinner was complete, I took a bath in</u>	
EL	<u>the evening before bed.</u>	
	How did you feel before and after the activity?	
	<u>Before the bath, I felt wound up from my homework. After taking</u>	
	<u>the bath, I felt relaxed and ready for bed.</u>	
	What about this activity was helpful or unhelpful?	
	<u>It was helpful in taking my mind off of school work and put me</u>	
	<u>in a relaxed state before bed. I could then fall asleep easier and</u>	
	<u>had more time in the morning to get ready for school.</u>	

M

What changes did you notice after completing the seven day mental health challenge?

I noticed that with the more sleep I had each night, I felt I had more energy during the day at school. The energy helped me to focus in class, take good notes and have an easier time with my homework that evening. Taking a hot bath not only helped my sleep, but also improved my energy during the day and allowed me to be more effective in school.

Name _____ Teacher _____ Class Period _____

DAY 1

DATE _____ **ACTIVITY** _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

DAY 2

DATE _____ **ACTIVITY** _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

DAY 3

DATE _____ **ACTIVITY** _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

Name _____ Teacher _____ Class Period _____

DAY 4

DATE _____ ACTIVITY _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

DAY 5

DATE _____ ACTIVITY _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

DAY 6

DATE _____ ACTIVITY _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

Name _____ Teacher _____ Class Period _____

DAY 7

DATE _____ ACTIVITY _____

MENTAL
HEALTH
PARTNER
INITIAL

Why did you choose this activity?

How and when did you implement the activity into your daily routine?

How did you feel before and after the activity?

What about this activity was helpful or unhelpful?

DAY 7

wrap up QUESTION

What changes did you notice after completing the seven day mental health challenge?
