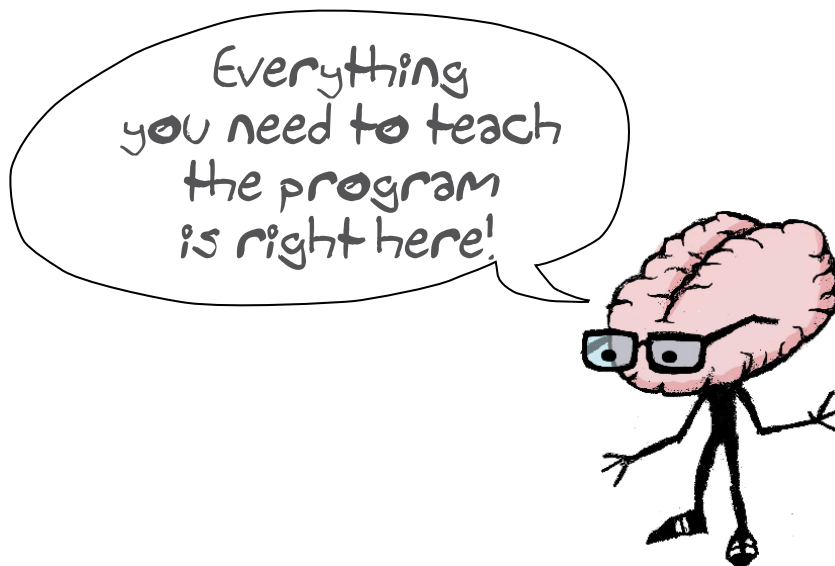




Erika's Lighthouse

Facilitator Guide Lesson 1



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-

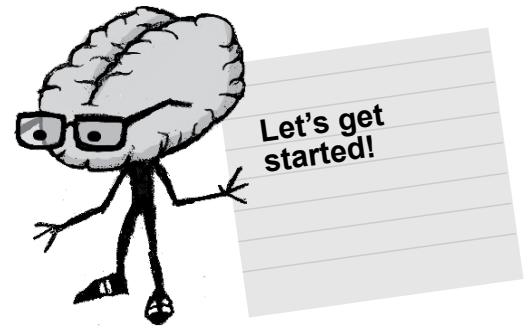
Depression
is a common
and serious
mood disorder.

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>



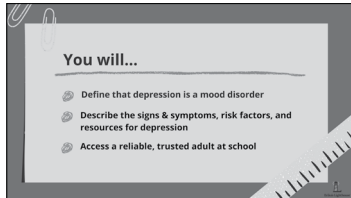


INTRODUCTION

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...

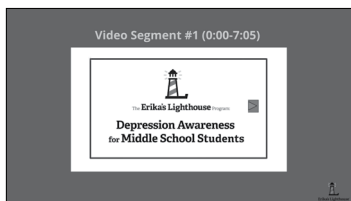
- Define that depression is a mood disorder.
- Describe the signs/symptoms, risk factors, and resources for depression.
- Access a reliable, trusted adult at school."

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."

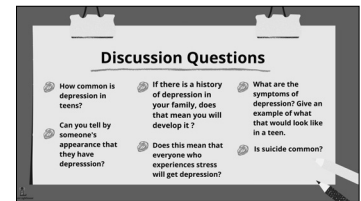
KEEP IN MIND: *If anything shared today prompts a feeling that you need to talk to someone, make sure to go to a trusted adult or visit the mental health worker's office here at school which is located _____.*

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.

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.

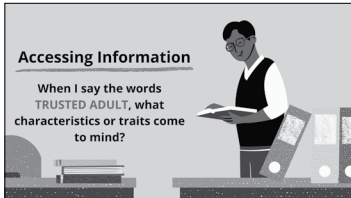
6. Q. *What are the symptoms of depression? Give an example of what that would look like in a teen.*

- 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.

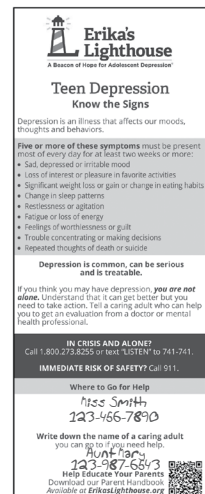
| ACCESSING INFORMATION PRACTICE |

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.

Depression
can happen to anyone.



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.



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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
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Bookmark Template | B&W COPIERS (FRONT)



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| DIRECTIONS |

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SELF-REFERRAL CARD

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Name _____

Classroom _____

Teacher _____

Period _____

After hearing the presentation,

☐ I would like to talk to a mental health worker in the **next 24 hours**.

☐ I would like to talk to a mental health worker in the **next week**.

☐ I would not like to talk to a mental health worker.

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