

## Lesson 2 Overview and Objectives

**Lesson 2 of the Erika's Lighthouse program** is designed to increase students' empathy and understanding of what it might be like to experience depression as a high school student.

The class will break into small groups. Each small group will read about the experiences of one of the primary students featured in the video.

They will learn more about risk factors that might contribute to depression, challenges a student with depression might encounter, people and activities that can be helpful when you have depression and what young people say they have learned from their experiences with depression.

### NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT

**STANDARD 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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### LEARNING OBJECTIVES

**Students will be able to:**

- Read and process stories from the video to learn more about each student's experience with depression; and
- List valid and reliable resources for peers to go to when needing support.

### TOTAL INSTRUCTION TIME

45 minutes

### TEACHING STRATEGIES

Review

Video

Discussion

Small Group Story Activity

LESSON 2 FACILITATOR INSTRUCTIONS

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### EQUIPMENT, MATERIALS & PREPARATION

- Audio/visual equipment
- Chart paper/markers
- Lesson 2 slideshow and a way to show it  
**Note:** on slide 12, type in the name(s) of the school counselor, social worker and/or psychologist students can go to.
 

The valid and reliable trusted adults in our school are:  
 Place your school counselor, social worker and/or psychologist's names here.
- The Level III Lesson 2 video segment on self-care
- Student Packet, one for each student
- There are 5 different stories for this lesson, one for each of the primary students featured in the video (Callie, Mason, Alan, Jasmine, Edgar). Have enough copies so each student has one of the documents.  
 For this lesson, you will break your class into 5 small groups, one for each student in the video. Each small group will focus on one of the students in the video.
- Create 5 stations around the room, assigned to each student in the video (Callie, Mason, Alan, Jasmine, Edgar).  
 Each station will have:
  - Chart paper
  - Marker
  - Posted questions related to that student in the video
- Self-Referral Cards, copied and cut (*optional*)

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## LESSON 2 OUTLINE

- STEP 1**      5 minutes    **Introduce two new terms:** self-care and stigma. Explain that a lot of times people do not seek help because they believe they just need to be happy.
- Self-Care** is the practice of taking action to improve one's health. This includes physical, social and emotional health.
- Stigma** is the belief that if you share that you need help, you will be disrespected or disgraced.
- Use slide #3** to review content from the lesson prior.
- Prompts include:
- Who can define self-care and share what they do for self-care?
  - What is a warning sign of depression?
  - What is a cause for depression?
  - Who is a trusted adult in the school (name)? How do you know they are a trusted adult?
  - What does it mean when a resource is valid?
  - What does it mean when a resource is reliable?
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- STEP 2**      5 minutes    **View the Level III Lesson 2 video segment**
- Before you have students watch this video segment, ask them to keep the following questions in mind.
- What are two self-care examples you heard?
  - What are two self-care strategies you use for stress or strong emotions?
- Watch the video segment on self-care. Following the video, we will discuss how the students in the video use self-care.
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- STEP 3**      33 minutes    **Split class into 5 groups.** Hand out story packets (printed front and back) for each student associated to the group they are assigned to. Students read their handout individually, in pairs, or in a group.
- Once read, students go to their assigned station and answer the posted questions on chart paper. Explain that in the next lesson, they should be prepared to share their answers written on the chart paper and share the valid and reliable resource they suggest. Tell them to be prepared to share how they know that resource is valid and reliable.
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- STEP 4**      2 minutes    **Closure.** Share the information on the final slide with students.
- Optional:** Teacher has the option to assign students Extension Questions to answer/consider to discuss and review in Lesson 3.
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## LESSON 2 FACILITATOR INSTRUCTIONS

## STUDENT STORIES

	<i>Questions:</i>	<i>Possible student responses:</i>
Callie	<b>What was going on in her life when she was experiencing depression?</b>	Callie was bullied. Her parents divorced. She lost a friend to suicide.
	<b>Why was it so hard for her to talk about those feelings?</b>	She really didn't know what she was feeling. She couldn't identify her feelings.
	<b>When she told her mom about her depression, how did her mom react?</b>	Her mom didn't want to believe Callie was experiencing depression. She was defensive. Callie said her mom really didn't understand depression.
	<b>Who was the second person she talked to?</b>	School Counselor.
	<b>If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.</b>	
Mason	<b>What was going on in his life when he was experiencing depression?</b>	Mason experienced anxiety because of the pressure to achieve placed on him by himself and others. He felt pressure to be the best at everything.
	<b>Why was it so hard for him to talk about those feelings?</b>	A lot of people at school did not understand depression. He had to find a therapist with whom he worked well.
	<b>What has he learned in therapy?</b>	In therapy Mason learned coping mechanisms for anxiety and he learned where his anxiety came from.
	<b>What self-care strategies does Mason participate in?</b>	Mason played sports and made music with his friends. He surrounded himself with friends who didn't treat him differently when he was anxious or depressed.
	<b>If a friend at your high school felt depressed... List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.</b>	

## LESSON 2 FACILITATOR INSTRUCTIONS

	<i>Questions:</i>	<i>Possible student responses:</i>
Alan	<b>What was going on in his life when he was experiencing depression?</b>	Alan experienced the demise of his parents' relationship which eventually ended in divorce. He saw his dad less and less and worried about not having a family anymore.
	<b>How did it impact his daily life?</b>	He didn't do well in school, which caused his Dad to be very hard on him. He felt like a failure and thought of self-harm and suicide at times.
	<b>What self-care strategies does Alan use?</b>	He practiced mindfulness strategies such as self-talk and deep breathing to help him be in the moment and not think about the past.
	<b>If a friend at your high school felt depressed...</b> List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.	
Jasmine	<b>What was going on in her life to trigger the depression?</b>	Jasmine's mom was a single mother who experienced depression so Jasmine faced some challenges due to the impact of a parent who experienced depression. But what mostly triggered her depression was witnessing a traumatic, violent event in her community. (In the video she mentions her dad having to go away)
	<b>What was going on in her life when she was experiencing depression?</b>	
	<b>Why was it so hard for her to talk about her feelings?</b>	Jasmine didn't understand her feelings. She couldn't describe them. She felt confused.
	<b>How did it impact her daily life?</b>	She shut everyone out because she didn't want anyone to know she was going through a hard time because of the stigma related to her community.
	<b>How does Jasmine explain stigma? What is stigma?</b>	Stigma is a negative belief. In her community, Jasmine described that there was a stigma around depression. The community expected the members to be strong and independent. People couldn't talk about depression.
	<b>What self-care strategies does Jasmine use?</b>	Her spirituality and people in her church gave her hope. She learned to take care of her body by eating healthfully and exercising. She also found that sharing her story helped her feel better.
	<b>If a friend at your high school felt depressed...</b> List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.	

## LESSON 2 FACILITATOR INSTRUCTIONS

	<i>Questions:</i>	<i>Possible student responses:</i>
Edgar	<b>What was going on in his life when he was experiencing depression?</b>	Edgar moved from Mexico to the U.S. and had to leave some of his family behind. He also went through a breakup.
	<b>Why was it so hard for him to talk about those feelings?</b>	He felt like he had no one to talk to after leaving his family. He also felt like someone like him wouldn't experience depression.
	<b>How did it impact his daily life?</b>	He had no energy, he felt like he was moving in slow motion. He couldn't think clearly, and his sports performance dwindled.
	<b>Who did he seek support from?</b>	Edgar sought support from his therapist. His coach was also a main supporter
	<b>What self-care strategies did Edgar use?</b>	He focused on his goals, reached out to his family, used his desire to learn new things to keep his mind occupied.
	<b>If a friend at your high school felt depressed...</b> List two people or resources (websites, organizations, books, etc.) that would be a valid/reliable resource.	

## Extension Questions

1. What were some of the signs and symptoms the students talked about in the video that clued you in that they were experiencing depression?
2. What stood out to you from each student's experience or story? Was there any particular story that stood out to you the most?
3. Which students reminded you the most of students at your school or in your community?
4. The video only provided a glimpse into the lives of these 6 students. What kinds of follow-up questions would you want to ask these students about their experiences if you happened to run into them on the street?
5. What would you do if a friend was feeling suicidal and turned to you for help? If you think a friend is showing signs of suicide or hinting at suicide, you should know that it is okay to ask them, *"Are you talking about suicide?"* or *"Are you hinting at suicide?"*  
This will not put the idea in their head. It will actually help them feel cared for because you are showing them that you are paying attention and that you want them to feel better. Just know that you should always get additional help from an adult if a friend tells you they're feeling suicidal.
6. Did any of the experiences the students talked about in the video remind you of things that have happened in your own life or in the lives of people you know?