



**Erika's  
Lighthouse®**

**Level III:  
Depression Education &  
Suicide Awareness**

**LESSON THREE**



# Student Stories

In your groups:

1. Read the story of your assigned person.
2. Go to the station associated with that person.
3. Read the questions and answer them on the chart paper.
4. Be prepared to share out your answers in the next lesson.

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LESSON 2 STUDENT PACKET

MASON

Today you'll work in small groups and read more about one of the students from the video. In your small group, take turns reading aloud each part of your student's story. When you're finished reading, discuss the reflection questions posted on the wall and jot down your group's answers on the chart paper on the wall.

Step 1: Identify When You Need Help & Information

Step 2: Analyze the Validity of Help & Information

Step 3: Locate Valid Help & Information

Step 4: Make a Plan to Access Valid Help & Information

Step 5: Reflect

Health Skills Models: [www.rmc.org/healthskills](http://www.rmc.org/healthskills)

MASON

Mason experienced depression and struggled with anxiety while in high school. He also learned that depression runs in his family. He found comfort in knowing his friends stood by him and never judged him for his depression. Mason shares how finding the right fit in a therapist and having a plan after hospitalization is important.

MASON 1

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MASON

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a big part in my return to being healthy, just helping isn't necessarily a support [that] I talked to about my [unclear] are always there and never looked at me differently or

ething that I love, I use I'm having so [unclear] or making a happy spot. Where you're outside world, right there, and I'm happiest.

it how [suicide] would affect everyone. And I'd it would affect so many different people in close family, my sister, and how it wouldn't entire life.

plan for the future because usually when [unclear]. When you're at your lowest point, you n. It's mainly to get that process started and 'you get out of the hospital.

ask because you're going through that, but ; and two, that you're pretty strong that

re things in the future, I know how to ile of doing a lot more than [I think] I'm but that I know how to handle those

ou keep up with friends and socialize school is important, but having out and talk to people is just as important as

... I would recommend if I had a friend going through what I had gone through, I would say treat them how you've always treated them because they don't want to feel like they're any different. Don't feel like you have to be a therapist to them, they just want you to be there as a friend, to have someone to hang out with and do fun things with.

MASON 3

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# Definitions

## suicide

[ /'su:isaɪd/ ]

*noun*

**Suicide:** death caused by self-directed injurious behavior with intent to die as a result of the behavior. (NIMH)

## self-harm

[ /'self harm/ ]

*noun*

**Self-Harm:** when people intentionally hurt themselves or put themselves in dangerous situations because they are feeling a lot of pain and don't know what else to do. It is often a sign of emotional distress. (NAMI)



**Video Part #3 (12:23 - 18:00)**



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**Level III:**

**Depression Education &  
Suicide Awareness**

What are two signs to look for in yourself or friends regarding depression or self-harm?





# Find Someone Who

NAME \_\_\_\_\_

Find someone who ...

<p>can define self-care.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>can list a resource not at the school.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>is willing to share what they do for self-care.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>
<p>can list a warning sign of depression.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>can share a cause for depression.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>can name a trusted adult in the school.</p> <p>name _____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>
<p>can define what it means when a resource is valid.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>can define what it means when a resource is reliable.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>	<p>can explain what stigma means.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>initial _____</p>



Scan the QR code to fill out a short survey.



Or follow this link:  
<http://elhhspost.info/>



Please tell us what you've learned.



# Closure

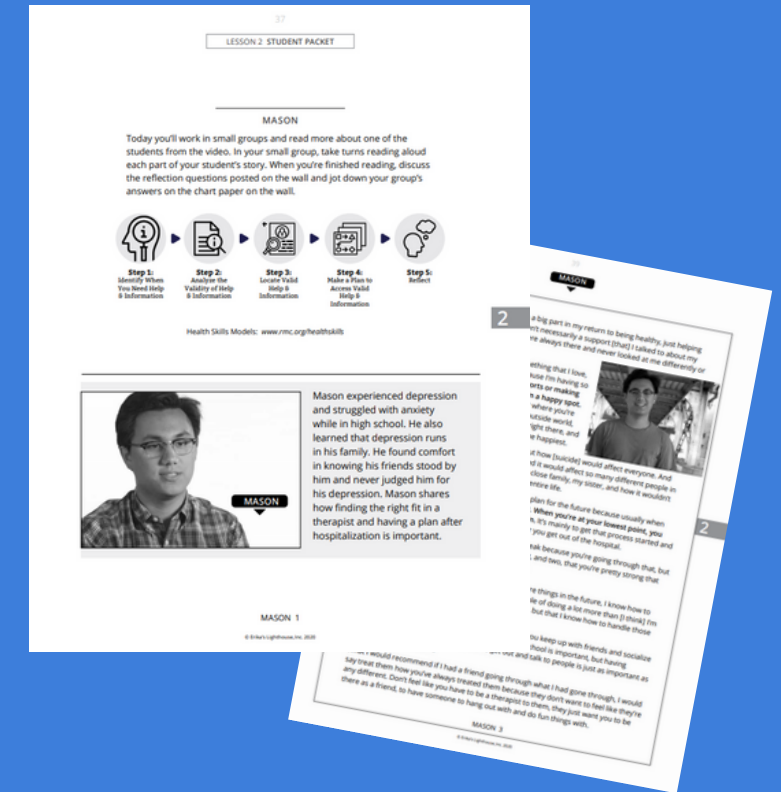
Today we:



Shared our group debriefs around stories of depression



Learned about suicide and self-harm in the video



Reviewed the content from the prior lessons

**The valid and reliable trusted adults in our school are:**



# Lesson 4

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LESSON 4 FACILITATOR INSTRUCTIONS

Erika's Lighthouse Performance Assessment

Choose one of the 4 options in the boxes below to demonstrate your knowledge and skill gain during this program.

<p><b>You are an author of self-help books that promote well-being.</b> Create a one-page overview about your new full-length book that shares the experiences of someone with depression. This overview document is meant for you to market your book around the United States to bookstores and people interested in buying your book. You will submit a one-page overview document.</p> <p><b>Make sure the overview includes:</b></p> <ul style="list-style-type: none"><li>• A story about a main character with depression</li><li>• 4 warning signs of depression for the character</li><li>• Two causes of depression for the character</li><li>• Two valid and reliable resources, products, people or places for the main character to go for support</li><li>• Explanation of why these two sources are valid and reliable.</li></ul>	<p><b>You are a newscaster or radio broadcast reporter reporting a story about depression.</b> Your audience includes adults watching the nightly news or listening on the radio coming home from work. You will submit a sound byte of your radio broadcast or a video of your newsreel.</p> <p><b>Make sure your broadcast includes:</b></p> <ul style="list-style-type: none"><li>• A story, or information on depression to adults in the community.</li><li>• 4 warning signs of depression</li><li>• Two causes of depression</li><li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li><li>• Explanation of why these two sources are valid and reliable.</li></ul>
<p><b>You are concerned about a friend possibly being depressed.</b> Using voice memo on your phone, or creating a video on Flipgrid, construct a caring message to them that is at least 1.5 minutes in length.</p> <p><b>Make sure your message includes:</b></p> <ul style="list-style-type: none"><li>• That you care about them and why you wanted to reach out</li><li>• 4 warning signs of depression that you recognize</li><li>• Two possible causes of depression</li><li>• Two valid and reliable resources, products, people or places your friend could access easily</li><li>• Explanation of why these two sources are valid and reliable.</li></ul>	<p><b>Use Storyboard (or draw) to develop a comic strip story</b> that addresses depression among people your age.</p> <p><b>Make sure your comic strip includes:</b></p> <ul style="list-style-type: none"><li>• A story on depression to peers your age</li><li>• 4 warning signs of depression</li><li>• Two causes of depression</li><li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li><li>• Explanation of why these two sources are valid and reliable.</li></ul>

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During the next lesson, you will have time to complete a performance assessment which will enhance your knowledge and skills around accessing valid and reliable health information