



**Erika's
Lighthouse**

Implementation Training

for

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



LEVEL III IMPLEMENTATION TRAINING AGENDA

- Erika's Lighthouse Core Messages
- Level III Objectives & Components
- Addressing Sensitive Topics
- Level III Content
- Tips for a Successful Teaching



Classroom Education Programs

Use Together or Standalone. All are fully bilingual in English & Spanish

Level I: We All Have Mental Health (Ideal for gr. 4-6)

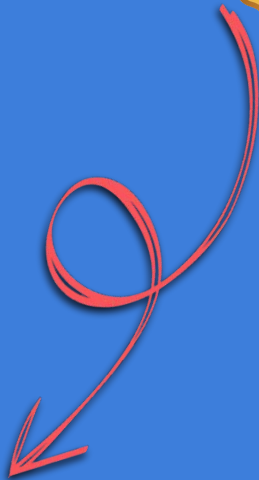
Introduction to mental health by understanding everyday feelings vs. overwhelming feelings with a strong focus on help-seeking and good mental health.

Level II: Depression Awareness (Ideal for gr. 5-9)

Introduction to depression by recognizing signs and symptoms with a strong focus on help-seeking and good mental health.

Level III: Depression Education & Suicide Awareness (Ideal for gr. 8-12)

Introduction to depression and suicide with a strong focus on help-seeking and good mental health.



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www.ErikasLighthouse.org



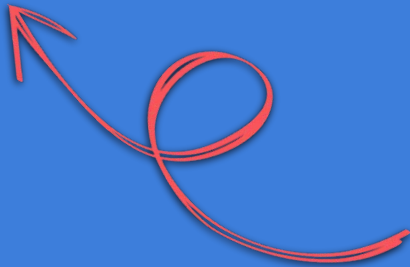
What can we do better?



Addressing Sensitive Topics

In order for students to feel safe and be fully engaged in the lessons, there are some important things to do when this program is introduced to students.

- Establish Group Norms
- Answer Difficult Questions
- Be Sensitive & Trauma Informed



Establishing Group Norms



Here are some guidelines you may find useful in helping students come up with them:

- Everyone should be involved in creating the group norms.
- Use guiding questions to help students identify the norms that will achieve a safe and caring classroom:

Some examples of group norms that are brainstormed may include:

- Listen to others' perspectives
- Maintain confidentiality
- Participate
- Right to pass
- Respect differences





Answering Difficult Questions

It may be helpful to follow this protocol when responding to difficult questions:

1. **Affirm that the student's question is legitimate.** Restate it for clarification and acknowledge that others might also wonder about this. "Thanks for asking that. I am sure other people would like to know about..."
2. **Identify if there is a belief/value that is inherent in the question.** Point out anything about the question that might be opinion-related. It is important to express the range of opinions without identifying that any single opinion is the right one. "Some people might believe...while others believe..."
3. **Answer the factual part of the question.** "Here is what is known to be true..."
4. **Refer to a trusted adult.** "This would be a great question to ask your (aunt, dad, caregiver, etc.)"
5. **Check back.** "Did I answer your question?"
6. **Leave the door open.** "If you have any other related questions, I hope you will feel free to ask."

Being Sensitive & Trauma-Informed

Students:

- Come to the classroom with many different values, cultural and religious beliefs, and ideas about these topics.
- May have experienced trauma of some sort in their life, it may have an impact on their ability to thrive and be healthy.
- May have difficulty sharing ideas and discussing these issues with their peers.

Educators should:

- Infuse language and guidelines to support sensitive and personal discussions in classrooms.
- Seek opportunities to instill hope, resilience, safety.
- Switch your mindset-"remember the student who has experienced trauma is not trying to push your buttons.





Level III Core Messages

Depression is..

a mood disorder
common
serious
treatable

Everyone
deserves good
mental health

You are
not alone—
there is hope



Level III: Depression Education & Suicide Awareness

teaches young people the skills to seek help through
depression education that is teen centered, factual & hopeful.

AUTHENTIC

Real stories from real teens

EMPOWERING

Teens can find their voice

ACCESSIBLE

Flexible and ready to use

HOPEFUL

Not fear-based; comes from the heart



Erika's Lighthouse

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Choose Your Path: Level III

Determine which version you will be teaching:

Full Program:

- Made up of 4 lessons
- Each lesson is 35-45 minutes
- Meets National Health Education Standards

1-Day Lesson:

- One lesson that is a condensed version of the Full Program.
- The lesson is 35-45 minutes

Full Program

Download the Full Level III Program
(Includes all Facilitator Guides and Student Packets)

Lesson One: Signs & Symptoms

Video Segment Lesson 1:

[Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

[Student Packet \(Spanish\)](#)

[Slideshow \(Google, PPT\) \(Spanish\)](#)

[Self-Referral Cards \(Spanish\)](#)

[Student Bookmark \(Canva\) | Spanish, Canva\)](#)

Lesson Two: Self-Care

Video Segment Lesson 2:

[Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

Student Packets:

[Callie \(Spanish\)](#)

[Mason \(Spanish\)](#)

[Alan \(Spanish\)](#)

[Jasmine \(Spanish\)](#)

[Edgar \(Spanish\)](#)

[Mac \(Spanish\)](#)

[Slideshow \(Google, PPT\) | Spanish\)](#)

Lesson Three: Getting Help

Video Segment Lesson 3:

[Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

[Student Packet \(Spanish\)](#)

[Slideshow \(Google, PPT\) | Spanish\)](#)

Student Evaluation: <http://elhhs.info/> | [QR Code](#)

Lesson Four

[Facilitator Instructions](#)

[Student Packet](#)

[Performance Assessment Rubric \(Spanish\)](#)

One Day Lesson

Best practice is to use the full four-day lessons. However, our research has demonstrated an increase in knowledge and help seeking with only one-day.

Full Video: [Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

[Self-Referral Cards \(Spanish\)](#)

[Slideshow \(Google, PPT\) | Spanish\)](#)

[Student Stories](#)



Objectives of Level III: Full Program (4 lessons)

Lesson 1:

- Define depression as a mood disorder
- Explain that depression can happen to anyone, anywhere
- Explain that there's not one reason someone has depression
- Recognize that depression can get better and you can find support
- Access information on depression

Lesson 2:

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

Lesson 3:

- Share answers from the lesson prior and identify a valid and reliable resource to help teens
- Participate in an activity that reviews content from all three lessons
- Understand that self-harm and suicidal thoughts are symptoms of depression that must be taken very seriously

Lesson 4: Student Skills Check

- Demonstrate their knowledge and accessing information/resources skill gains



Objectives of Level III: One-Day Lesson

This one-day version of the program consists of an engaging and interactive lesson designed to be taught to provide students with increased:

- knowledge of key concepts related to depression and suicide
- self-advocacy and peer-to-peer intervention
- ability to identify and access trusted adults
- awareness of how they can support their own mental health and well-being
- understanding that self-harm and suicidal thoughts are symptoms of depression that must be taken very seriously



Components of Level III Program

- Videos
- Facilitator Instructions
- Student-facing Slides
- Student Workbooks
- Self-Referral Cards
- Student Bookmarks
- Pre- and Post-Tests

Lesson One: Signs & Symptoms

Video Segment Lesson 1:

[Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

[Student Packet \(Spanish\)](#)

[Slideshow \(Google, PPT\) Spanish](#)

[Self-Referral Cards \(Spanish\)](#)

[Student Bookmark \(Canva | Spanish, Canva\)](#)

Lesson Two: Self-Care

Video Segment Lesson 2:

[Vimeo](#) | [YouTube](#) | [Google](#)

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[Mac \(Spanish\)](#)

[Slideshow \(Google, PPT | Spanish\)](#)

Lesson Three: Getting Help

Video Segment Lesson 3:

[Vimeo](#) | [YouTube](#) | [Google](#)

[Facilitator Instructions](#)

[Student Packet \(Spanish\)](#)

[Slideshow \(Google, PPT | Spanish\)](#)

[Student Evaluation: <http://elhhs.info/> | QR Code](#)

Lesson Four

[Facilitator Instructions](#)

[Student Packet](#)

[Performance Assessment Rubric \(Spanish\)](#)



Plan & Implementation for Teaching Level III

Step 1: Prior to teaching every lesson

- Read through the Facilitator's Guide
- Watch the video(s)
- Review the slides
- Prep classroom materials & pre/post tests

Step 2: Remind the school mental health team that you are teaching this programming (if using self referral cards).

Step 3: Teach program

Step 4: Complete the required Erika's Lighthouse Report on Impact form

Step 5: Complete the Educator Evaluation Survey



www.ErikasLighthouse.org

Erika's Lighthouse is a not-for-profit depression and mental health education organization that educates upper elementary, middle school and high school communities about teen depression, eliminates the stigma associated with mental health issues and empowers teens to take charge of their mental health. For more information and other programs and resources, go to www.erikaslighthouse.org.




Representation Matters






Level III Slides





Erika's Lighthouse
Level III:
Depression Education & Suicide
Awareness


ONE-DAY LESSON



Erika's Lighthouse Overview

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.



You will...

Define that depression is a common mood disorder with specific changes in moods, thoughts, and behaviors


Explain that there is not one reason someone has depression

Recognize that depression can get better and you can find support

Explain that good self-care is a key piece to managing depression

Describe that self-harm and suicidal thoughts are symptoms of depression that we must take very seriously

The Video



Discussion

What are some of the signs and symptoms of depression?

Symptoms

- ▶ Depressed mood, sadness or irritability
- ▶ Loss of interest or pleasure in activities
- ▶ Change in weight or appetite
- ▶ Change in sleep
- ▶ Feeling sped up or slowed down
- ▶ Fatigue or loss of energy
- ▶ Feelings of worthlessness or guilt
- ▶ Trouble concentrating or making decisions
- ▶ Thoughts of death or acts of self-harm

5 symptoms present most of every day for at least 2 weeks

988

SUICIDE & CRISIS
LIFELINE

Whatever time: Day, Night, Weekends.
Whatever the reason: Mental health distress, Thoughts of suicide, Worried about a friend or loved one. I would like emotional support.

The 988 Suicide & Crisis Lifeline is here for you.
Text or Call 988 | Chat 988lifeline.org |
For emergencies, call 911

Discussion

What is Stigma?

What are examples of stigma that some of the teens in the video experienced?

Stigma

Stigma is the belief that if you share that you need help, you will be disrespected or disgraced

Stories

Select a story or multiple stories to read individually or in small groups.


The goal is to learn more about each teen's experience with depression



Follow Up Questions

- ▶ What was going on in their life when the teen experienced depression?
- ▶ Why was it so hard for the teen to talk about their depression?
- ▶ What self-care strategies did the teen use?
- ▶ Who did the teen seek support from?

If a friend at your school felt depressed, list two people (or resources) that would be trustworthy and reliable?



Definitions

suicide
(1st Grade)
noun

suicide: when someone's self-harmed suicidal behavior with intent to die as a result of the behavior (intent)

self-harm
(1st Grade)
noun

self-harm: when someone intentionally self-harms or self-harmes in dangerous situations because they are feeling a lot of pain and don't know what else to do. It's often a sign of emotional distress (intent)

Level III Student Workbook



NAME _____



ACCESS VALID & RELIABLE RESOURCES

RESOURCE	VALIDITY (why)	RELIABILITY (why)	
		YES	NO
		YES	YES
		NO	NO
		YES	YES
		NO	NO
		YES	YES
		NO	NO
		YES	YES
		NO	NO



Validity: Is the resource truthful?

- Is the site or resource from a respected organization (.gov, .edu, or .org)?
- Is the site or resources current?
- Is there data that supports claims?
- Can you find the same information in another resource?



Reliability: Is the resource trustworthy and dependable?

- Will you be able to access this resource when you need it?
- Is this resource free? If not, do you have the money you need to pay for this resource?
- Do you need/have permission to use this resource?
- Do you need transportation to access this resource? If so, do you have transportation?
- Are there any potential barriers to accessing this resource that need to be considered?

EDGAR

RECOGNIZING DEPRESSION I come from Mexico City [and] a really loving family, a lot of support.

The first interaction with depression I was about 14, 13. I was in Mexico. All of a sudden, I felt something was wrong. I thought it was mostly because of my relationship. I loved this girl with all my heart, but then for one reason or another, things didn't work out, especially with me moving to the United States. I knew that was going to be a tough transition.

Latinos, we know family, community. Leaving that behind, no matter where you go, even if you're leaving for the greatest thing, you're not going to have your family with you. That is the hardest part I think. That support. It's people who know when you're sad, when you're happy, they know everything about you. So not having that support [after you move], it's tough.

IMPACTING DAILY LIFE I knew that my grandma and my mom would have a hard time [with me leaving Mexico] because I'm their only son and their only grandson. So I knew that was going to be tough on them, so I was kind of sad for that reason too. I felt slow, my mind was clogged. My mood wasn't as happy, or as energetic. My thoughts were of guilt, thinking I could have done things different to sustain my relationship [with my girlfriend in Mexico]. I was clumsy in my movements, I did not want to do as many activities.

My mom was a little angry and surprised. She had never seen [me depressed] like that, and she told me about how I was not focused. Coaches told me the same thing, my level of play wasn't as it used to be and they wanted me to perform well. The desire to learn wasn't as strong.



SEEKING HELP AND FINDING SUPPORT The inner struggle was that I was someone who I didn't think would have depression. I am outgoing. But it was happening to me. [For me, getting help was going to therapy, meeting with my therapist. I miss her, she was a big part of my recovery from that state of mind. I remember the first sessions were just like basic stuff, getting to know me. After a while, that's when I really started opening up about the core of my depression.

EDGAR 2

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>



Student Bookmarks



Erika's Lighthouse®

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



YOU ARE NOT ALONE

IN CRISIS AND ALONE?
Call or Text 988

IMMEDIATE RISK OF SAFETY?
Call 911

WHERE TO GO FOR HELP

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

Help educate your family with our resources from Erika'sLighthouse.org



Ideas of trusted adults:

Parent/Guardian
Aunt/Uncle/Grandparent
School Counselor
Coach
Teacher
Religious Leader
Therapist



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 or alcohol

Take care of your physical health

Engage in activities that bring happiness

Spend time with your favorite people

Relaxation exercise, i.e. bubble bath, deep breathing, meditation, a nature walk

Maintain reasonable expectations and boundaries

Ask for help and support when needed



Erika's Lighthouse

Promote Good Mental Health
Start an Empowerment Club, visit
Erika'sLighthouse.org





Student Skills Check - Lesson 4

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LESSON 4 FACILITATOR INSTRUCTIONS

Erika's Lighthouse Performance Assessment

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

<p>You are an author of self-help books that promote well-being. 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>Make sure the overview includes:</p> <ul style="list-style-type: none"> • A story about a main character with depression • 4 warning signs of depression for the character • Two causes of depression for the character • Two valid and reliable resources, products, people or places for the main character to go for support • Explanation of why these two sources are valid and reliable. 	<p>You are a newscaster or radio broadcast reporter reporting a story about depression. Your audience includes adults watching the nightly news or listening on the radio coming home from work. You will submit a sound bite of your radio broadcast or a video of your newsreel.</p> <p>Make sure your broadcast includes:</p> <ul style="list-style-type: none"> • A story, or information on depression to adults in the community. • 4 warning signs of depression • Two causes of depression • Two valid and reliable resources, products, people or places the audience may go to for support. • Explanation of why these two sources are valid and reliable.
<p>You are concerned about a friend possibly being depressed. 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>Make sure your message includes:</p> <ul style="list-style-type: none"> • That you care about them and why you wanted to reach out • 4 warning signs of depression that you recognize • Two possible causes of depression • Two valid and reliable resources, products, people or places your friend could access easily • Explanation of why these two sources are valid and reliable. 	<p>Use Storyboard (or draw) to develop a comic strip story that addresses depression among people your age.</p> <p>Make sure your comic strip includes:</p> <ul style="list-style-type: none"> • A story on depression to peers your age • 4 warning signs of depression • Two causes of depression • Two valid and reliable resources, products, people or places the audience may go to for support. • Explanation of why these two sources are valid and reliable.

3

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LESSON 4 FACILITATOR INSTRUCTIONS

Performance Assessment Rubric

	Content	Assessing Resources
4 (EXCEEDS)	I included four or more accurate warning signs of depression. I included two or more accurate causes of depression.	I listed at least two local or regional resources/products/people or places that can help someone. I clearly explained giving at least two reasons for validity and two reasons for reliability why my two sources are valid and reliable.
3 (MEETS)	I included at least four common warning signs of depression. I included at least two common causes of depression.	I listed two or more resources/products/people or places that can help someone. I explained at least two reasons for validity and two reasons for reliability why my two sources are valid and reliable.
2 (CLOSE TO MEETING)	I included two or three common warning signs of depression. Or some of my warning signs were not all accurate. I included only one common cause of depression. Or my causes were not all accurate.	I listed one resources/products/people or places that can help someone. I explained why my two sources are valid and reliable, but the explanations might not have been thorough or accurate.
1 (NOT YET MEETING)	I included only one or no warning sign of depression. Or all of my warning signs were not accurate. I included only one, or no common cause of depression. Or all of my causes were not accurate.	I listed one or no resources/products/people or places that can help someone. Or my resources weren't accessible for the audience in my project. I did not explain why my sources are valid and reliable.

4



Self-Referral Card

Work with the school counselor(s) or other mental health professionals in the school for this process.

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.

TARJETA DE REFERENCIA

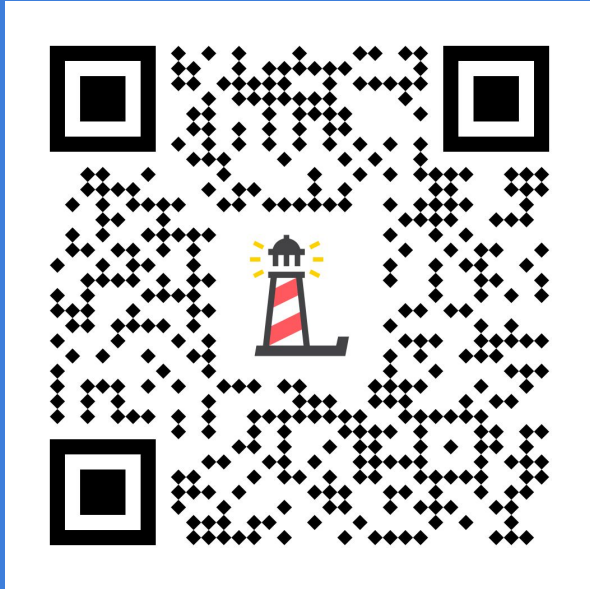
Favor de llenar la tarjeta por completo, dóblar por mitad y entregar a su maestro.

Nombre _____
Salon _____
Profesor _____
Período _____

Después de escuchar la presentación,

- ☐ Me gustaría hablar con un trabajador de salud mental en las próximas 24 horas.
- ☐ Me gustaría hablar con un tradajador de salud mental la próxima semana.
- ☐ No me gustaría hablar con un trabajador de salud mental.

Level III Pre/Post Test

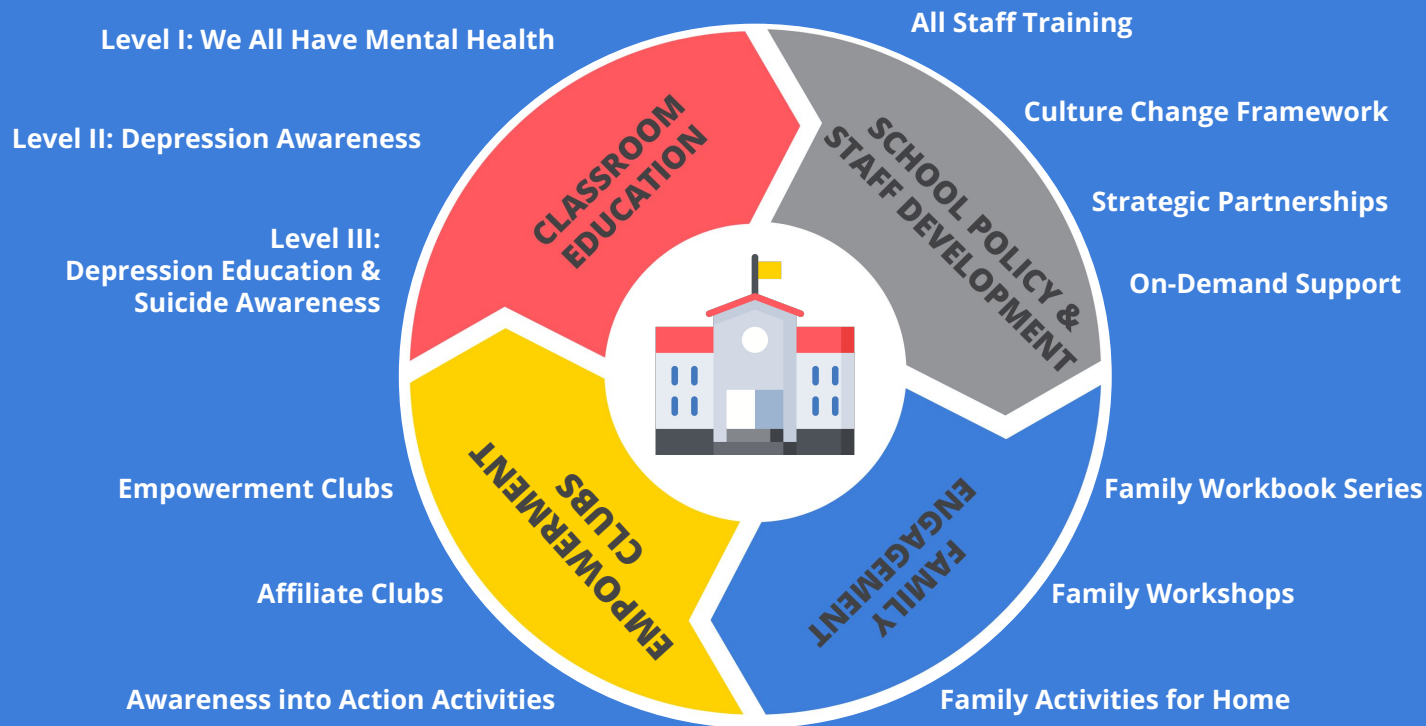


TIPS FOR A SUCCESSFUL PROGRAM

- Our programs are extremely FLEXIBLE- if you need more time or to cut something from a lesson, you are welcome to do so.
- Best practice is to teach this program at the classroom-level, not auditorium-style due to the sensitive & personal nature of the topic.
- You know your students best. You know what content they are ready for and how to continue the conversation in meaningful ways.
- Best practice is to NOT deliver program on a Friday or before an extended break - especially with the self-referral cards.
- Pick a day with extra support
- Have a plan for self-referrals and who is going to support that process (admin, mental health staff, nurses etc.)



OUR **FREE** PROGRAMS



School Wide Activities: Mental Health RECHARGE | Give Voice | Positivity Pledge



Optional Program Additions



Erika's Lighthouse

Overcoming Barriers to Asking for Help

The majority of young people do not seek or receive the help they deserve. That can be changed by learning how to overcome barriers to seeking out help.

Common Barriers:

- I feel like a burden.
- I don't want to disappoint anyone.
- I'm having a tough time recognizing if there is a problem.
- I feel ashamed and embarrassed.
- There's no hope so I might as well not get help.
- My problems are not as bad as other people's problems.
- I should be able to handle this on my own.
- I don't deserve help or support.
- People have already told me "you're fine. Just look at the positives."
- Maybe I am just being dramatic.

Research shows that trying to change our thoughts can make a positive impact on our mental health. The examples below highlight this.

Barrier	Instead of Thinking:	Try Thinking this Way:
I'm a burden.	People have more important things to deal with than me.	If someone was asking for help the same way I'm asking, I'd be willing to listen and help them.
I don't want to disappoint anyone.	I'm sorry. I know I've let you down and embarrassed you. I'll be better next time.	Thank you for your patience and for listening to me. Can we keep this open dialogue going?
My problems aren't as bad as other people's problems.	I'm not going to reach out to Leslie. She has tryouts coming up and is dealing with her parents' divorce.	My feelings are valid and I'm worth the time and space. Asking for help is ok.

If you need to speak with someone immediately, please text or call 988.
If this is an emergency, please call 911.



Erika's Lighthouse®

Text From A Friend

This exercise is designed to help you identify if a friend needs help and how to help them.

Look for "red flags" in the conversation. The term, "red flag," is used as a sign that something is not right.

Choose a response:

Use these boxes to choose the best response to texts. **Click me.**



MENTAL HEALTH

RECHARGE

5 minute classroom breaks
to boost mental health

GOOD MENTAL HEALTH IS FOR EVERYONE!

MENTAL HEALTH	STRESS	COPING SKILLS	SLEEP	NUTRITION
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500



\$0

PIEAPPLE

✓ X



\$0

WATERMELON

✓ X



\$0

BANANA

✓ X



\$0

APPLE

✓ X



Erika's Lighthouse

Having Supportive Conversations with Peers

Teens tend to turn to their friends rather than their parents for support. It can be difficult to know how to respond when someone opens up to you about their mental health. Below are ideas about how to have supportive conversations with your peers.

Listen more & talk less - Listen non-judgmentally - Make eye contact - Reassure your friend but don't make promises or keep secrets - Ask direct questions - Use empathy

What a Peer might say or do	Unhelpful Response	Helpful Response
I'm not feeling like myself lately.	Things could be worse.	I care about you. What do you think is causing you to feel so bad?
I know we don't talk much, but I'm having a tough time.	Yea, me too. I'm so stressed out.	I'm so sorry you're going through this. It sounds really hard.
A friend confides in you that they have had suicidal thoughts recently.	I promise I won't say anything to anyone.	Let's go talk to (a trusted adult). I'll go with you. I'm really glad you told me.

IMPORTANT: If you feel like someone is at risk for immediate harm, or has mentioned suicide, you need to act right away. Do not keep it a secret. Walk with them to an adult if possible or immediately tell an adult.

If you need to speak with someone immediately, please text or call 988.
If this is an emergency, please call 911.





Erika's Lighthouse

We're here to support you!

Program Support

ilana@erikaslighthouse.org

katie@erikaslighthouse.org

