



**Erika's
Lighthouse**

Implementation Training *for* *Level II: Depression Awareness Classroom Program*



LEVEL II IMPLEMENTATION TRAINING AGENDA

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



Classroom Education Programs

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

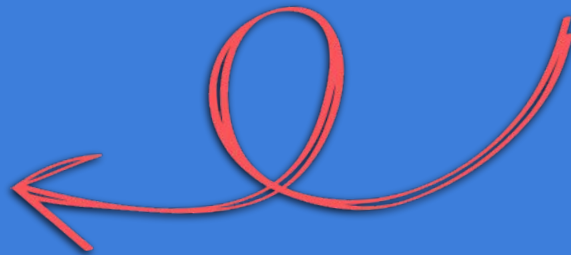


Level I: We All Have Mental Health (Ideal for gr. 4-6)

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.

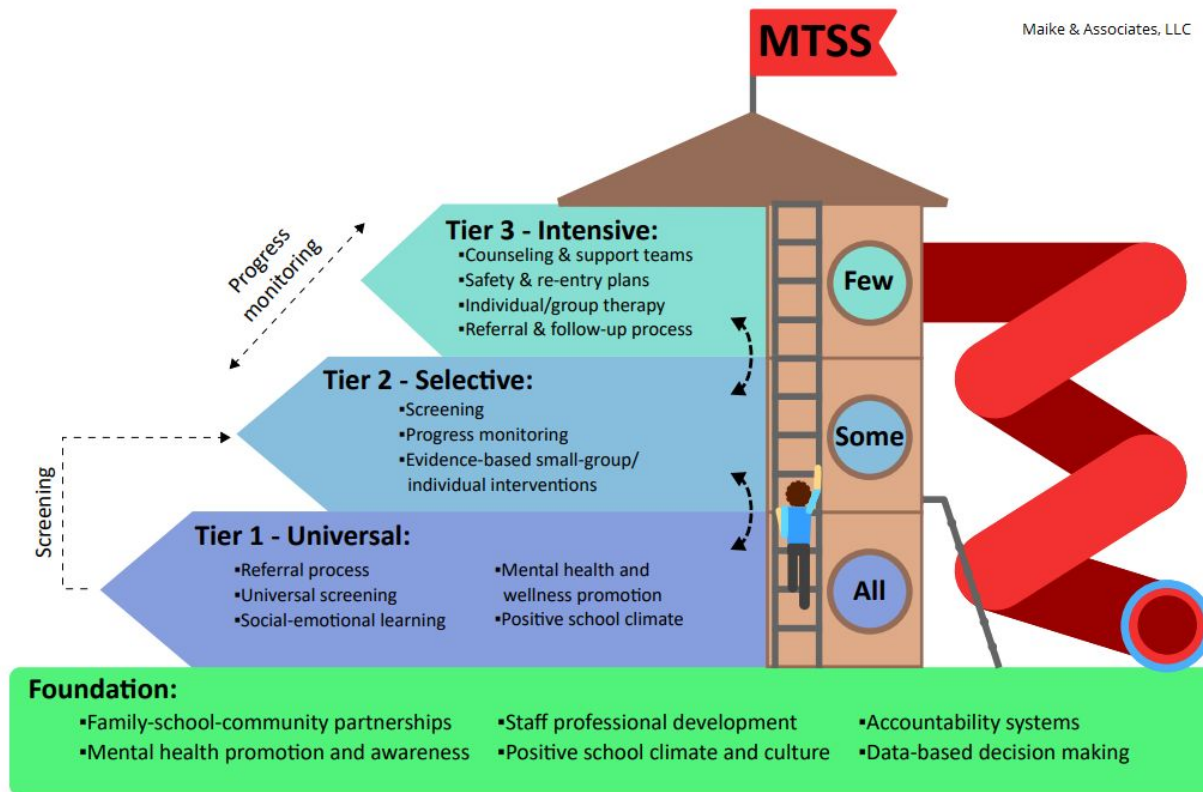


Level III: Depression Education & Suicide Awareness (Ideal for gr. 8-12)

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



MTSS AREA OF FOCUS



What more
can we do here?

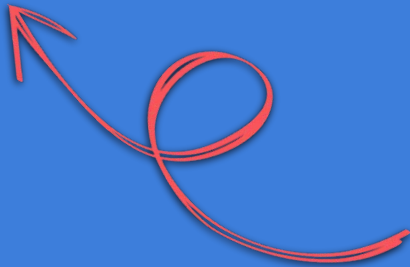
What can we
do better?



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 II Core Messages

Depression is..

a mood disorder
common
serious
treatable

Everyone
deserves good
mental health

You are
not alone—
there is hope



Level II: Depression Awareness

teaches young people the skills to seek help through depression education that is teen centered, factual and 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 for Level II

Determine which version you will be teaching:

Full Program:

- Made up of 4 lessons
- Each lesson is 40-45 minutes
- Meets National Health Education Standards

1-Day Lesson:

- One lesson that is a condensed version of the Full Program.
- The lesson is 40-45 minutes

Full Program

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

Lesson 1: Signs & Symptoms of Depression

Video Segment: [Vimeo](#) | [YouTube](#) | [Google](#)
Facilitator Instructions
Student Workbook (Spanish)
Slideshow (Google, PPT | Spanish)
Self-Referral Cards (Spanish)
Student Bookmark (Canva | (Spanish, Canva)

Lesson 2: Help-Seeking

Video Segment: [Vimeo](#) | [YouTube](#) | [Google](#)
Facilitator Instructions
Student Workbook (Spanish)
Slideshow (Google, PPT | Spanish)

Lesson 3: Coping Strategies

Video Segment Part 1: [Vimeo](#) | [YouTube](#) | [Google](#)
Video Segment Part 2: [Vimeo](#) | [YouTube](#) | [Google](#)
Facilitator Instructions
Student Workbook (Spanish)
Slideshow (Google, PPT | Spanish)

Lesson 4: Skills Check

Facilitator Instructions
Student Workbook (Spanish)

One Day Lesson

Best practice is to use the full four-day lessons above. 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)



Objectives of Level II: Full Program (4 lessons)

Lesson 1: Signs & Symptoms of Depression

- Define depression as a mood disorder
- Describe the signs & symptoms, risk factors and resources for depression
- Learn how to access a reliable, trusted adult at school

Lesson 2: Help-Seeking

- Stigma
- Treatment
- Demonstrate how to reach out for help for themselves or a friend

Lesson 3: Coping Strategies

- Demonstrate how to help themselves or others
- Discuss what we can all do to support mental health
- Demonstrate the ability to use interpersonal communication skills to support health and well-being of self & others

Lesson 4: Student Skills Check

- Establish a plan for maintaining or improving their mental health



Objectives of Level II: 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 identifying depression
- self-advocacy and peer-to-peer intervention to promote help-seeking
- awareness of how they can support their own mental health and well-being



Components of Level II Program

- **Videos**
 - **Content video**
 - **Student Story Vignettes**
- **Facilitator Instructions**
- **Student-facing Slides**
- **Student Workbooks**
- **Self-Referral Cards**
- **Student Bookmarks**
- **Pre- and Post-Tests**

Lesson 1: Signs & Symptoms of Depression

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

Facilitator Instructions

Student Workbook (Spanish)

Slideshow (Google, PPT | Spanish)

Self-Referral Cards (Spanish)

Student Bookmark (Canva | (Spanish, Canva)

Lesson 2: Help-Seeking

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

Facilitator Instructions

Student Workbook (Spanish)

Slideshow (Google, PPT | Spanish)

Lesson 3: Coping Strategies

Video Segment Part 1: [Vimeo](#) | [YouTube](#) | [Google](#)

Video Segment Part 2: [Vimeo](#) | [YouTube](#) | [Google](#)

Facilitator Instructions

Student Workbook (Spanish)

Slideshow (Google, PPT | Spanish)

Lesson 4: Skills Check

Facilitator Instructions

Student Workbook (Spanish)



Plan & Implementation for Teaching Level II

Step 1: Prior to teaching every lesson

- Read through the Facilitator's Guide
- Watch the video(s)
 - Determine if your students will select their own vignettes to watch or if you will choose the vignettes for them.
- 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



Level II Facilitator Guide

Level II: Depression Awareness - Lesson 1

A Lesson for Grades 5-9

OBJECTIVE

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

Students will:

- Define that depression is a mood disorder
- Describe the signs & symptoms, risk factors, and resources for depression
- Identify a reliable and trusted adult at school

OVERVIEW

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.

TEACHER PREPARATION

Review all of the Level II: Lesson 1 program materials.

- Read the facilitator guide script
- Review the slide deck
- Watch the [Level II Lesson 1 video](#)
- Look through student vignettes
 - Determine if your students will select two vignettes to watch or if you will select for the class
 - Consideration: If the Level II: Depression Awareness program is being taught to more than one grade at a school, you might want to consider selecting the two Student Stories for your students to watch. This way they can watch different stories next year.
- Determine how to share the pretest link with students (QR Code or Hyperlink). There is a separate post-test for when the program is complete.
 - Pre-test: <http://elhms.info>
 - Post-test: <http://elhmspost.info>

SCRIPT

Slides 1: Title Slide

"Today we are going to watch a video and talk about depression and mental health.

Before we begin the lesson, each of you will take a quick pre-test to determine what you already know. Use the QR code or link on the slide or in your Student Workbook to start your pre-test."

Slides 2: Objectives of Lesson

"Today you're going to learn that depression is a mood disorder. You'll learn the signs and symptoms, risk factors and resources for depression. You'll be able to identify a reliable trusted adult."

Slides 3: Overview of Erika's Lighthouse

"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.

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."

Slide 4: The Video

"Now we will watch a 3-minute video. As you watch the video, you can take notes and begin answering the questions in your Student Workbook. Be prepared to participate by sharing what you have learned."

Slide 5: Discussion Questions

As a whole group, ask and discuss the following questions & have students answer in their Student Workbook:

1. Depression is a common and serious mood disorder that can happen to anyone. It is not your fault if you have it and you are not alone. How common is depression in teens?
Answer: 15-20% of young people will experience depression before they reach adulthood. This is about 5 students in a class of 25
2. Depression is not like a rash on your skin. Can you tell by someone's appearance that they have depression?



Representation Matters



Navigating the Student Story Vignettes

Lindsey



Lindsey is a first-generation student from Illinois whose depression started at six years old. She says her depression felt like “little tornadoes in my head”. Lindsey loves to read, is a dedicated student and is very involved in clubs at school.

[Signs & Symptoms](#)

[Help-Seeking](#)

[Coping Strategies](#)

Catharine



Catharine is from Dayton, Ohio and is a sports enthusiast; she loves ice skating and tennis. Catharine felt that she needed to be “perfect” at everything: sports, school, friends. She was first diagnosed with anxiety, but then her symptoms of depression began.

[Signs & Symptoms](#)

[Help-Seeking](#)

[Coping Strategies](#)

Henry



Henry is from Knoxville, Tennessee. Henry loves to write, play sports and hang out with his friends. Henry describes feeling anxious, worried often and “never really feeling happy”.

[Signs & Symptoms](#)

[Help-Seeking](#)

[Coping Strategies](#)

Jasmine



Jasmine is an African American student who moved from a small town to a big city. Her move and experiencing community violence contributed to Jasmine's depression. She is passionate about church and her family.

[Signs & Symptoms](#)

[Help-Seeking](#)

[Coping Strategies](#)





Level II Student Workbook

Student Workbook- Lesson 1

Name _____



Erika's Lighthouse®

Student Workbook: Level II Classroom Program – Lesson 1 Signs & Symptoms of Depression

Role Play 1

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

Student Workbook- Lesson 1

Name _____

Bookmark Activity

When you get your Bookmark, write down the name of a Trusted Adult you can talk to if you are worried about yourself or a friend. Then answer the two questions below.

Important Terms to Know

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

Valid: a source of information that offers correct information and can be trusted.

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

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

- How can you access/find a trusted adult?



Remember, if anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult, talk to your counselor, or visit the social worker's office here at school.

You can also call or text 988 to speak or text with someone at the Suicide & Crisis Lifeline if you are ever concerned about yourself or a friend.





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

Student Workbook | Lesson 4

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

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

TOTAL _____

Exercise

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

TOTAL _____

Nutrition

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

TOTAL _____

Coping Skills

- When I'm stressed, I know what I can do to manage it. True False
- When I have a problem, I usually ignore it and hope it goes away. True False
- 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 _____

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Student Workbook | Lesson 4

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:

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:

Exercise

- ☐ Wake up 15 minutes early and engage in a series of stretches or yoga poses (download the app "Yoga+").
- ☐ 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:

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:

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Student Workbook | Lesson 4

Name _____ Teacher _____ Class Period _____

DAY 1

DATE _____ ACTIVITY _____

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 _____

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 _____

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?

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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

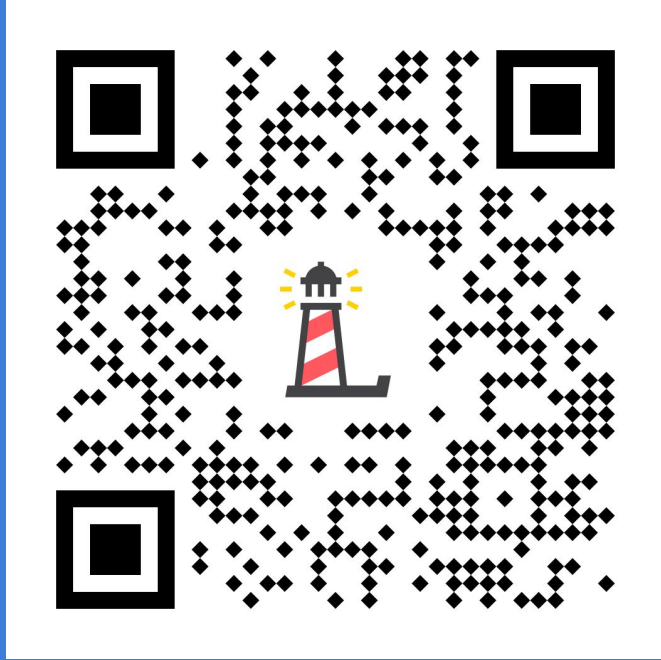
Favor de llenar la tarjeta por completo, dóblar por mitad y entregar a su maestro.

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.

Pre- and Post-Tests

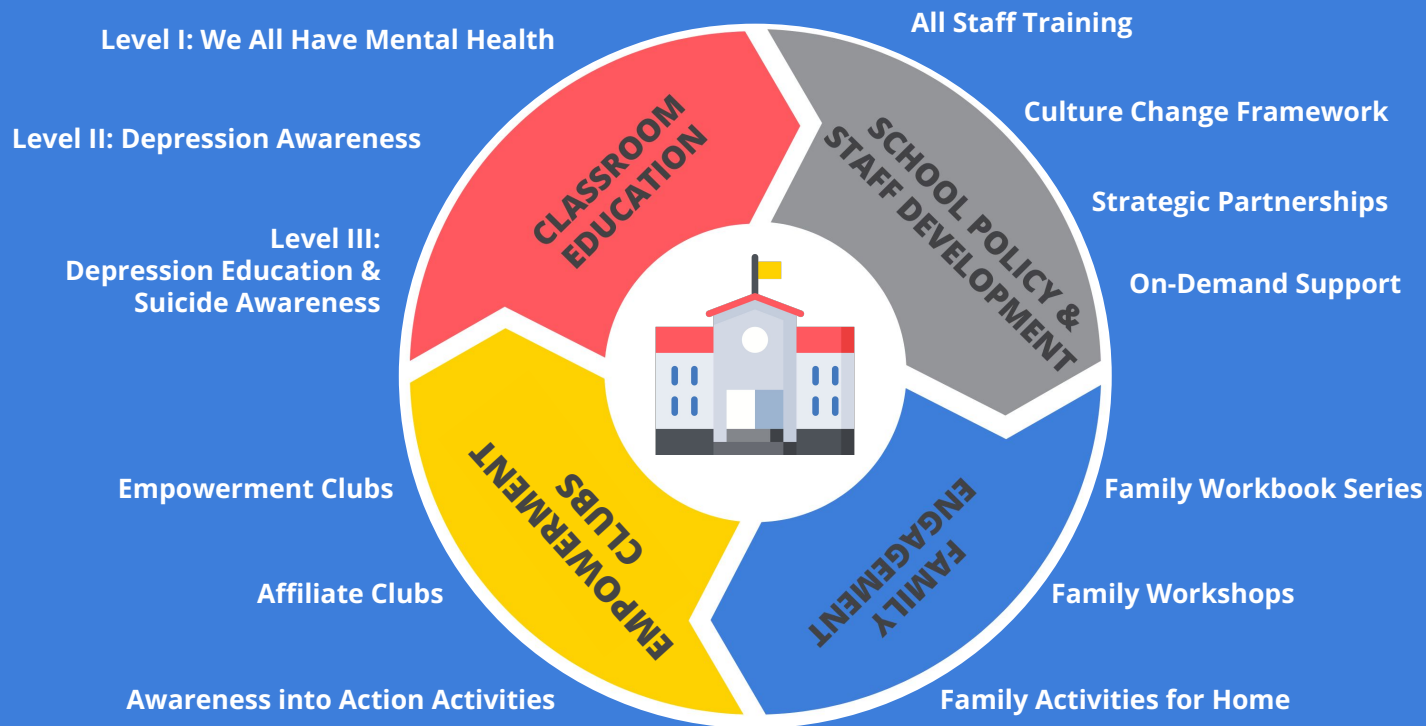


TIPS FOR A SUCCESSFUL PROGRAM

- 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.



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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

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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

