

# EMPOWERING KIDS TO MANAGE MENTAL HEALTH WELLBEING

Indiana School Health Network

Virtual Conference June 2021



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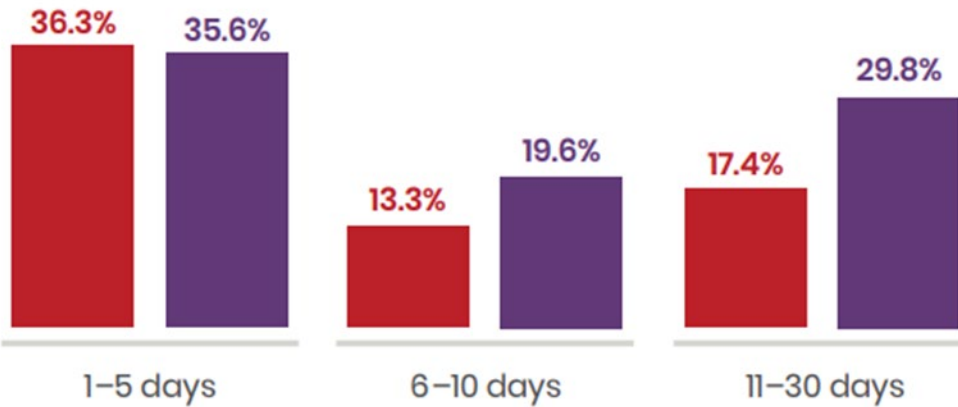
- ▶ Brownsburg West Middle School
- ▶ Middle school health and physical education teacher for 21 years
- ▶ BA in Health & Safety Education, Ball State 2000; MA Curriculum & Instruction, Olivet Nazarene University 2012
- ▶ Indiana Society for Health and Physical Educators (INSHAPE) Advocacy Chair, executive board
- ▶ SHAPE America Midwest District Health Teacher of the Year 2018
- ▶ Professional focus: skills-based health education, growing in it myself and helping others become more proficient #skillsbasedhealth

## A LITTLE ABOUT ME

- ▶ Importance of changing the way we teach mental health
- ▶ How I went about planning this unit, tips for you as you plan
- ▶ Skills-based approach- why and how
- ▶ Unit outline and lesson outlines I created- all materials linked for you as editable copies
- ▶ Erika's Lighthouse free materials that I use

## OVERVIEW

Percentage of Mentally Unhealthy Days During the Past Month by Days and Gender, Indiana: 2019



Source: Indiana Prevention Resource Center

● Male ● Female

Percentage of Students who Felt Sad or Hopeless for 2 or More Weeks in a Row by Grade Level, Indiana and United State: 2019

	Indiana	United States
Grade 6	28.9%	—
Grade 7	30.5%	—
Grade 8	33.5%	—
Grade 9	35.2%	29.8%
Grade 10	39.2%	32.5%
Grade 11	36.6%	32.5%
Grade 12	36.0%	31.0%

Source: Indiana Youth Survey

- Indiana is ranked 28th for the prevalence of mental illness among youth.
- 53% of Hoosier youth who had major depression **did not receive any mental health treatment**, 6.6 percentage points below the national percentage of 59.6%.
- 7.1% of Hoosier children with private insurance did not cover mental or emotional problems, slightly below the national percentage of 7.8%.<sup>187</sup>
- 50.8% of Indiana children received treatment or counseling from a mental health professional in the past year, 2.4 percentage points **below the national percentage** of 53.2%.<sup>188</sup>

Indiana Youth Institute | IYI.org

2021 Indiana KIDS COUNT® Data Book

# INDIANA MENTAL HEALTH DATA

Suicide is the 2<sup>nd</sup> leading cause of death for Indiana youth ages 15-24, and the 4<sup>th</sup> leading cause of death for youth ages 5-14.

Percentage of Students Considering and Planning to Attempt Suicide by Grade Level, Indiana: 2019

	Considered Attempting Suicide		Made a Plan to Attempt Suicide	
	Indiana	United States	Indiana	United States
Grade 6	11.8%	—	9.0%	—
Grade 7	15.2%	—	11.7%	—
Grade 8	17.6%	—	13.3%	—
Grade 9	18.0%	16.3%	13.1%	12.8%
Grade 10	19.3%	17.3%	14.3%	14.1%
Grade 11	17.9%	17.5%	13.1%	14.2%
Grade 12	17.3%	17.4%	12.2%	12.9%

Source: Indiana Youth Survey

- Research has shown that talking about suicide or asking students if they are thinking about suicide will not put the idea in their head or cause them to kill themselves. Given the widespread stigma around suicide, most people who are contemplating suicide do not know with whom to speak. By talking openly and being available to students, school personnel may be able to help an individual see there are other options and/or give the student time to rethink his/her decision, thereby preventing suicide.
- School personnel, parents/guardians, and students need to be confident that help is available if/when they raise concerns regarding suicidal behavior. Studies show that students often know, but do not tell adults, about suicidal peers because they do not know how adults will respond or assume they can't help.

Self-management promotes the acceptance of personal responsibility for health, encourages **practices of behaviors to maintain or improve personal health of self and others**. There are two core components to mastering the skill of self-management. The first core component focuses on the *demonstration of distinct skills, techniques, strategies, and actions needed to enhance health*. These can include skills like stress management techniques, and first aid. The other core component focuses on *taking personal responsibility for one's own health* and includes being able to identify, self-monitor, reflect, and transfer health skills, techniques, and strategies into all situations.

## DESCRIPTION OF SELF-MANAGEMENT

(FROM NATIONAL HEALTH EDUCATION STANDARDS)



# SELF-MANAGEMENT SKILL MODEL

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

# UNIT PLANNING FOR SELF-MANAGEMENT

Step 1) What skills do my students need (most) to thrive in life now and in future?

Step 2) Plan skill objectives based on standards and indicators:

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

**Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Commonly referred to as the skill of “Self Management”

**7.8.1 Explain the importance of assuming responsibility for personal health behaviors.**

**7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.**

**7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.**

Step 3) Fit content (functional information) into skills

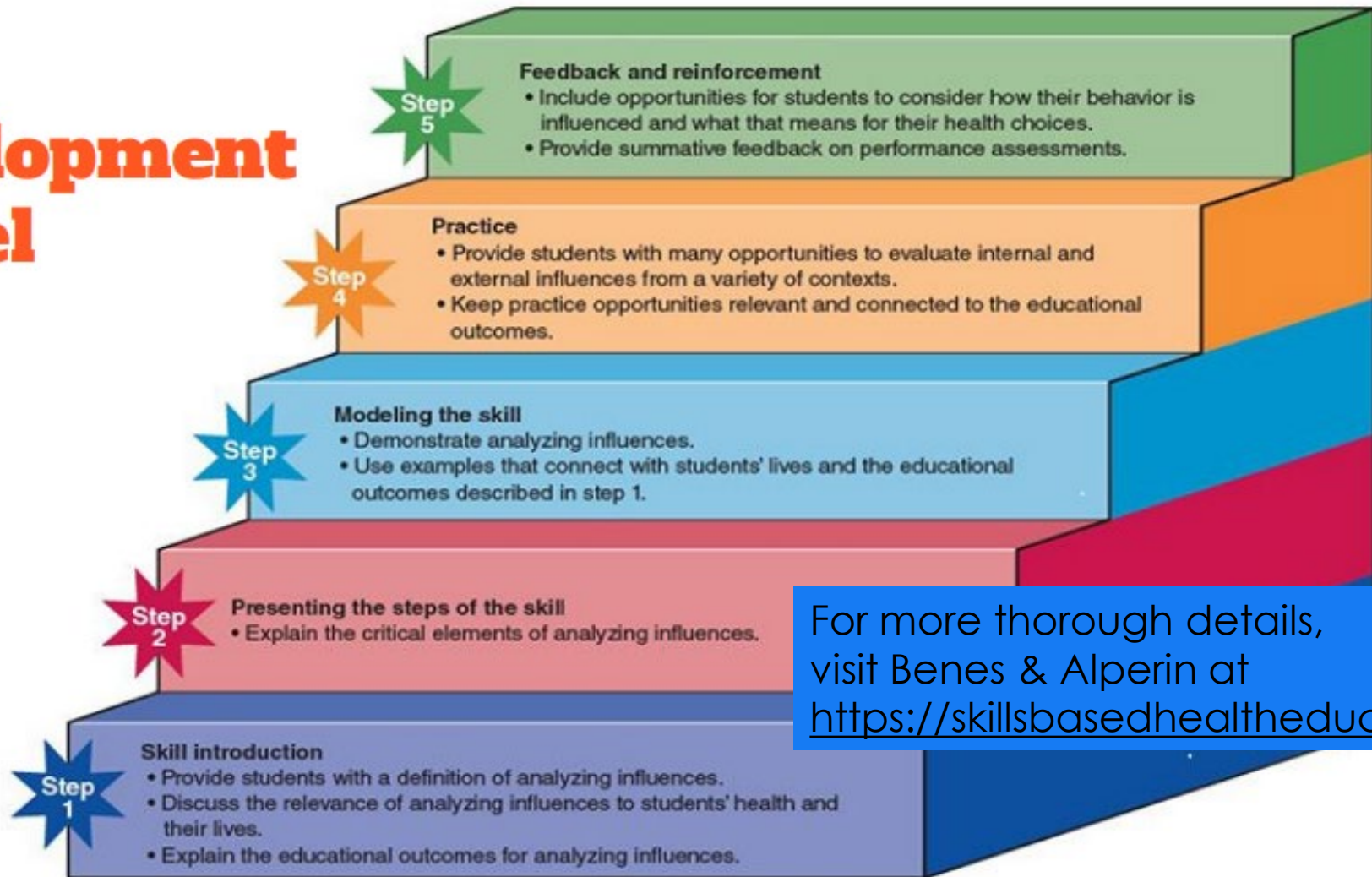
Step 4) Plan appropriate performance assessments that allows students to DEMONSTRATE the skills you are teaching

Step 5) Plan instructional activities that take students through all 5 steps of the skill development model:

# SKILLS-BASED HEALTH IS MUCH LIKE TEACHING OR COACHING ANY SKILL!

HOOK, STEPS (CUES), MODEL, PRACTICE, FEEDBACK, PRACTICE, ASSESS

## Skill Development Model



For more thorough details,  
visit Benes & Alperin at  
<https://skillsbasedhealtheducation.com/>

- ▶ Demonstrating concepts, skills, and strategies for enhancing health:
  - ▶ Identifying, learning, practicing positive self-care practices
  - ▶ Expressing feelings in healthy ways
  - ▶ Knowing when to get help
  - ▶ Accessing help from appropriate sources
- ▶ Taking personal responsibility for one's own health:
  - ▶ Assessing one's health status
  - ▶ Identifying areas needing improvement
  - ▶ Practicing strategies that enhance health
  - ▶ Reaching out for help if self-care is not working
- ▶ We will also apply communication skills for helping others.

FOR STUDENTS: WHAT IS SELF-  
MANAGEMENT OF MENTAL HEALTH?

- ▶ Throughout the unit, you will learn and practice skills for dealing with thoughts and feelings in healthy ways.
- ▶ YOUR objective is to try a variety of strategies and see which ones work for you.
- ▶ During the unit, you will document several of these strategies through writing and practicing out loud with others.
- ▶ At the end of the unit, you will create “My Mental Health Plan” that shows the skills and strategies YOU will use to deal with your thoughts and feelings in healthy ways. Make sure you keep a copy for when you need it!

FOR STUDENTS: HOW WILL I DEMONSTRATE  
SELF-MANAGEMENT OF MENTAL HEALTH?

I can (possibilities):

- ▶ Assess current stress level; **assess current stress management practices.**
- ▶ **Identify practices to continue.**
- ▶ **Identify practices to improve.** (That includes writing some examples of times when I have responded well or not, and what the outcome was).
- ▶ Explore negative health outcomes that can result from failing to manage stress well: substance use disorders, self-harm, harm to others, stress-related disease such as heart disease, decreased longevity.
- ▶ Explore positive health outcomes from managing stress well: more positive outlook, healthier relationships, resilience, better immune function, better sleep, lower disease risk, longevity.
- ▶ **Practice 3 or more healthy strategies for managing intense emotions. (outline steps of strategy, written response to sample situations, role plays w a family member or friend)**
- ▶ **Practice 3 or more healthy strategies for managing continued/ongoing stress. (outline steps of strategy, written response to sample situations, role plays w a family member or friend)**
- ▶ Reflect on how healthy strategies improved my mental/emotional well-being in 2 or more situations.
- ▶ Predict how using healthy strategies will impact each dimension of health/wellness.

# POSSIBLE OBJECTIVES FOR THE UNIT

I can (more possibilities):

- ▶ **Identify warning signs that someone needs additional support.**
- ▶ **Identify who to turn to, when needing additional support.**
- ▶ **Create a personalized “My Mental Health Plan.” (either document or more creative visual representation)**
- ▶ **Demonstrate active listening skills. (practice w friend or family using checklist)**
- ▶ **Demonstrate/communicate empathy and support for someone who is struggling. (scripted role play, then written response(s), then skit)**
- ▶ Explore/describe common and less common mental health disorders.
- ▶ Describe/demonstrate how to access valid mental health information.
- ▶ **Describe/demonstrate how to access valid mental health services within the community.**
- ▶ Signs and symptoms of stress, stages of grief, situational vs clinical depression, mood swings

## MORE POSSIBLE OBJECTIVES FOR THE UNIT

Lesson 1: overview of unit, feelings and stress, self-care coping strategies, choice board

Lesson 2: resilience strategies, practice & rate, possible journal

Lesson 3: expressing feelings with I Statements, practice

Lesson 4: stigma, empathy, active listening, practice

Lesson 5: (school counselor) depression, anxiety, warning signs

Lesson 6: accessing help for self or others, My Mental Health Self-Management Plan

## UNIT PLAN OF 6 LESSONS

Shared documents (make a copy):

<https://drive.google.com/drive/folders/13gJ5VGTeguBpJJ1MlhovXWlOnkUXvyJy?usp=sharing>

# Overview of unit, feelings and stress, coping strategies,

- ▶ choice board (demo & try some as a class, allow them to choose the rest):  
<https://drive.google.com/file/d/19HHIGaubrbCOiidBSlaHMHfRE7liuith/view?usp=sharing>

Push hard against something that won't move, like a wall, to use up muscle tension.	Search for funny jokes and videos online. Try: cat jump fails, fainting goats, America's Funniest, magic tricks.
Draw/write a positive chalk message on a sidewalk or driveway.	Write a thank you note or email for a teacher, coach, family member, or community member.

## LESSON 1

### Mental Health

These are strategies for calming mind and body when you're experiencing stress or intense thoughts and feelings. Try to complete five or more this week. You are not required to turn anything in. We'd love to have you share pics or video of your activities to the Brownsburg Middle School Health/PE Twitter page @BburghPE.








4-8-8 Breathing: Inhale through nose for 4 counts, hold for 8, exhale for 8. Repeat.	Sit in Child's Pose for two minutes.	Walk outside or look out window for five minutes. Count how many different colors you can see.	Text a positive message to a friend or family member.	Run as hard and fast as you can, for at least 30 seconds, then follow with a walk.
Read 1-2 chapters of a book.	Mindful minute: Sit quietly. Use senses to notice as much as you can about your surroundings: listen, observe, breathe in, feel.	Invite your family to sit together for a meal. Bonus points if you help prepare the meal!	Push hard against something that won't move, like a wall, to use up muscle tension.	Search for funny jokes and videos online. Try: cat jump fails, fainting goats, America's Funniest, magic tricks.
Ask a friend or family member what they do to deal with stress. Teach them a new strategy!	Write a note to deliver to someone in a nursing home and have a family member drop it off.	Squeeze or punch a pillow.	Draw/write a positive chalk message on a sidewalk or driveway.	Write a thank you note or email for a teacher, coach, family member, or community member.
Make tight fists and squeeze all the muscles in your arms and shoulders for 20 seconds, then release and shake it out.	Make a positive poster or colorful hearts to hang in a window.	Find scrap paper, junk mail, or cardboard and tear it up. Make sure to throw away your mess!	Follow an exercise routine from a video.	Do an active chore, like vacuuming, sweeping, scrubbing, handwashing dishes, pulling weeds.
Make a music playlist for yourself.	Gently tap your fingertips 30 times on each of your pressure points (see pic below).	Organize a family game night- inside or outside. Bonus if you create your own game!	Learn how to practice meditation and breathing on <a href="http://KidsHealth.org">KidsHealth.org</a> .	Create a dance to your favorite song.









Tapping: Gently tap your fingertips on the following locations, about 30 times each, while breathing deeply. Repeat if needed. This helps calm the nervous system and bring you out of the stress response.



# Resilience strategies, practice & rate, possible journal

<https://drive.google.com/file/d/14SCtiCP19aVvCwKLa6Cmmsn1Hdg8W23/view?usp=sharing>

Mental Health		
<p>These are strategies people use for developing <i>resilience</i> (ability to recover with minimal harm) to changes and challenges in the world around us. <b>Read through the strategies, and pick a few to try or improve this week.</b></p> <p>You are not required to turn anything in, but <i>the more you practice, the better you will feel.</i></p> <p>Your teacher is still working and wants to support you! Email or text through Remind and I'll do what I can to help. I'd also love to have you share pics or video of what healthy things you're trying to the <a href="#">Brownsburg Middle School Health/PE Twitter</a> or Instagram pages @BburgHPE.</p>		
Technique	How to Do It	Try it, then rate how helpful it might be to you (scale of 0 to 10)
 <p>Positive playlist</p>	Make a music playlist that brings your spirits up and motivates you. These should be uplifting, positive songs. Examples: The Rocky Theme Song, Don't Stop Believin', Best Day of My Life, Happy, Shake It Off, Walking on Sunshine. Listen to this playlist when you're feeling down!	
 <p>Perspective</p>	Make a list of all the things you HAVE that have not been affected by current situations. For example, family, shelter, your health, education (ability to read, etc), food, clean water, indoor plumbing, electricity, ways to connect with friends and family through phone and other means. When you're feeling frustrated by things that have changed or that you can't have right now, look back at this list and try to add one item. Bonus: look at what you could do to help others who have less than you.	ly routines. This will help things seem normal and productive. It ig patterns and making sure you eat regularly. Example: "I will breakfast. At 2 pm I will take an exercise break. My bedtime
 <p>Journal</p>	Write out your thoughts, or make a video journal, to help you think through your challenges and discover patterns and solutions. Questions you might ask yourself include: What were highlights of my day? What did I struggle with? How did I feel? What did I do (or might I try next time) to cope? What might I do differently tomorrow? What am I looking forward to? What have I learned about myself?	<p>i benefits of exercise (disease prevention, better sleep, weight many don't know that physical activity has been shown to be o moderate symptoms of depression and anxiety. Even brisk d, release calming chemicals in your brain, reduce physical and memory and learning, and distract you from things that are</p> <p>ig phrases such as, "it might be tough but you've got this," or "I know." Some people even choose one word to focus on or peace. When you feel stress creeping in, focus on that word side your head. Some people even close their eyes and imagine that word or phrase being typed or handwritten.</p>
 <p>Gratitude wall</p>	This could be personal or family activity. It is a dedicated space where everyone takes time together to reflect on things they are thankful for and remember them visually: printed photos, words cut out from magazines, written lists and drawings, cards from loved ones, items from memories together.	
 <p>Define your fears</p>	Write or type out a list of your worries. Sometimes just getting them out of your head and onto paper can be helpful. Decide how much is within your control, and make note of what you can do to help the situation or keep you feeling better. Then, make a choice to LET IT GO. (Some people even like to tear up their worry list into tiny pieces and throw it away). Worrying keeps you from fully experiencing joys in life. Decide to put your fears and worries aside, and focus on what you have control of now. You will regret time spent worrying; you will be glad for the times you walked away from it.	
 <p>Perspective</p>	Make a list of all the things you HAVE that have not been affected by current situations. For example, family, shelter, your health, education (ability to read, etc), food, clean water, indoor plumbing, electricity, ways to connect with friends and family through phone and other means. When you're feeling frustrated by things that have changed or that you can't have right now, look back at this list and try to add one item. Bonus: look at what you could do to help others who have less than you.	
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 <p>Sleep practice</p>	During the day, expose yourself to as much natural light as possible and avoid spending time in your bed during the day. During the day, practice feeling awake: brushed teeth, daytime clothes, up and moving. Set a specific bedtime, and turn off all electronics an hour in advance. Plan a bedtime routine including hygiene, quiet activity like reading or listening to relaxing music, warm milk or tea. At night, practice winding down and feeling sleepy. If you wake up or can't sleep during the night, get up and do something quiet (no screens) until you feel sleepy again before returning to bed. You should get 8-10 hours of sleep each night.	
 <p>Growth mindset</p>	When you find yourself focusing on failures and weaknesses, try to look at each challenge as an opportunity to grow and expand your brain. Your brain has learned to do SO many skills, but it takes practice to teach your brain how to do new things well. If something hasn't gone well, look to see how others are doing it well, ask questions to learn how to do it better, and keep trying. Celebrate your progress, but know that anything worth achieving WILL TAKE HARD WORK and PRACTICE.	
 <p>Celebrate success</p>	Let your family and friends know what you have achieved, make a video of your achievement, or post to the @BburgHPE Twitter/Instagram. "I jogged a mile without walking today!"	
 <p>Reframe</p>	Challenge your brain to find a different way of looking at your situation. Try to find the positives of being quarantined and finishing school at home. For example, replace "I have to stay at home instead of hanging out with my friends," with "I'm learning some ways to have fun with my family, and I can still reach out to my friends in other ways." Another example: replace "There's nothing to do," with, "Now I have time to learn new skills like cooking/baking."	
 <p>Time management</p>	Set limits on activities that could waste your day or make you less productive: video games, TV, social media. Make time to work on at home learning assignments and chores so you are not overwhelmed with lots of things to do later.	
 <p>Healthy diet</p>	Try to cut sugar out of your daily meals and cut back on snacking. Half of your daily food intake should come from vegetables and fruits, to keep your brain and body feeling good. Stay away from fatty foods and caffeine. Try some "good mood" foods, such as fish, bananas, or nuts, that are known to boost overall brain health and energy levels.	
 <p>Counseling</p>	If you're not feeling better after self-care and talking out your feelings with loved ones, you could reach out to one of our guidance counselors at school (they're still working!). You might also consider asking a parent about professional counseling. Look on the <a href="#">Hendricks County Resource Guide</a> for local support groups or mental health/counseling.	
 <p>Give yourself some grace</p>	Everyone has bad days. Remember that this is a challenging time for everyone, and it's not always easy to adjust. Take some extra time for self-care, and try again tomorrow!	

## LESSON 2

# Expressing feelings with I Statements, practice

[https://drive.google.com/file/d/10Sr-0OWTxKIVJa-cPDMw2Ppimg\\_8lR9Ea/view?usp=sharing](https://drive.google.com/file/d/10Sr-0OWTxKIVJa-cPDMw2Ppimg_8lR9Ea/view?usp=sharing)

Mental Health: Communicating Your Feelings  
Brownsburg Middle School Health, Week of May 4



*When you have intense thoughts and feelings, it's important to express them in healthy ways. The goal is to help you feel better long-term, not just for the moment.*

- Screaming at someone when you feel overwhelmed might let out some of your energy, but it will *likely cause more problems* in that relationship and *you'll feel guilty* later on for the way you reacted.
- If you can calm your body and mind from the initial stress reaction, and explain to the person how you feel and why, you will be *working to improve* the situation and relationship, and you will *feel better* in the long-term.

Here's How to Express Feelings With an "I Statement":

- I feel \_\_\_\_ (say your emotion) \_\_\_\_ when \_\_\_\_ (say because \_\_\_\_ (explain how it affects you) \_\_\_\_.
- I would like it if \_\_\_\_ (or, I would feel better if....).

For example, instead of "You always think I'm lying!" you fully know what the other person is thinking. This

- Try: "I feel frustrated when I don't get to

## ➤ Practice in Writing

Directions: Respond in writing with an I Statement, and think about possible outcomes.

1. Your parent has a rule that you have to turn in tech devices at a certain time of night, but wind down on a certain app like e-books, calming music, etc. so you want to keep it longer. I got in an argument about wanting your phone for another half hour.

Parent: "What's wrong? You're very moody lately."

YOU: I feel \_\_\_\_\_ when \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

- What might you WANT to say, other than an I Statement? \_\_\_\_\_

- How/why do you think the situation might turn out better if an I Statement is used?

## ➤ Now Practice Out Loud!

Directions: Practice each of the previous scenarios (out loud) with another human. You can use someone in your household, or use tech to reach out to someone outside your home.

- Have the other person read the first person's (parent, peer, teacher) part in quotes.
- Then, you respond by reading your I Statement out loud. It's probably going to feel awkward, but the idea is to practice until it feels more natural and you're more likely to do it.
- Ask the other person to rate how well you maintained a calm, respectful voice, and positive body language. If they give you any feedback you can improve, try it again until you pass the test!

Here are some specific emotions that you could use to describe how you feel:.....

**Afraid**  
Nervous  
Dread  
Frightened  
Terrified  
Alarmed  
Panicked  
Suspicious  
Worried  
Apprehensive  
**Agitated**  
Bothered  
Disoriented  
Uncomfortable

# LESSON 3

# Stigma, empathy, active listening, practice

[https://drive.google.com/file/d/1PdK2Gk\\_NX-1LJQLHARKNb0m6mQTavTQt/view?usp=sharing](https://drive.google.com/file/d/1PdK2Gk_NX-1LJQLHARKNb0m6mQTavTQt/view?usp=sharing)

## Communication for Mental Health: *Active Listening* (Middle School Health May 11)

Ask any successful adult, and they will agree that one of the most important life skills is LISTENING. This skill can strengthen relationships with friends and family, and increase success in school and career. Active listening means you are attentively participating as a listener in the communication process, and giving feedback to the speaker.

*Active listening is especially useful when someone is experiencing strong, difficult emotions.* Many people don't know what to say when they see someone struggling. This lesson prepares you to show support to someone during challenging times.

### Skills for Active Listening that help you show support to others:

Technique	Description	Examples	Notes
Body language	Posture, body positioning, and facial expressions to show you are listening.	stopping distracting tasks (especially screen time)	<i>No, you don't stop everything and go to the person speaking. Just continue doing what you are doing and let the person know you are listening and they can keep going.</i>
		open posture (head up, arms uncrossed, hands neutral open)	
		eye contact	
		concerned/interested look	
		nodding	
		appropriate facial reactions	
Echo	Repeat back what they said, in different words.	"So, it sounds like the way she talked to you really brought up bad memories."	<i>Let them do the talking, but</i>

"Fillers"	Simple sounds or words to show you are following along, and they can continue.	ok	wow	<i>Again, this is not constant, but enough to let them know you are listening and they can keep going.</i>
		uh huh	oh	
		hmm	really?	
		I'm listening	keep going	

### Practice:

- Ask a family member to let you practice by giving you a chance to demonstrate the parts of active listening. He/she will need to tell you about a time/situation that brought out strong emotions like anger, frustration, embarrassment, overwhelm, sadness, etc. It could be recent or in the past.
- Before you start, show your partner the chart and the kinds of things you are practicing: body language, strategies using your words, fillers, Do's, etc. You can keep the chart in front of you and check it for help during the practice (it IS practice, after all).

### When someone is really upset:

What TO Say (Do's)	What NOT to Say (Don'ts)
I may not be able to understand exactly how you feel, but I care about you and want to help.	You'll be fine/Everything will be fine.
You are not alone in this.	Other people have it worse.
You are important to me.	Look on the bright side.
I'm here for you.	It's all in your head.
Your life is important to me.	Stop worrying.
Talking about your struggles shows how strong you really are.	Your situation isn't that bad.
What can we do that makes you feel better?	There's nothing I can do about it.

### Important Tips:

If someone is sharing difficult feelings with you and it is more than you can handle, *tell a trusted adult* such as your family member, their family member, school counselor, teacher you feel comfortable with, coach, etc.

If someone's feelings are disrupting their life and have lasted for several weeks, they may need to see a professional to get better. You can find resources through a school counselor or the [Hendricks County Resource Guide](#). *If you think they might harm themselves or someone else, reach out to a crisis resource:*

## LESSON 4

Depression, anxiety, warning signs of suicide

- ▶ Led by school guidance counselor
- ▶ Resources from Erika's Lighthouse
- ▶ Includes statistics on frequency of anxiety and depression, differences between normal mood swings and disorder, importance of self-care, when to get help, normalizing treatment for mental health (like getting treatment for physical pain that won't go away), how to get help.

## LESSON 5



## Ilana Sherman

### DIRECTOR OF EDUCATION

Ilana joined Erika's Lighthouse in September 2019 as Director of Education. She has a Masters Degree in Public Health from the University of Illinois at Chicago. Ilana brings with her over 15 years of non-profit health education programming experience ranging from Outreach Coordinator to Director of Education. Ilana is excited to be part of Erika's Lighthouse to help further the mission and empower preteens, teens, their caregivers and educators to learn and talk openly about adolescent depression.

Contact Ilana at [ilana@erikaslighthouse.org](mailto:ilana@erikaslighthouse.org) or call 847.386.6481 ext. 106.



**Erika's Lighthouse®**

# OUR CORE MESSAGES

**Depression is..**

a mood disorder  
common  
serious  
treatable

**Everyone  
deserves good  
mental health**

**You are  
not alone—  
there is hope**



**Erika's Lighthouse®**

# WHY DEPRESSION EDUCATION?

- Mental health is just as important as physical health
- Early identification and intervention
- Identify more struggling students vs. just suicide prevention
- Can be taught in unison with traditional suicide prevention



**90–98%** of all youth  
suicides involve a mental illness,  
the most common being  
**depression.**

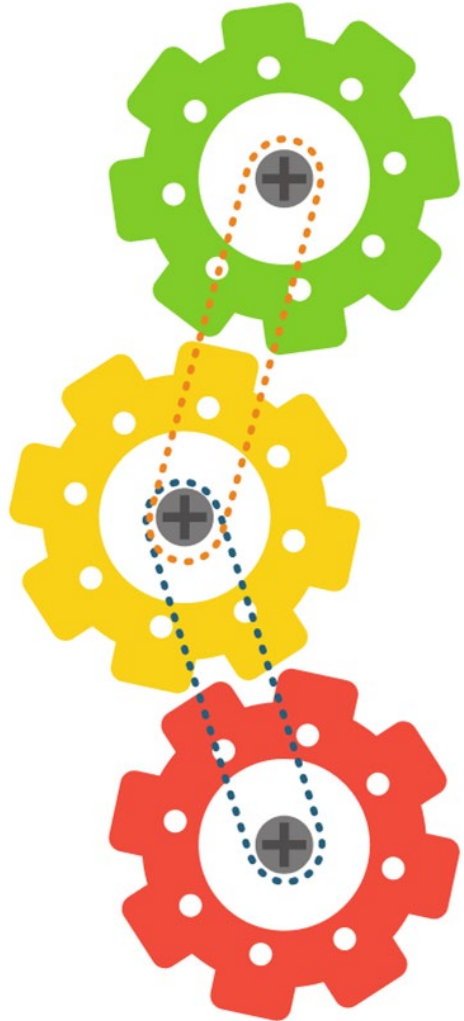


**80%** of young people  
with depression will go  
**unrecognized and untreated.**



# CLASSROOM EDUCATION

*Together or Standalone - Beginning 2021-22 school year*



**Level I** | *Ideal for grades 4-6, fully bilingual*

## **We All Have Mental Health**

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

**Level II** | *Ideal for grades 5-9, mostly bilingual*

## **Depression Awareness**

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

**Level III** | *Ideal for grades 8-12, mostly bilingual*

## **Depression Education & Suicide Awareness**

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



**Erika's Lighthouse®**

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# OUR PROGRAMS

We teach 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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# REPRESENTATION MATTERS



Jasmine



Alan



Mac



Edgar



Mason



Callie

# PROGRAM COMPONENTS & OBJECTIVES



## COMPONENTS - All levels are:

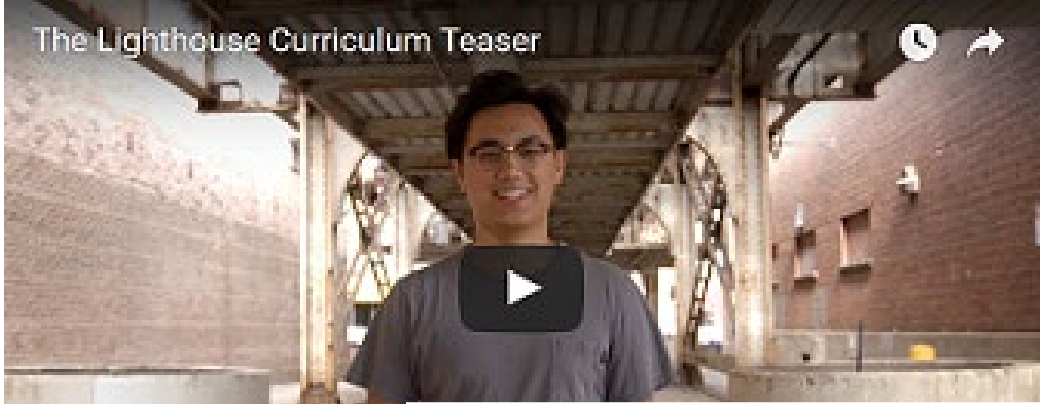
- Video-based
- Skills-based, meeting NHES
- 4 Lessons with 1-day options
- Flexible to allow for grade level crossover

## OBJECTIVES - In 4 lessons, the program will achieve:

- Mental Health and/or Depression Literacy
- Good Mental Health Practices
- Stigma Reduction
- Help-Seeking Skills

Through alignment with Skills-Based, National Health Education Standards:

- Level I: #1, 3, 7
- Level II: #1, 3, 7
- Level III: #1, 3



The Lighthouse Curriculum Teaser

13

LESSON 1 FACILITATOR INSTRUCTIONS

### Lesson 1 Overview and Objectives

Lesson 1 is the core lesson of *The Erika's Lighthouse Program* and is designed to raise students' awareness and knowledge of key concepts related to depression, suicide and help-seeking.

Students watch a portion of *The Erika's Lighthouse Program* 18-minute video, which teaches key concepts about depression and suicide through student stories, narration and graphics.

The lesson concludes by educating students on where and how to access help should they need it for themselves or a friend.

**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.

### LEARNING OBJECTIVES

Students will be able to:

- Define depression as a common mood disorder with specific changes in moods, thoughts and behaviors.
- 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.

**TOTAL INSTRUCTION TIME**  
45 minutes

**TEACHING STRATEGIES**  
Video  
Discussion  
Accessing Information Activity

# SELF-REFERRAL CARD & STUDENT BOOKMARK



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**TARJETA DE REFERENCIA**

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

Nombre \_\_\_\_\_

Salón \_\_\_\_\_

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 trabajador de salud mental la próxima semana.

☐ No me gustaría hablar con un trabajador de salud mental.

**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.



**Erika's Lighthouse**  
A Beacon of Hope for Adolescent Depression

**La Depresión en Los Adolescentes**  
**Conozca Los Indicadores**

La depresión es una enfermedad que afecta nuestras emociones, pensamientos, y comportamientos.

**Cinco o más** de estos síntomas deben estar presentes por la mayor parte del día al menos por dos semanas:

- Estado de ánimo triste, deprimido, o irritable
- Falta de interés en las actividades favoritas
- Pérdida o aumento de peso significativa
- Cambios en los patrones del sueño
- Intranquilidad o agitación
- Fatiga o pérdida de energía
- Sentimientos de inutilidad o culpa
- Dificultad para concentrarse o tomar decisiones
- Pensamientos repetidos de muerte o suicidio

**La depresión es común, puede ser grave y es tratable.**

Si piensa que padece de depresión, **no está solo**. Entienda que la depresión puede mejorar pero necesita tomar acción. Coméntelo con un adulto responsable quien puede ayudar a obtener una evaluación de un médico o un profesional de salud mental.

**¿EN CRISIS Y SOLO?**  
Llame 1.800.273.8255 o mande un mensaje de texto de "LISTEN" a 741-741

**¿EN RIESGO INMEDIATO DE SU SEGURIDAD?**  
Llame 911.

**Donde Ir Para Ayuda**

Escriba el nombre de un adulto a quien usted puede hablar si necesita ayuda.

Ayuda a educar a tus amigos.  
Descargue nuestro manual para padres.  
Disponible en [ErikasLighthouse.org](http://ErikasLighthouse.org)

**Erika's Lighthouse**

**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, i.e. 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](http://ErikasLighthouse.org).

**Erika's Lighthouse**

Promote Good Mental Health in Your School  
Start a Teen Empowerment Club by visiting [ErikasLighthouse.org](http://ErikasLighthouse.org)

# SUPPLEMENTAL RESOURCES & SUPPORTS

## Optional Program Additions

*Mental Health Game, Text From a Friend*

## Effective Interventions

*Intervention Language for Educators, Mental Health Checklist*

## Family Education & Engagement

*Parent Handbook on Childhood and Teen Depression*

GOOD MENTAL HEALTH IS FOR  
EVERYONE!

PLAY NOW!



### Help-Seeking

Sometimes people feel ashamed or nervous to ask for help or to say something to a friend they might be worried about. Here are some suggestions.

#### How do you ask for help?

Find a Trusted Adult & say to them  
How you **Feel**  
What you've **Tried**  
What they can do to **Help**

I've been feeling really down lately.

I know there are things I can do to feel better. I've tried hanging out with my friends and even tried yoga. I am still feeling sad.

I think I may need to speak with someone. Could you help me find a mental health professional?

#### How do you help a friend?

Say to them:  
I've **Noticed** changes in you.  
I **Care** for you.  
How can I **Help** you?

If a friend ever mentions hurting themselves, you need to tell an adult immediately!

I notice you have not been able to focus in class, you seem tired all the time and you have even lost weight. In general, you seem down.

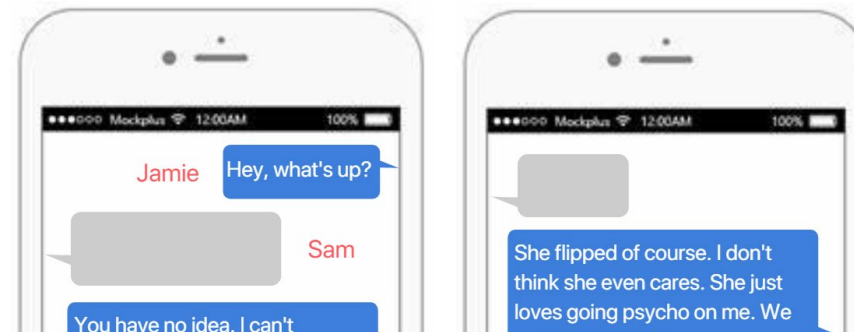
help.

to 741-741 or call 1-800-273-8255.  
is an emergency, please call 911.



### Text from a Friend

Now it's your turn. Fill in what you could say in this conversation.



Erika's Lighthouse®

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# ASSESSMENT & EVALUATION

**Classroom education offers skills-based assessments, optional worksheets and more to help assess student learning.**

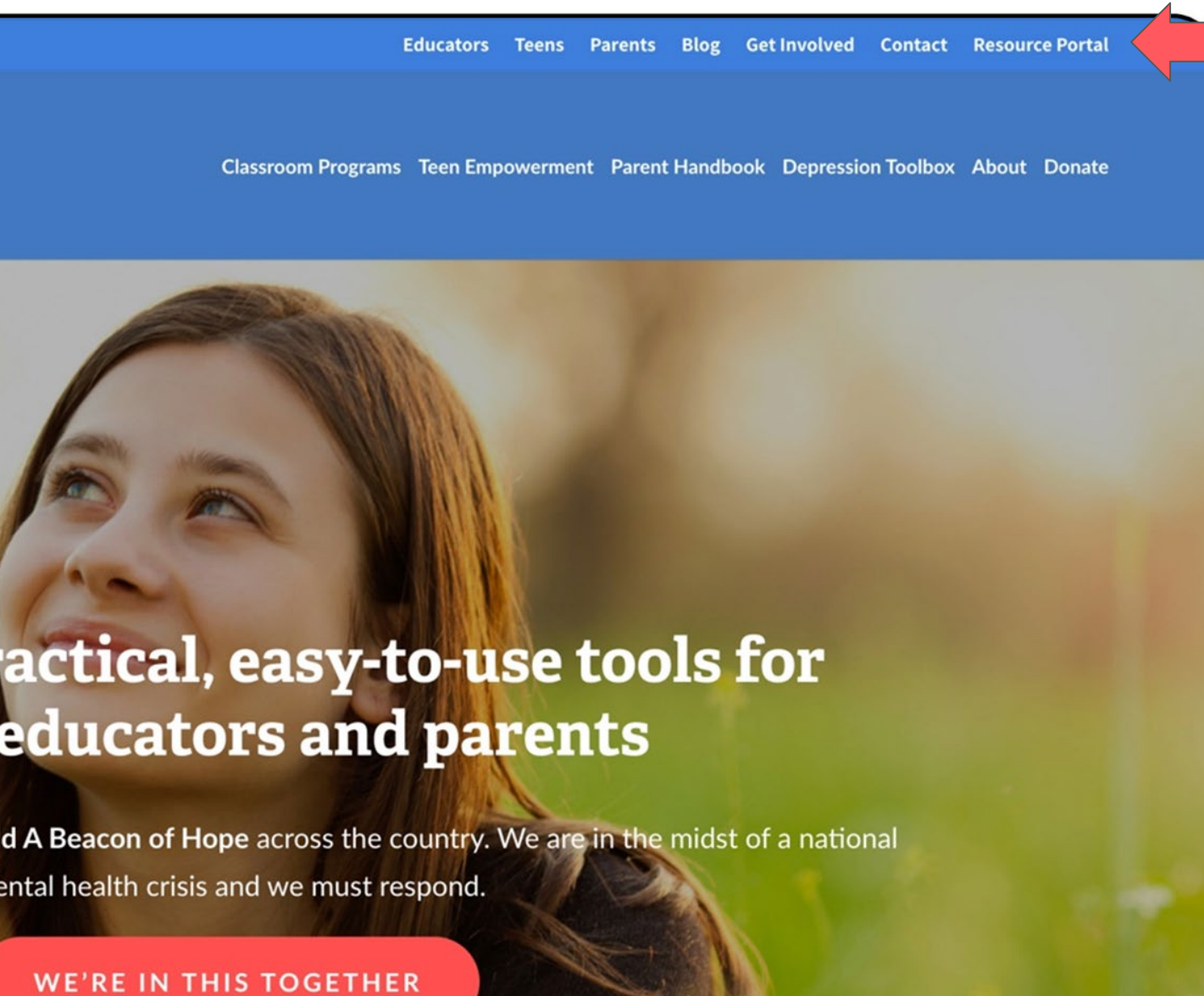
**Three-level evaluation available for schools including:**

- Student Survey
- Educator Survey
- School Mental Health Staff Survey

*Evaluation data will be made available to schools upon request.*



# HOW TO ACCESS THE RESOURCES



Go to [ErikasLighthouse.org](https://ErikasLighthouse.org)

Click on the **Resource Portal** in the upper right corner of the screen.

# BACK TO CASSIE'S UNIT: FINISHING UP LESSON 5






## EXERCISE:

Your friend comes to you and shares that they have not been sleeping, have no appetite and don't have much energy. They are feeling down.

With another student, practice what you might say to your friend.



### Be sure to include:

-  How your friend feels
-  What they've tried to do to feel better
-  And what you might do to help



# Accessing help for self or others, My Mental Health Self-Management Plan

- ▶ Look up local mental health resources through county health department guide, compare/contrast providers
- ▶ Self-Management Plan:  
[https://drive.google.com/file/d/1\\_GZ1eRYRrkMIB1TPBGJCmngmff7wrl0m/view?usp=sharing](https://drive.google.com/file/d/1_GZ1eRYRrkMIB1TPBGJCmngmff7wrl0m/view?usp=sharing)

## *My Mental Health*

### *Self-Management Plan* Name\_\_\_\_\_

When you experience strong thoughts and feelings, it can be hard to break free from them.

Some people use *negative strategies* to feel better temporarily: drugs, drinking, running away, screaming at others, self-harm, skipping school, bullying, hurting someone they love, isolation, other risky behaviors. Negative strategies might make a person feel better temporarily, but they're not a good choice because they can hurt ourselves and others, and won't really resolve the bad feelings.

Coping means using your brain to positively deal with stress, by managing your thoughts and using up the extra energy of stress in HEALTHY ways.

It often helps to have a plan made up ahead of time for what we will do when feeling stressed. KEEP THIS in a safe place so you can use it when you need it; it's hard to think straight when you're stressed out!

Directions: Use this guide to write in the things that you can say or do to help you feel better when you feel stress or negative emotions. You can get examples from the lessons we shared [April 13](#) and [April 20](#), or write in your own. If you can't fill it in completely, reach out to a parent or teacher for ideas they use.

## LESSON 6

If I feel stressed out, I will:

- 🐾 Physical activities 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- 🐾 Release tension safely 1 \_\_\_\_\_ 2 \_\_\_\_\_
- 🐾 Talk to 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_
- 🐾 Go to 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_
- 🐾 Write in/on 1 \_\_\_\_\_ 2 \_\_\_\_\_
- 🐾 Think it through (how/what; self-talk) 1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_ 4 \_\_\_\_\_
- 🐾 Accept my mistakes, learn from them, and plan what would better for next time.
- 🐾 Breathe (how) 1 \_\_\_\_\_ 2 \_\_\_\_\_
- 🐾 Something that takes my mind off of it 1 \_\_\_\_\_ 2 \_\_\_\_\_
- 🐾 Something that makes me laugh 1 \_\_\_\_\_ 2 \_\_\_\_\_

*Just like you might need extra help to treat a headache (physical pain) because self-care (sleep, water, screen free) isn't enough, sometimes we need extra help with mental/emotional pain.*

If my self-care doesn't work and my tough thoughts & feelings don't improve, I will reach out to these trusted adults to get help: (circle)

Parent	School counselor	Teacher	Neighbor
Coach or club leader	Friend's parent	Other adult in family	
Parent's friend	Church leader	School administrator	

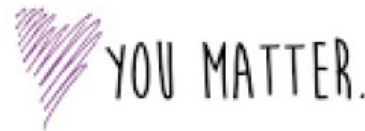
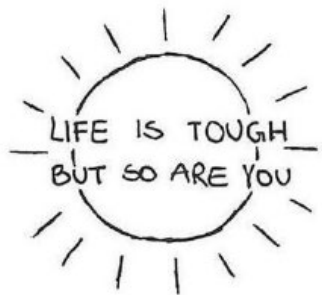
Others \_\_\_\_\_

You're not alone when you struggle with your thoughts and feelings, but it often feels that way because many people don't talk openly about their hard times. People are often afraid they will be judged if they share how they really think and feel. *What can you do for others when they are struggling, to help them feel supported?*

Just like physical (body) symptoms might signal us to a serious problem that needs medical help, sometimes there are signs of mental and emotional issues that need professional care. If your thinking or feelings get in the way of being able to do the things you need to do, or if you're not enjoying the things that normally make you happy, *love yourself enough to tell someone you trust.*

Here are some suggestions of where you might go for help:

- Text HELLO to 741-741
- Hendricks County [Health Resource Guide](#) (descriptive list of local providers)
- 1-800-273-TALK (8255)
- Spanish hotline: 1-888-628-9454
- 1-800-SUICIDE (784-2433)
- 1-800-447-1348
- 1-866-488-7386 (Trevor Project Lifeline)
- Dial 911 if it's an emergency
- Dial 211 to ask about local resources if not a crisis

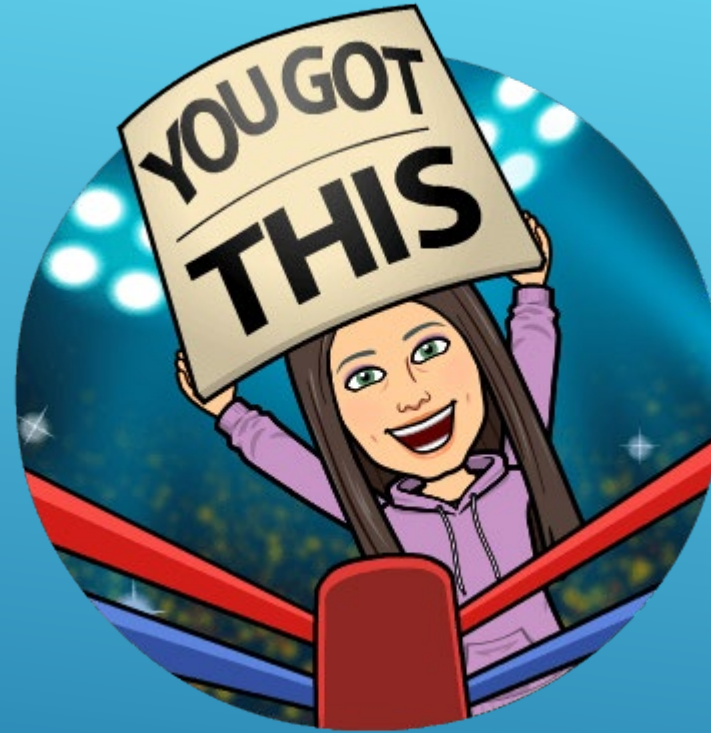


# STUDENTS' "MY MENTAL HEALTH PLAN"

- ▶ Your classes and students are different than mine!
- ▶ **Depression and anxiety are treatable, manageable, and people can live very normal lives with them. Reduce the stigma by allowing students to talk about these issues and focus on the HOPE that exists.**
- ▶ Reach out to your school counselor, administrators, social workers, mental health counselors, the school nurse, health department... anyone who might offer perspective and resources.
- ▶ **Your goal is for students to have what it takes to MANAGE mental health now and throughout life. You're providing hope and support for countless people through your teaching!**

## THOUGHTS TO CONSIDER

YOU CAN DO THIS!!!



Let me know how I can support you 😊

# EMPOWERING KIDS TO MANAGE MENTAL HEALTH WELLBEING

Indiana School Health Network  
Virtual Conference June 2021



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