



**High School Mental Health & Suicide Prevention Curriculum  
Lesson Plans**

**Unit:** Mental Health

**Lesson:** Aavidum Lesson 1

*\*\*\*This lesson is designed to be co-taught by a School Counselor and another teacher in the building\*\*\**

**Standards:**

***Health and PE***

**10.1.9.A:** Analyze factors that impact growth and development between adolescence and adulthood.

**10.1.9.D:** Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

**10.1.12.A:** Evaluate factors that impact growth and development during adulthood and late adulthood.

**10.1.12.D:** Evaluate issues relating to the use/non-use of drugs.

**10.1.12.E:** Identify and analyze factors that influence the prevention and control of health problems.

**11.2.9.A:** Solve dilemmas using a practical reasoning approach

**11.4.9.A:** Analyze physical, intellectual and social/emotional development in relation to theories of child development.

**11.4.9.B:** Evaluate health and safety hazards relating to children at each stage of child development.

**11.4.9.C:** Evaluate various environments to determine if they provide the characteristics of a proper learning environment.

**11.4.9.D:** Analyze the roles, responsibilities and opportunity for family involvement in schools.

**11.4.12.B:** Analyze current issues in health and safety affecting children at each stage of child development.

### ***Family Consumer Sciences***

#### **11.2.9.A:**

Solve dilemmas using a practical reasoning approach

- Identify situation
- Identify reliable information
- List choices and examine the consequences of each
- Develop a plan of action
- Draw conclusions
- Reflect on decisions

### ***ASCA (American School Counseling Association)***

#### **Personal/Social Domain:**

**PS:A1.5:** Identify and express feelings

**PS:B1.2:** Understanding consequences of decisions of decisions and choices

**PS:C1.7:** apply effective problem-solving and decision-making skills to make safe and healthy choices

**PS:C1.10:** learn techniques for managing stress and conflict

**PS:C1.11:** learn coping skills for managing life events

**Materials:** projector, speakers, computer, print copies of Aavidum Student Workbook, large sheets of paper (for whip-around activity), post-it notes (for stressor sticky activity)

#### **Objective(s) / Goal(s) (As a result of this lesson/unit students will...):**

- To understand specific the nature of depression in teens
- To recognize the signs of depression

- To know that some events in a teen’s life may trigger depression
- To know that some people cope with depression in unhealthy and/or harmful ways
- To know the resources that exist to help students who are suffering from depression and to understand that depression can be treated

Essential Question(s):

1. What are some of the warning signs of teen depression?
2. What are some harmful or unhealthy ways teens cope with depression?
3. What resources are available for teens who may be dealing with depression?
4. What can students do to help other students?

### Planned Learning Activities:

1. Introduction:

a.) Healthy handful **Workbook page 2; Slide 2**

- Students trace their hands and write one positive quality about themselves on the hand (focus on the positive and encourage them to use a characteristic or personality trait)
- Ask students to say their name and “high five” themselves by stating their positive attribute (some students literally pass a high five around the room by reading their attribute and then high fiving the student next to them, who then reads his/her attribute).

Review the *essential questions* for today’s lesson on **Slide 4**: Tell students by the end of this lesson, they will be able to answer all of the questions.

b.) Activity: “Feeling” Words **Workbook page 3; Slides 4 & 5**

- Think of a moment in your lifetime that brought you joy and list “feeling” words that you associate with that moment
- Think of a time when you felt the lowest and list “feeling” words that you associate with that moment
  - Option 1: Ask 3-5 students to share their feeling words for each category (not their moments)
  - Option 2: Ask students to pair up, share their feeling words, and come up with a shared list to report back to the class
- Class discussion: Why is it important to understand your feelings? (Answer: recognizing when you need help, self-awareness, communicating your feelings with others).

2. Instructor facilitated discussion and contributions from entire class:

a.) Mental health quiz **Workbook page 4, Slide 6**

- Place students in groups and assign a question for each group. Ideally, students will answer their group's question on chart paper placed around the room. Students should use only prior knowledge to answer their groups' assigned question.

*Optional: Students can use worksheet format and complete all of the questions on **Workbook page 4***

- What is a mental illness/mental disorder? (Answer: Slide 7)
- What does mental disorder look like? (Answer: Slide 8)
- What is depression? (Answer: Slide 9)
- Are teens affected by depression and how often? (Answer: Slide 10)
- What are some negative, unhealthy, or harmful ways teens cope with depression? (Answer: Slide 11)
- What is the connection between substance abuse and depression? (Answer: Slide 12)
- How can a person manage stress? (Answer: Slide 13)
- Where can teens go for help? (Answer: Slide 14)

3. Checking Mental health quiz. All questions are addressed. **Slides 7 - 14**

- Each group will read their answer to their assigned question.
- The instructors will take turns reading the correct information from the PowerPoint slides (**Slides 7 - 14**)
- Instructors and students have an open dialogue about the misconceptions that currently exist surrounding mental illness and mental health in regards to the questions addressed and students' misconceptions. Students can record correct answers to the mental health quiz in their workbooks (**Workbook page 4**).

4. VIDEO: Show Stressors video **Slide 15**

- Last frame of the video shows a blank paper- symbolic to the students blank space in his/her workbook (**Workbook page 5**)

5. Stressors Activity **Workbook page 5, Slide 16**

- What does stress look like?
- Students are asked to write a current trigger/stressor on a sticky note or in the blank space in their workbook (**Workbook page 5**). After they have finished writing, they are asked to categorize their stressors as things they "can control" vs. something they "cannot control"
- *Optional activity:* Write "can control" and "cannot control" on the board and invite students to put their stressors on the board.

- Tell students if they are not comfortable putting their sticky on the board to hand it to one of the counselors in the room
- **Counselors**: it is helpful to stand next to the board where students are sticking the items to identify any students that might be in need of help
- Highlight a few identified stressors and the perceived category
  - For example, homework, relationships, sports, family, etc.
- Instructor led discussion: things you can control vs. cannot control (Although some stressors are beyond our control, we can still control how we respond to these things. We can choose positive coping strategies over negative ones. We can choose to ask for help when we need it.)

Conclusion: HELP IS ON THE WAY! Tomorrow we will be learning about all of the professionals who are here and in place to HELP you.

**Assessment Evidence:**

- Activities throughout lesson check for understanding

**Closure activity/Wrap-up:**

Ending on a positive note-

- Revisit healthy handfults
- High-tech option: survey monkey or Google survey (student can submit their answers electronically)
  - 5-3-1: **Workbook page 6; Slide 17**
    - 5 main ideas from today's lesson
    - 3 ways to cope with stress
    - 1 question or comment about mental health, depression, or Aevidium
- Low-tech: ticket out the door (on note card or on **Workbook page 6**) with same questions

**Unit:** Mental Health

**Lesson:** Aavidum Lesson 2

*\*\*\*This lesson is designed to be co-taught by a School Counselor and another teacher in the building\*\*\**

**Standards:**

***Health and PE***

**11.2.9.A:** Solve dilemmas using a practical reasoning approach

**11.4.9.A:** Analyze physical, intellectual and social/emotional development in relation to theories of child development.

**11.4.9.B:** Evaluate health and safety hazards relating to children at each stage of child development.

**11.4.12.B:** Analyze current issues in health and safety affecting children at each stage of child development.

***Family Consumer Sciences***

**11.2.9.A:**

Solve dilemmas using a practical reasoning approach

- Identify situation
- Identify reliable information
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- Draw conclusions
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**11.2.12.A:** Justify solutions developed by using practical reasoning skills.

**11.2.9.H:** Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.

***ASCA (American School Counseling Association)***

**Personal/Social Domain**

**PS:B1.3:** Identify alternative solutions to a problem

**PS:B1.4:** develop effective coping skills for dealing with problems

**PS:B1.5:** demonstrate when, where and how to seek help for solving problems and making decisions

**PS:B1.6:** know how to apply conflict-resolution skills

**PS:C1.5:** differentiate between situations requiring peer support and situations requiring adult professional help

**PS:C1.7:** apply effective problem-solving and decision-making skills to make safe and healthy choices

**PS:C1.10:** learn techniques for managing stress and conflict

**PS:C1.11:** learn coping skills for managing life events

**Materials:** Power point projector, speakers, computers (for students to look up top 5 causes of death in teens), student Aavidum handbook

**Objective(s) / Goal(s) (As a result of this lesson/unit students will...):**

- Understanding basic needs for sound mental health
  - sleep, water, exercise, nutrition, humor/laughter, social connections, relaxation/de-stressing, sunlight
- Understand resilience
- Understand and identify coping skills and strategies
- Seeking support among peers vs. needing professional help
- Personal action plans
- Action plans for others

**Essential Question(s):**

1. What are the warning signs of mental illness?
2. When should you reach out for help for you or a friend?
3. What are some resources you can reach out to when you or a friend needs help?

**Planned Learning Activities:**

1. Introduction: Respond to questions from previous class (Exit Ticket) that will NOT be addressed in this lesson **Slide 18**
  - Activity: Top Five Causes of Death in Teens **Workbook page 7; Slides 19 - 20**
    - Students work in groups to complete the top five causes of death in teens list found on **Workbook: page 7**. Students should use prior knowledge to complete their

lists.

- *Optional activity:* After students write their lists, allow them to search online to confirm or change their responses for accuracy.
- Instructors will go over the correct list of the Top Five Causes of Death in Teens (**Slide 19**). Instructors will talk about using quality sources such as the Center for Disease Control website which is based on research vs. a random website that students may have used to find information.
- Instructor led discussion: were you surprised? Why or why not? Looking at the top causes of death for youth (**Slide 20**), which forms of death are most preventable? Which forms allow a friend to intervene a make a difference? (Answer: suicide is preventable and friends can make a difference by speaking up and telling an adult when they are concerned.)

2. Slide: Warning Signs of Depression **Workbook page 8; Slide 21**

- List of the physical changes, emotional pain, difficult moods, changes in thought patterns, changes in energy levels, and biological changes that are associated with depression
- Students engage in reflection and/or assessment (of themselves or someone they know - can also choose a character from a book, movie, tv show) using the lists on **Workbook page 8.**
- Discussion **Slide 22**
  - How many of these symptoms must a person have to be considered depressed? (Answer: There is no magic formula and some people display more symptoms than others. If you are concerned, please speak up and get the person help!)
  - Address the range of severity and duration of symptoms (The more symptoms and the more intense and long-lasting the symptoms are, the more reason for concern)
  - What can you do to manage these behaviors/thoughts/moods/emotions? (Answer: Therapy, medication, improving sleep, improving nutrition, being active, engaging in your community, socializing, etc.)
  - How can you help someone else who is struggling to cope? (Answer: be present, be a good listener, invite the person to do activities, help guide him/her to an adult who can help, etc.)

3. VIDEO “Depression PSA” (1 minute) **Slide 23**

- Instructor led discussion and contributions from the entire class
  - Ask: What percentage of people do you think indicate some warning sign of mental illness before they die by suicide? (Answer Between 50 percent and 75 percent of people who attempt suicide talk about their suicidal thoughts, feelings and plans before the act, according to the American Foundation for Suicide Prevention)



(AFSP).

- What does that statistic mean to us? (Answer: we can recognize warning signs in others and help!)

4. Group activity: Scenarios **Workbook pages 9- 12; Slide 24**

- Ask students to form small groups and assign a specific scenario to each group (#1-7)
- Students should discuss their assigned scenario with their group members and record their answer in their **Workbook pages 9 - 12**
- Discussion: Review Scenario's with class
  - a. Emphasize the importance of contacting a trusted adult
  - b. Emphasize that students (in general) should not be making judgment calls on whether or not it is a "real threat" – the number one priority is the safety and well-being of others, they must tell an adult

5. Activity: Think. Pair. Share. **Workbook page 13; Slide 25**

- What can people do to take care of their mental health?
- What kind of activities can they do?
- Emphasize to students that EVERYONE has mental health. Just like we do things like exercise and eat healthy to take care our physical health, we also need to do things to take care of our mental health. Some examples of taking care of our mental health are listed below:
  - Forming positive social relationships
  - Being connected to one's community
  - Keeping active
  - Getting good sleep
  - Doing something creative
  - Asking for help when needed
  - Taking medication as prescribed, if necessary

6. Activity: Circle of Trust **Workbook pages 14; Slide 26**

- Students will identify their support network (and qualities about those individuals) by drawing their own circle of trust (encourage them to be creative and draw it however)
- Who is in your inner circle? List those people and up to 3 qualities that you like or appreciate about that individual. Encourage students to include at least one adult.
- Discussion: What makes someone trustworthy to us?

7. Discussion: Identifying school supports- **Workbook page 15; Slide 27 - it is recommended to customize this slide to your specific school**

- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: 741-741

- Information about your school’s Counseling Department and SAP Team
- Your county’s crisis intervention
  - You can access county specific resources from PAYSPI’s interactive resource map: <http://payspi.org/task-force-resources/county-initiatives/>
- This is not a complete list - include as many school supports as you can and be specific to your community!
- Aavidum: how to get involved in the club and its mission **Slide 28**
  - **\*We will be adding a video to this slide as soon as it is completed\***
  - Students can connect with Aavidum on social media to learn more about mental health and suicide prevention and get involved.

**Assessment Evidence:** student journals/workbooks (develop rubric for assigning points and determining student learning & understanding)

**Closure activity/wrap-up**

Hand activity **Workbook page 16, Slide 29**

- Students trace their hands again and write what it *looks like to “have someone’s back” on Workbook page 16*
- Use **Slide 29** to provide examples and ask students to share their responses with the class.

Notes:

1. Managing mental health: Be sure to articulate **when it’s appropriate for friends to help vs. when you need to call in the adults/professionals. Students are not counselors and should not take on responsibility for a friend’s well-being - they must tell an adult.**

2. **Alert the counseling department regarding when the Aavidum lessons are being introduced** (i.e. based on one student’s response to an activity, a counselor was able to meet with that student outside of class and it resulted in a disclosure of significant mental health issues. We were able to make a report to CYA and connect the family with social services to get them the support they needed).



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