



**Erika's
Lighthouse**

Implementation Training
for
*Level I: We All Have Mental Health
Classroom Program*



LEVEL I IMPLEMENTATION TRAINING AGENDA

- Erika's Lighthouse Core Messages
- Level I Objectives & Components
- Addressing Sensitive Topics
- Level I 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.

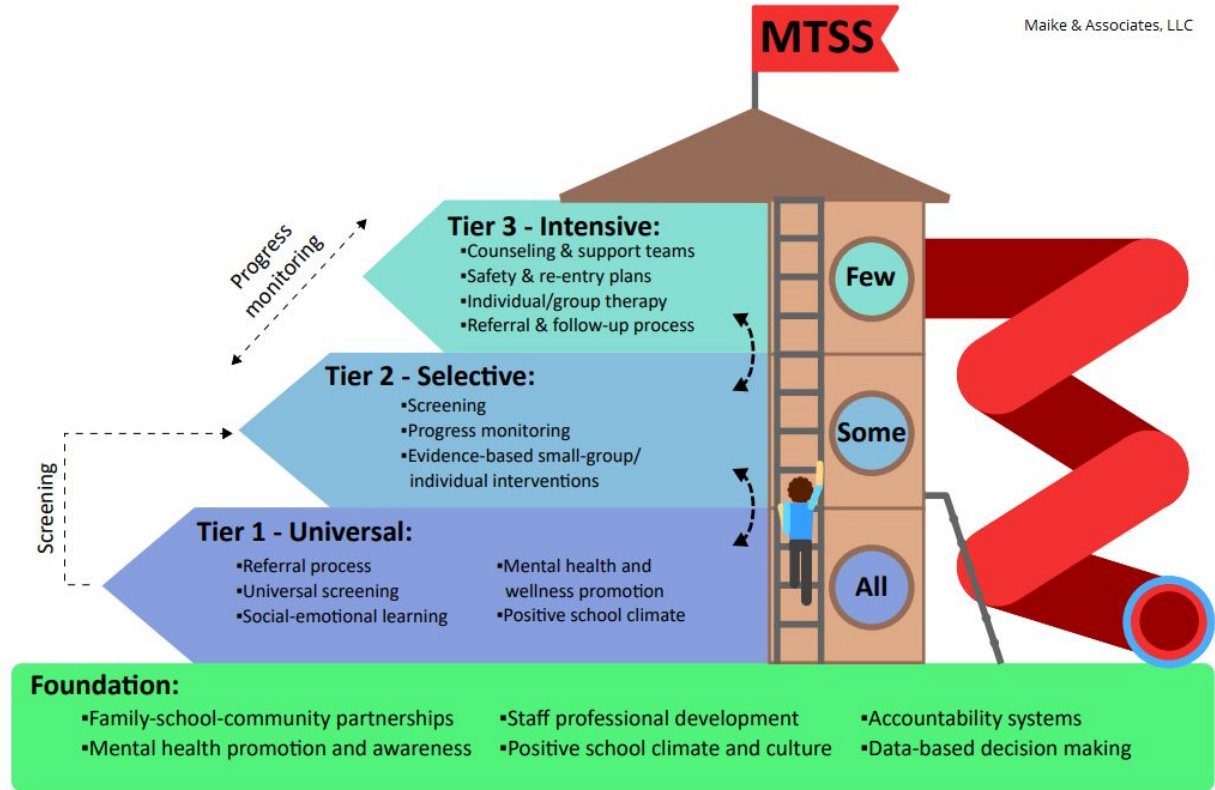
Level III: Depression Education & Suicide Awareness (Ideal for gr. 8-12)

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



MTSS AREA OF FOCUS

Maike & Associates, LLC



What more
can we do here?

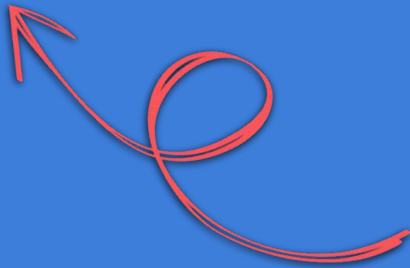
What can we
do better?



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 I Core Messages

Mental Health:

- Everyday feelings
- Overwhelming feelings
- Coping Skills
- Help seeking

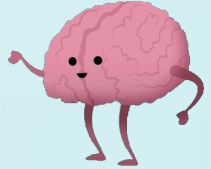
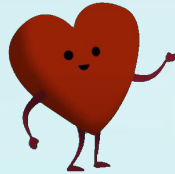
Everyone deserves good mental health.

You are not alone, there is hope.



Level I: We All Have Mental Health

teaches young people the skills to seek help through mental health education that is factual, hopeful and centered around youth.



EMPOWERING

Students can find their voice

ACCESSIBLE

Flexible and ready to use

HOPEFUL

Not fear-based; comes from the heart

Choose Your Path for Level I

Determine which version you will be teaching:

Full Program:

- Made up of 4 lessons
- Each lesson is 35-40 minutes
- Meets National Health Education Standards

1-Day Lesson:

- One lesson that is a condensed version of the Full Program.
- The lesson is 35-40 minutes

Full Program

Download the Full Level I Program (Spanish)

(Includes all Facilitator Guides)

Video: English | Spanish | UK

Lesson One: Understanding Mental Health

Facilitator Guide

Slideshow (Google, PPT | Spanish)

Charades Cards (Spanish)

Notice & Wonder Chart (Spanish)

Classroom Signs (Spanish)

Exit Tickets (Spanish)

Bookmarks (Spanish)

Lesson Two: Managing Stress and Discovering Coping Skills

Facilitator Guide

Slideshow (Google, PPT | Spanish)

Stress Article

Managing Stress for Level I (Spanish)

Coping Strategies Signs/Directions (Spanish)

Coping Diary (Spanish)

Exit Tickets (Spanish)

Lesson Three: Help-Seeking

Facilitator Guide

Slideshow (Google, PPT | Spanish)

What Would You Say/Do Worksheet (Spanish)

Trusted Adult Worksheet (Spanish)

Exit Tickets (Spanish)

Lesson Four: Unit Assessment

Facilitator Guide

Vocab Check

Knowledge Check

Managing Strong Emotions

Assessment Activity Worksheets (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.

Video: English | Spanish | UK

Facilitator Instructions

Slideshow (Google, PPT | Spanish)

Exit Ticket (Spanish)



Objectives of Level I: Full Program (4 lessons)

Lesson 1: Understanding Mental Health

- Identify that mental health is as important as physical health
- Explore activities that are emotionally/mentally healthy
- Distinguish between everyday feelings and overwhelming feelings

Lesson 2: Coping Skills

- Describe stress
- Demonstrate a variety of health practices and behaviors to cope with stress

Lesson 3: Help-Seeking

- Identify characteristics of trusted adults
- Respond with help-seeking behaviors to situations involving overwhelming feelings

Lesson 4: Student Skills Check

- Vocabulary and knowledge checks
- Managing strong emotions



Objectives of Level I: 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 good mental health
- Knowledge of the difference between everyday feelings and overwhelming feelings
- self-advocacy and peer-to-peer intervention to promote help-seeking
- ability to identify and access valid and reliable sources of information
- awareness of how they can support their own mental health and well-being and contribute to a positive mental health culture in their school & community



Components of Level I Program

- Video
- Facilitator Instructions
- Student-facing Slides
- Student-facing Materials
- Exit Tickets
- Student Bookmarks
- Pre- and Post-Tests

Lesson One: Understanding Mental Health

Facilitator Guide
Slideshow (Google, PPT | Spanish)
Charades Cards (Spanish)
Notice & Wonder Chart (Spanish)
Classroom Signs (Spanish)
Exit Tickets (Spanish)
Bookmarks (Spanish)

Lesson Two: Managing Stress and Discovering Coping Skills

Facilitator Guide
Slideshow (Google, PPT | Spanish)
Stress Article
Managing Stress for Level I (Spanish)
Coping Strategies Signs/Directions (Spanish)
Coping Diary (Spanish)
Exit Tickets (Spanish)

Lesson Three: Help-Seeking

Facilitator Guide
Slideshow (Google, PPT | Spanish)
What Would You Say/Do Worksheet (Spanish)
Trusted Adult Worksheet (Spanish)
Exit Tickets (Spanish)

Lesson Four: Unit Assessment

Facilitator Guide
Vocab Check
Knowledge Check
Managing Strong Emotions
Assessment Activity Worksheets (Spanish)



Plan & Implementation for Teaching Level I

Step 1: Prior to teaching every lesson

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

Step 2: Remind the school mental health team that you are teaching this programming

Step 3: Teach program

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

Step 5: Complete the Educator Evaluation Survey



Level I Facilitator Guide



Level I: We All Have Mental Health

A Mental Health Education Program Designed for Grades 4-6
Based on material created by and copyright of the Anna Freud Centre

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.

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This program was written for educators, professionals and other adults working with adolescents to educate them regarding the issues surrounding depression. While this Lighthouse resource will discuss thoughts, feelings and other developmental aspects, writing this program should be considered as specific or general medical or psychological advice. Erika's Lighthouse assumes no responsibility for any action taken as a result of the material or information contained in this program. Every child and family situation is unique, and that Lighthouse age-appropriate, addresses, parents, and educators to seek and find competent professional advice appropriate for specific individuals and actions.

We All Have Mental Health A Mental Health Education Program for Grades 4-6

Lesson 1: Understanding Mental Health

Objective: To understand mental health and how feelings are a part of it.

Overview: In lesson 1, students will learn what mental health is, including the difference between everyday feelings and overwhelming feelings. Students will engage in activities that help promote learning.

National Health Education Standard:
NHES 1 - Comprehending Concepts

Learning Objectives:

- Students will...
 - Identify that mental health is as important as physical health
 - Explore activities that are emotionally/mentally healthy
 - Distinguish between everyday feelings and overwhelming feelings

Teacher Preparation:

Review
Review the program introduction and video.

Materials

- Slides
- Charades cards
- Everyday Feelings & Overwhelming Feelings / True - False signs posted on opposite sides of classroom/space
- Notice / Wonder chart (recreate on whiteboard/chart paper and/or print for students to complete independently)
- Exit tickets (1 per student)

Evaluation Surveys

Our new pre/post program evaluations are designed to capture a well-rounded perspective of school mental health efforts and the Erika's Lighthouse classroom education's role in supporting inclusive school cultures. We have developed surveys for students, educators and the school mental health professionals involved in implementing these education programs. Data collected can be given to schools and districts upon request.

We All Have Mental Health A Mental Health Education Program for Grades 4-6

Lesson 1

Slide 1: Introduction Script

"Today we are going to be learning about mental health, how we can better understand it and our feelings, how to practice good mental health and how, if we are struggling with our mental health or concerned about a friend, we can get the help we deserve. We are going to be learning about the difference between everyday feelings and overwhelming feelings. This information may help you or someone you know.

KEEP IN MIND: If anything shared today prompts a feeling that you need to talk to someone or that you aren't feeling good, make sure to go to a trusted adult (a teacher or parent, for example), the school social worker or the school nurse. Please feel free to ask questions at any time, but if you want to talk to me after this lesson that is fine too."

Icebreaker: Ask everyone to share one good thing about today.

Slide 2: What is mental health?

Teacher says: "Mental health is about our feelings, thoughts, and moods and is important for a happy, healthy, productive, and balanced life. Just as we brush our teeth everyday to take care of our teeth, we need to make sure our brains get taken care of, too. Just like taking care of our bodies, there are ways for us to take care of our minds, too. Looking after our mental health is just as important as looking after our physical health."

Physical health = taking care of our body; mental health = taking care of our mind

***Note to facilitator:** consider posting the term/definition of mental health for students to reference throughout these lessons. This will most importantly support students' use of health literate language and will be useful in a game in the final lesson.

Slides 3: Today you will learn...

- Teacher says:** "In this lesson, you will learn:
- More about mental health
 - Ways to keep your mind healthy
 - The difference between everyday feelings and overwhelming feelings."

Slide 4: How do we care for our mental health?

Teacher says: "There are many ways that we can care for our mental health. We are going to play charades to demonstrate some of these ways. I will ask for volunteers to act out a mentally healthy behavior just using their bodies - no words, sounds, or props. I will show the volunteer the mentally healthy behavior listed on a card without anyone else seeing and then they will act it out. Everyone else will watch and guess."





Level I Slides



Lesson 2:
We All Have Mental Health

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1

Good mental health is something everyone deserves

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2

What gets in the way of mental health?

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3

What gets in the way of good mental health?

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4

Too much stress can lead to overwhelming feelings.

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5

Low Battery

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6

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7

How can you better manage stress and promote good mental health?

Nutrition
Sleep
Exercise
Coping Skills

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8

Coping skills can help us manage life's challenges.

- Doing something you love
- Mindfulness activities
- journaling

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Coping Stations Activity

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10

- How do you feel after doing this activity?
- How many of these activities can you actually do in real life?
- Who is responsible for your mental health?
- What healthy behaviors can you do to keep mentally healthy?

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Exit Ticket: Trusted Adult

Who is a trusted adult that you can talk to today after school about this lesson?

What will you tell this trusted adult about this lesson?

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12



Level I Student Materials

Notice & Wonder Chart

Think about what we have learned today!

Based on the activities we have done - the video, the conversations - spend some time independently thinking about what you notice and what you wonder. Write your ideas down below.

Notice

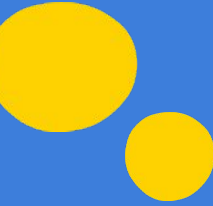
THINGS I **NOTICE** ABOUT MENTAL HEALTH FROM TODAY'S CLASS & THE VIDEO.

WHAT DO YOU **SEE**?

Wonder

THINGS I **WONDER** ABOUT MENTAL HEALTH FROM TODAY'S CLASS & THE VIDEO.

WHAT DOES THIS MAKE YOU **THINK**?



What Would You Say or Do?

Situation	
You've been having trouble sleeping at night because you're worried about a lot of things. What would you do?	
You get angry at tiny things that used to not bother you. What would you do?	
Your friend used to work hard and be interested in school, but they're not so interested anymore. What would you say?	
Your friend's pet died last week and they seem very sad. What would you say?	
A kid in your class has been grumpy for (what seems like) no reason for a couple of weeks. What would you say or do?	
Your friend tells you that they have an overwhelming feeling of sadness and frustration and they ask you for help. What would you say or do?	



- It is important to know how you react to stressful situations in your life.
- Answer the questions and use them as a guide to help you manage stress in your future.

WHAT ARE THREE STRENGTHS OF YOURS?

EXAMPLES: HAVING A SENSE OF HUMOR, BEING A GOOD FRIEND TO OTHERS, BEING A GOOD LISTENER, NOT LOSING YOUR TEMPER EASILY.

- 1.
- 2.
- 3.

WHEN YOU GET STRESSED, HOW DO YOU COPE?

POSITIVE EXAMPLES: TALKING TO SOMEONE, LISTENING TO MUSIC, READING A BOOK, JOURNALING, TALKING WITH FRIENDS.
NEGATIVE EXAMPLES: FIGHTING WITH YOUR FAMILY, BULLYING SOMEONE, PROCRASTINATING, NOT DOING YOUR HOMEWORK

.....

WHAT ARE THREE CHALLENGES THAT YOU FACE OR THINGS ABOUT YOU THAT YOU WOULD LIKE TO WORK ON?

EXAMPLES: PROCRASTINATING, HAVING A BAD TEMPER, HAVING A HARD TIME TALKING TO OTHERS WHEN YOU ARE FEELING DOWN.

.....

ONE OF THE BEST WAYS TO COPE DURING STRESSFUL TIMES IS HAVING SOMEONE TO TALK TO. WHO ARE YOU ABLE TO TALK TO WHEN YOU ARE FEELING STRESSED?

THIS COULD BE SOMEONE FROM SCHOOL, IN YOUR FAMILY, OR IN YOUR COMMUNITY

.....





Positive Coping Strategies



Write in a Journal



Practice Meditation



Breathing Exercises



Coloring



Exercise/Movement



Organization/ To Do list



Eat a Healthy Snack



Talk to a Trusted Adult

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's Lighthouse.org



Student Bookmarks

Ideas of trusted adults:

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



GOOD MENTAL HEALTH

It's for everyone!

Mental health is about our feelings, thoughts, and moods and is important for a happy, healthy, and productive life.

We can all practice ways to stay mentally healthy

HERE ARE A FEW HELPFUL TIPS:

Sleep 8-10 hours each night

Eat 3 healthy meals each day

Exercise or play outside 3 times a week

Choose healthy snacks

Take care of your physical health

Spend time doing something that makes you smile

Spend time with your friends and loved ones

Relax! Try a bubble bath, deep breathing, meditation, a nature walk

Remember it's ok to say "no"

Talk to someone you trust when you need help

IN CRISIS AND ALONE?
Call or Text 988



RISK FOR YOUR SAFETY?
Call 911

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





Student Skills Check - Lesson 4

Kahoot!

NAME

DATE

ASSESSMENT - WRITE A POEM

You are a poet with an audience of 4th and 5th graders. Write a poem in any style you choose (acrostic, free verse, etc.) highlighting what you think those students should know about mental health.

Include in your poem:

- An explanation of everyday and overwhelming feelings
- How to practice at least two mentally healthy behaviors for when a person is feeling everyday feelings as well as overwhelming feelings
- What to do if/when those feelings become too big for you to handle

NAME

DATE

ASSESSMENT - BLOG OR VIDEO POST

You are an expert in kids and have a popular blog and/or You Tube channel. 11-12 year olds leave you messages asking for advice. After talking with your trusted adults, you share your advice with your audience. The following message recently came in:

"Hey Kid Expert! I've been hearing A LOT about mental health lately. I've always known about keeping my body healthy, but my mind? What?! I need to know more about mental health. What do I need to know to keep my mind healthy?"

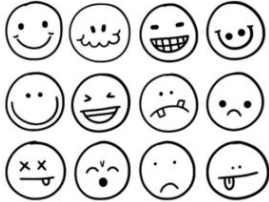
Write a 3 paragraph blog or record a 2-3 minute video. Your blog or video should include:

- An explanation of everyday and overwhelming feelings
- How to practice at least two mentally healthy behaviors for when a

Exit Tickets

Student Name: _____

1. Color in the emoji that you are mostly feeling after today's lesson. 2. Is this an everyday feeling or an overwhelming feeling? Why?



Who is a trusted adult that you can talk to today after school about this lesson? _____

What will you tell this trusted adult about this lesson?

EXIT TICKET

Please fill out the **ENTIRE** card, fold it in half and turn it in to your teacher.

Name _____

Teacher _____

After learning about mental health,

- I would like to talk to a mental health worker **very soon**.
- I would like to talk to a mental health worker **sometime this week**.
- I do not need to talk to a mental health worker now, but if/ when I do, I will reach out to _____.

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



Level I Pre/Post Test

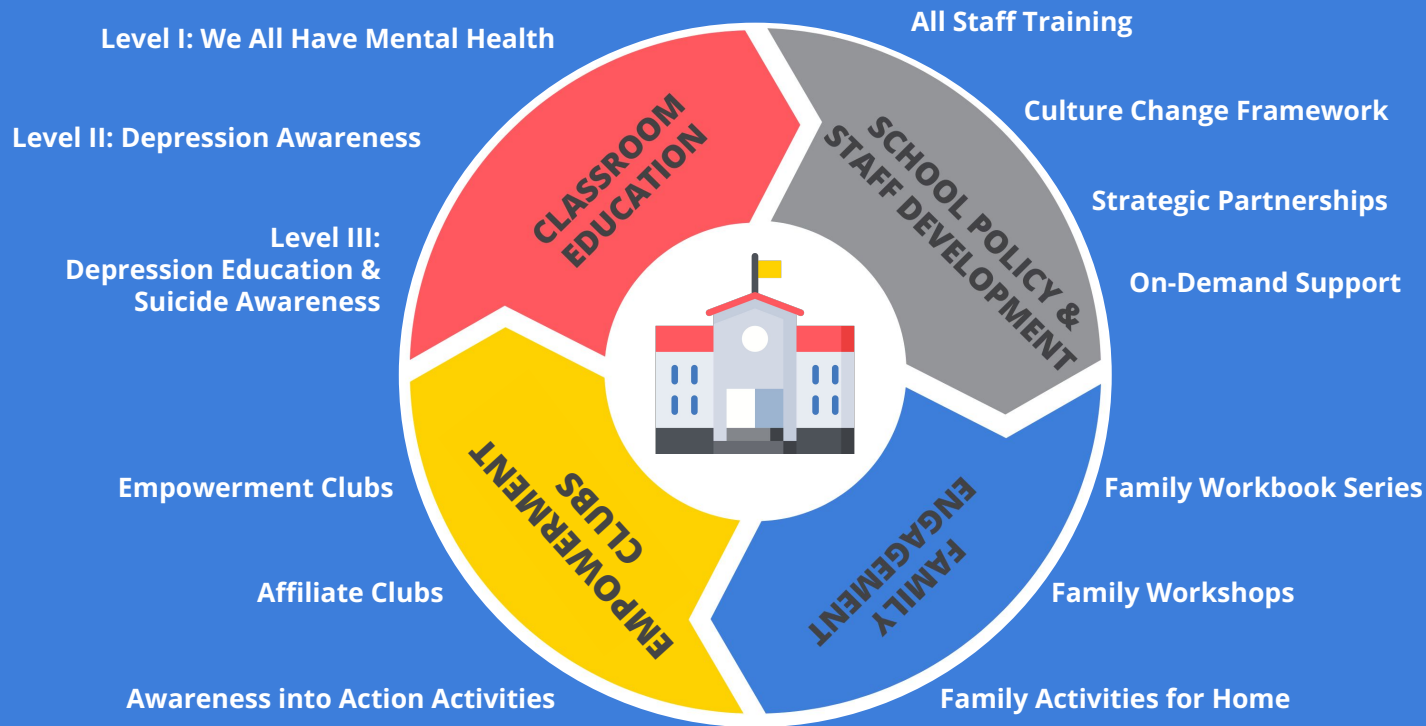


TIPS FOR A SUCCESSFUL PROGRAM

- 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

Mental health is just as important as physical health.

Take care of your health, talk to a trusted adult today.



Trusted Adults

When you hear/see the words "Trusted Adult," what words come to mind?

A Trusted Adult is someone who is reliable and dependable. Who might a trusted adult be in your life? This could be someone at school, at home, in your community.

Home/Family



School



Community



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



MENTAL HEALTH

RECHARGE

5 minute classroom breaks to boost mental health





Erika's Lighthouse

We're here to support you!

Program Support

ilana@erikaslighthouse.org

katie@erikaslighthouse.org

