

## Lesson 4 Overview and Objective

**Lesson 4 of the Erika's Lighthouse Level III program** is designed to assess students' knowledge and accessing information skill gain from the previous 3 lessons. It is up to the teacher whether students will work individually, in pairs or groups on this assignment. It has been developed for student choice. However a teacher might select one of the four options to assign to students. Students should receive the description or prompt of the assessment/product they will turn in as well as the rubrics that accompany them.

### 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.

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### LEARNING OBJECTIVE

Students will be able to:

- Demonstrate their knowledge and accessing information/resources skill gains.

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### TOTAL INSTRUCTION TIME

45 minutes

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### TEACHING STRATEGIES

Performance Assessment to gauge student knowledge and skill gains.

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### EQUIPMENT, MATERIALS & PREPARATION

Copies of Lesson 4  
Performance Assessment,  
one per student  
(if not handed out prior).

## LESSON 4 FACILITATOR INSTRUCTIONS

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**LESSON 4 OUTLINE**

- STEP 1**    40 minutes    **Introduce the performance assessment** if not done prior.  
Explain that students will have an opportunity to demonstrate their new knowledge and skills related to the past three lessons.
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- STEP 2**    5 minutes    Encourage students to consider starting or joining an existing Erika’s Lighthouse Teen Empowerment Club.
- Also check out the 40+ Awareness Into Action activities.
- Remind students about the Depression Toolbox on *erikaslighthouse.org*.
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**Check out our Awareness into Action Activities**  
to encourage breaking stigma and promoting good mental health!

*<https://www.erikaslighthouse.org/portal/>*

## Erika's Lighthouse Performance Assessment

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

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|--|---|
| <p><b>You are an author of self-help books that promote well-being.</b> Create a one-page overview about your new full-length book that shares the experiences of someone with depression. This overview document is meant for you to market your book around the United States to bookstores and people interested in buying your book. You will submit a one-page overview document.</p> <p><b>Make sure the overview includes:</b></p> <ul style="list-style-type: none"> <li>• A story about a main character with depression</li> <li>• 4 warning signs of depression for the character</li> <li>• Two causes of depression for the character</li> <li>• Two valid and reliable resources, products, people or places for the main character to go for support</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul> | <p><b>You are a newscaster or radio broadcast reporter reporting a story about depression.</b> Your audience includes adults watching the nightly news or listening on the radio coming home from work. You will submit a sound byte of your radio broadcast or a video of your newsreel.</p> <p><b>Make sure your broadcast includes:</b></p> <ul style="list-style-type: none"> <li>• A story, or information on depression to adults in the community.</li> <li>• 4 warning signs of depression</li> <li>• Two causes of depression</li> <li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul> |
| <p><b>You are concerned about a friend possibly being depressed.</b> Using voice memo on your phone, or creating a video on Flipgrid, construct a caring message to them that is at least 1.5 minutes in length.</p> <p><b>Make sure your message includes:</b></p> <ul style="list-style-type: none"> <li>• That you care about them and why you wanted to reach out</li> <li>• 4 warning signs of depression that you recognize</li> <li>• Two possible causes of depression</li> <li>• Two valid and reliable resources, products, people or places your friend could access easily</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>  | <p><b>Use Storyboard (or draw) to develop a comic strip story that addresses depression among people your age.</b></p> <p><b>Make sure your comic strip includes:</b></p> <ul style="list-style-type: none"> <li>• A story on depression to peers your age</li> <li>• 4 warning signs of depression</li> <li>• Two causes of depression</li> <li>• Two valid and reliable resources, products, people or places the audience may go to for support.</li> <li>• Explanation of why these two sources are valid and reliable.</li> </ul>  |

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## Performance Assessment Rubric

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

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