Suicide Awareness and Prevention Lesson Plans for 9th Grade Students

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Rationale

Suicide is the second leading cause of death in teens ages 15 – 19, youth ages 10 – 14, and young adults ages 15 – 24 (Heron, 2016). Clearly, suicide is a major public health issue that impacts the very survival of individuals in these age groups and dramatically affects the quality of life of the family members, friends and loved ones people who take their own lives leave behind. The situation is only getting worse. After experiencing a steady decline in the fifteen years leading up to 1999, suicide rates have risen by a whopping 25% in the past 15 years, according to an analysis released in late April of 2016 (Curtain, Warner & Hedegaard, 2016). The new data shows the rate of increase greater after 2006. To combat this upward trend and save lives, it’s vital that teens become aware of suicide risk factors and warning signs, and learn effective ways to help prevent suicide.

For several reasons, schools are an ideal setting to educate students about suicide. Families often lack relevant information and may be hesitant to raise the topic with their children. In addition, what’s going on at home may even be a contributor to teen suicidal ideation. Schools in general and school counselors in particular are usually more aware than families about the stresses and influences on students, as well as student behaviors and attitudes. While mental health agencies and CBOs can be effective transmitters of information and assistance with regards to suicide, they lack the comprehensive reach that schools provide. Research indicates that school-based suicide awareness and prevention programs increase adolescent knowledge and help-seeking behaviors (Cusimano & Mojib, 2011). Some of the studies reviewed by Cusimano and Mojib (2011) also reflect a decrease in self-reported suicidal ideation.
We chose 9th grade to deliver our suicide lessons for several reasons. First, most students are starting at a new school, without the friends and support systems to which they’ve become accustomed. The social and academic pressure can be tremendous. Issues that arise as a result, involving self-worth, relationships and substances, can trigger despair or depression, which can lead to suicidal thoughts and attempts. Also, we feel that the earlier students are reached with suicide information and resources, the better. Finally, while suicide rates have increased for all males and females ages 10 – 74 in the last 15 years, the greatest increase in women has been for those aged 10 - 14 (Curtain et al, 2016). Therefore, it is important to make special efforts to reach girls in this age group. In the 9th grade, most students are 13 or 14 years old.

**Introduction**

We developed a two-part lesson plan for 9th graders. In the first lesson, we help students become aware of suicide risk factors and warning signs. The objective is for students to recognize these factors and signs, also known as “red flags,” in themselves, their friends, and/or loved ones. The second lesson focuses on ways students can help prevent suicide. They will learn about where they can go for support if they are feeling suicidal, and ways to assist friends or loved ones who are displaying warning signs. The goal of the second lesson is for students to feel empowered to be able to help themselves and others regarding suicide, and to have specific resources to turn to when the situation warrants it.

**Conclusion**

While research so far isn’t able to establish a connection between school-based lessons on suicide and a decrease in suicide attempts and rates among teens (Cusimano & Mojib, 2011), we believe that improving awareness and promoting help-seeking actions are important goals that can be attained with well-prepared lessons, and that achieving them is a good strategy to
address teen suicide, whether or not research can prove the correlation. Considering that suicide is the second-leading cause of death among high school students, it is imperative to impart awareness and information to this age group. Specifically, we need to reach students at the entry point to high school, 9th grade, when the pressures they experience can be particularly intense, and an age at which young girls are at just revealed increasing risk of suicidal thoughts and attempts (Curtain et al, 2016)
Lesson Plan A: Suicide Awareness: Helping Students Recognize Suicide Signs

Grade Level: 9  
Time Frame: One class period (45 minutes)  
Classroom Set Up: Desks will be arranged in a semi-circle format.

Overview: This lesson will provide students with information about how to recognize warning signs of suicidal behavior. Students will participate in whole class discussions and then they will break into groups of 3 to consider different case studies, which they will then share with the class as a whole.

I. Objectives: By the end of this lesson, students will:
   1) Learn suicidal statistics that affect high school students
   2) Understand how to recognize warning signs of suicidal behaviors
   3) Familiarize students with risk factors that can lead to suicide attempts
   4) Help students understand how they can help to decrease risk factors in their community

II. Learning Standards to be covered: American School Counselor Association (ASCA) Standards:
   1) PS:A1.2 Identify values, attitudes and beliefs
   2) PS:A1.5 Identify and express feelings
   3) PS:A1.6 Distinguish between appropriate and inappropriate behavior
   4) PS:A1.9 Demonstrate cooperative behavior in groups
   5) PS:A2.2 Respect alternative points of view
   6) PS:A2.3 Recognize, accept, respect and appreciate individual differences
   7) PS:A2.6 Use effective communications skills

New York State Learning Standards:
English Language Arts Standard 1-Language for Information and Understanding: Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

English Language Arts Standard 2-Language for Literary Response and Expression: Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Common Core Standards for English Language Arts - Speaking and Listening - Grades 9-10:
   CCSS.ELA-LITERACY.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Common Core Standards for English Language Arts - Language - Grades 9-10:
CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core Standards for English Language Arts - Writing - Grades 9-10:
CCSS.ELA-Literacy.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

III. Materials Needed
1) Classroom with desks or tables
2) White board and dry erase markers
3) Computer and projector screen
4) Notebook paper
5) Handouts on warning signs, risk factors, decreasing the risks
6) Case Studies - Scenarios

IV. Procedure
1) Introduction
   • Facilitator introduces the topic of discussion

2) Interaction between students and facilitators: Suicide Awareness (5 min)
   • Ask students why they think it is important to talk about suicide awareness.
   • Introduce key facts about suicide with the following key concepts:
     • Suicide is the 2nd leading cause of death for 15-to-19-year-olds
     • LGBT students are four times more likely to attempt or commit suicide. Ask students why they think this is.
     • Any kind of involvement with bullying (bullying, being bullied, or witnessing bullying) raises the risk of suicide. Ask students why they think this is.

3) Interaction between students and facilitators: Suicide Warning Signs (8 min)
   • Facilitator asks students to volunteer to write down warning signs on board
   • Facilitator calls on students, student volunteer writes down warning signs that students respond
   • Facilitator compares to “Warning Sign List” (See Appendix A) adds missing signs
   • Facilitator hands out list to all students.

4) Interaction between students and facilitators: Risk factors for suicide (8 min)
• Facilitator asks students to volunteer to write down risk factors on board
• Facilitator calls on students, student volunteer writes down risk factor
• Facilitator compares to “Risk Factor List” (See Appendix B) adds missing risk factors
• Facilitator hands out list to all students.

5) **Interaction between students and facilitators: Factors to decrease the risk (5 min)**
• Facilitator asks students to volunteer to write down decreasing factors on board
• Facilitator calls on students, student volunteer writes down factors to reduce risk
• Facilitator compares to “Decreasing Risk Factors List” (See Appendix C), adds missing factors to reduce risk
• Facilitator hands out list to all students.

6) **Group Activity: Students will be asked to get in groups of three (10 min)**
• Facilitator distributes “scenarios” sheet to each group
• Students are asked to read the scenarios with the following instructions:
  • Write down words or actions you believe show the character might be at risk for suicide (“Red Flags”) and what you might do to help.
  • Give students five minutes to complete activity.
  • Ask one student from each group to summarize the scenario, another to share red flags

7) **Conclusion (5 min)**
• Facilitator concludes by letting students know that the following week they will have a follow up class on how to help prevent suicide.
• Facilitator invites students who recognize the warning signs in themselves or others to speak to them after class and get a resource sheet
• Facilitator introduces video as a way to summarize some information and introduce the next lesson.
• Collect scenarios; facilitator can grade this if necessary to measure how much students learned. Class Participation can also be graded upon teacher’s discretion.

8) **Follow-Up**
• At the beginning of the second lesson the facilitators will reflect back on what the students learned during the last lesson and return the students’ “Case Scenarios” Worksheet. This will allow students to make an easier connection between this lesson plan and the next lesson (Suicide Prevention)
Appendix- A: Warning Sign List

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has increased and if it seems related to a painful event, loss or change.

◦ Talking about wanting to die or to kill oneself.
◦ Looking for a way to kill oneself, such as searching online or buying a gun.
◦ Talking about feeling hopeless or having no reason to live.
◦ Talking about feeling trapped or in unbearable pain.
◦ Talking about being a burden to others.
◦ Increasing the use of alcohol or drugs.
◦ Acting anxious or agitated; behaving recklessly.
◦ Sleeping too little or too much.
◦ Withdrawn or feeling isolated.
◦ Showing rage or talking about seeking revenge.
◦ Displaying extreme mood swings.

Additional Warning Signs of Suicide

• Preoccupation with death.
• Suddenly happier, calmer.
• Loss of interest in things one cares about.
• Visiting or calling people to say goodbye.
• Making arrangements; setting one's affairs in order.
• Giving things away, such as prized possessions.

Source: http://www.save.org/index.cfm?fuseaction=home.viewpage&page_id=705f4071-99a7-f3f5-e2a64a5a8beaadd8
Appendix B: Risk Factor List

Factors of the mind and body
History or signs of depression
History of mental illness
History of being abused or mistreated
History of self-injury
Tendency to be impulsive
Major physical illness
Affective disorders (i.e. mood disorders)
Previous suicide attempt(s)
Factors from your environment:
Barriers to mental health services
Lack of community support
Homelessness
A death or relationship breakup
A job loss or change in financial security
Feeling unsafe
Family history of suicide
High stress family environment or dynamic
Academic or family crisis
Easy access to lethal materials
Factors you take part in, experience or learn:
Risky health behaviors (e.g. substance abuse, unsafe sex practices, etc.)
Lack of support from other youth
Cultural or religious beliefs that suggest suicide as a solution
Exposure to suicide through the media, family, friends or co-workers
Unwillingness to seek help
Non-suicidal self-injury
Victimization at home or in school
Difficulty in school, failing grades, bullying others

Appendix C: Reducing the Risk Factors

REDUCING THE RISK

There are many ways to lower someone’s risk of suicide, such as having:

1. Easy access to effective, culturally competent care
2. Support from medical and mental health care professionals
3. Coping, problem solving and conflict resolution skills
4. Restricted access to highly lethal means of suicide (e.g. firearms)
5. Strong connections to family members
6. Connectedness to safe schools
7. Academic, artistic, athletic achievements
8. Nonviolent problem solving and conflict resolution
9. Family acceptance for their sexual orientation and/or gender identity
10. A feeling of safety, support and connectivity at school through peer groups like Gay-Straight Alliances
11. Positive connections with friends who share similar interests
12. Cultural and religious beliefs that discourage suicide
13. Positive role models and self esteem

Source: http://www.thetrevorproject.org/pages/risk-factors
Appendix D: Scenarios

Name: __________________________ Date: ___________

Red Flags

Instructions: For each scenario below, write down any words or actions that you believe show the character might be at risk for suicide. (Red flags = warning signs.)

1. Karly has not been the same since her mom passed away. It has been especially hard because she does not get along with her dad. For months, she has been saying that her boyfriend, Dillon, is the only person she has and the only person that truly cares about her. Recently Dillon broke up with Karly and she is now even more sad than she was before. She talks about needing to end the pain she is feeling and last night she told you where the key to her diary was in case anyone wants to read it “afterward.”

Red Flags:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Caleb comes from a family of perfectionists. His family expects that he will go to an Ivy League college once he graduates from high school, just like his parents and his sister did. Even though he is only in 9th grade, his parents made him take an SAT test and his scores are way below what they need to be to get accepted into an Ivy League college. He also thinks that his grades in school will drop this semester. He is so worried about not getting into a top college and letting his family down that he has not been able to sleep or eat. He keeps saying how he is tired of feeling like a disappointment and he sees no way out.

Red Flags:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Casey is the most talented actor in school, but she did not show up for rehearsals this week and has not told anyone why. You would think that she might have the flu or something, until you see her under the bleachers after school one day totally drunk. When you ask her what is going on, she tells you that she recently came out to her parents and that it did not go very well. They kicked her out of the house and she is staying with her aunt for now. She also tells you that
she just found out that her aunt keeps a gun in her nightstand. She says she bets that her parents would not even miss her if she were gone.

**Red Flags:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. When Robin’s cousin Mara, who was like a sister to her, committed suicide, Robin was the one that found her. Robin says that since then, no matter how hard she tries to move past it, she feels like she is just going through the motions. Her grades have dropped and have not gone back up. She also quit field hockey and track and has not played sports since. Soon it will be the 1-year anniversary of Mara’s death, and Robin’s friends have all been trying to keep her mind off it. They have tried to invite her to hang out, but she never comes. They have also tried to text her, but she never responds. Last night she tweeted, “Mara had it right. #abetterplace.”

**Red Flags:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Lesson Plan B: Suicide Prevention: How to Help a Friend in Need

Grade Level: 9
Time Frame: One class period (45 minutes)
Classroom Set Up: Desks will be arranged in a semi-circle format.

Overview: This follow up lesson will discuss the precautionary measures necessary to help someone you know that is dealing with suicidal thoughts or feelings.

I. Objectives: By the end of the lesson, students will:
1) Be able to better identify suicidal thoughts or behaviors in others
2) Learn ways to help someone who is suicidal
3) Obtain resources regarding suicide prevention

II. Learning Standards to be covered: American School Counselor Association (ASCA) Standards:
1) PS: A1.11 Identify and discuss changing personal and social roles
2) PS: A2.1 Recognize that everyone has rights and responsibilities
3) PS: A2.6 Use effective communications skills
4) PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
5) PS: C1.6 Identify resource people in the school and community, and know how to seek their help
6) PS: C1.11 Learn coping skills for managing life events

New York State Learning Standards:

English Language Arts Standard 4 - Language for Social Interaction:
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Common Core Standards for English Language Arts - Speaking and Listening - Grades 9-10:
CCSS.ELA-LITERACY.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.1.D - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Common Core Standards for English Language Arts - Writing - Grades 9-10:
CCSS.ELA-Literacy.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
III. Materials Needed
1. Classroom with desks
2. White board and dry erase markers
3. Computer and projector screen
4. Pre- and post-assessments
5. “WellCast Life-Savor Worksheet”
6. “Talking to a Person about Suicide” handout
7. “Scenarios” worksheet
8. “WellCast Suicide Resources Worksheet”

1) Procedure
1) Pre-assessment (3 min)
   • Facilitator will distribute pre-assessment (See Appendix A-1) at the beginning of the period and allow students 3 minutes to complete them before collection.

2) Recap Activity (5 min)
   • Facilitators will introduce themselves again and briefly review the previous lesson regarding Suicide Awareness.
   • Facilitator will go around the room and ask each student to name a suicide warning sign or risk factor that they remember from last week’s lesson.
   • Facilitator will remind students that these factors do not guarantee that someone is suicidal, but it is important to be mindful and cautious.

3) Introduction (2 min)
   • Facilitator will explain to the students that this lesson is a continuation of last week’s lesson, and they will now be discussing Suicide Prevention.
   • Facilitator will explain to the students that since they have become aware of the factors and red flags that can lead to suicide, they will now learn about the steps to take to help prevent suicide from occurring.

4) Helping a Suicidal Friend (10 min)
   • Facilitator will ask students to raise their hands and share how they would help a friend with suicidal thoughts.
   • Facilitator will play video “How to Help Someone Who is Suicidal”. https://www.youtube.com/watch?v=CAMAnPRLMH8 (4:32)
   • Facilitator will ask students to share their feedback on the video, and ask them to name the tips they learned from the video.
   • Facilitator will ask for a volunteer to write the students’ answers on the white board.
   • Facilitator will fill in the list with any tips that the students missed and more. *(Full list of tips below)*

   - Learn to recognize dangerous signs/change in behavior
   - Initiate dialogue in a non-judgmental way
   - React with feeling/ be compassionate
   - Listen
   - Call 911/Poison Center Control
   - Provide resources for treatment
   - Encourage friend to seek professional help
5) Role Play Activity (20 min)
   • Facilitator will break down the students into groups of 4 and will assign each group a scenario from the “Scenarios” worksheet (See Appendix D-4).
   • The students of each group will be given 8 minutes to create a 2-minute role play addressing ways to help the student in need in the scenario.
   • Each group will act out their role play in front of the class (Not every student per group is required to act in the role play, but they all must contribute to the creation of it).

6) Conclusion (2 min)
   • Facilitator will ask students to share their feedback and feelings about the lesson.
   • Facilitator will thank students for their participation and remind them that if they are having any suicidal thoughts to please feel free to speak to them after class or go speak to their school counselor as soon as possible.
   • Facilitator will distribute “WellCast Suicide Resources Worksheet” to students (See Appendix E)

7) Post-Assessment (3 min)
   • Facilitator will distribute post-assessment (See Appendix F) at the end of the lesson and allow students 3 minutes to complete it before they leave.
Appendix A-1: Pre-Assessment

1. List three factors that can increase a teen’s risk of suicide:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. List three warning signs that someone is thinking about suicide:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Answer True or False for the following statements:

3. You can bounce back from suicidal thoughts and behavior. 
   ___

4. If a friend tells you he’s considering suicide and swears you to secrecy, you have to keep your promise.
   ___

5. If your friend is displaying suicidal thoughts, you should get their parents involved.
   ___

6. It is inappropriate to directly ask someone if they are considering suicide.
   ___

7. Suicidal individuals may also suffer from mood disorders such as depression or anxiety.
   ___

8. If your friend threatens suicide during your conversation, you should let them be alone for a while.
   ___

9. If someone is experiencing bullying, he/she is definitely suicidal.
   ___

10. If you or a friend is suicidal, it is best to call the Suicide Hotline, 911, or talk to:
    a) a parent or family member
    b) a school counselor
    c) a therapist
    d) any of the above
Appendix B-2: Wellcast Life-Saver Worksheet

Is your friend suicidal? Here’s how to tell and what you can do about it.

Look for these environmental risk factors that can increase a person’s chances of becoming suicidal:

- Experience of bullying or sexual abuse
- Death of a family member or close friend
- Family history of violence or suicide
- Surviving a previous suicide attempt

The decision to kill oneself is rarely made in the moment; often times, the person will just state their intentions right out loud. Here are some behavioral warning signs to keep a lookout for:

- Loss of interest in activities
- Change in sleep patterns- insomnia or excessive sleeping
- Lost appetite or major change in weight
- Mood swings, becoming depressed or isolated, acting enraged or easily irritable. These sudden changes can even include becoming calmer and happier.
- Suffering from anxiety or panic attacks.
- Talking about being in pain, feeling trapped or like a burden to others
- Saying things, even jokingly, like “I want to kill myself” or “I have no reason to live
- Acting out sexually
- Abusing alcohol or drugs
- Giving away belongings; calling and visiting people to say goodbye
- Looking for ways to kill themselves, such as collecting pills or trying to buy a gun

How do you talk to a friend who might be having thoughts of suicide? The time is to act is now. First, find a safe and private place for the two of you to talk. Then, begin a conversation with them:

- Start by telling your friend how much you care about them; ask them to be honest with you about their mental and emotional state- are you ok?
- Investigate further, to find the root of their burden: is something going on that you’d feel comfortable sharing with me?
- Tell them that some of their behavior has you concerned: You haven’t been acting like yourself…- be specific.
- Ask point-blank: Are you considering suicide? Do you have a specific plan or date in mind?
- People who are suicide often believe they are beyond repair. Let them know: You don’t deserve to die. I’d like to help you heal.
- Encourage them to seek professional help immediately: Let’s find someone who can help and set up an appointment together. I can drop you off and pick you up and can even go inside with you if you’d let me.
- **If your friend threatens suicide during your conversation, do not leave them alone. Call 911 or the National Suicide Prevention Lifeline 800-273-TALK**
(8255). This is a crisis situation. Remove guns, pills or sharp objects in the immediate area that they might try to use to hurt themselves.

Appendix C-3: Talking to a Person About Suicide

Talking to a friend or family member about their suicidal thoughts and feelings can be extremely difficult for anyone. But if you're unsure whether someone is suicidal, the best way to find out is to ask. You can't make a person suicidal by showing that you care. In fact, giving a suicidal person the opportunity to express his or her feelings can provide relief from loneliness and pent-up negative feelings, and may prevent a suicide attempt.

Ways to start a conversation about suicide:
- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are doing.
- I wanted to check in with you because you haven’t seemed yourself lately.

Questions you can ask:
- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?
- Have you thought about getting help?

What you can say that helps:
- You are not alone in this. I’m here for you.
- You may not believe it now, but the way you’re feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.
- When you want to give up, tell yourself you will hold on for just one more day, hour, minute—whatever you can manage.

When Talking to a Suicidal Person:

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
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<tbody>
<tr>
<td>Be yourself. Let the person know you care, that he/she is not alone. The right words are often unimportant. If you are concerned, your voice and manner will show it. Listen. Let the suicidal person unload despair, ventilate iger. No matter how negative the conversation seems, the ct that it exists is a positive sign. Be sympathetic, non-judgmental, patient, calm, epting. Your friend or family member is doing the right ing by talking about his/her feelings. Offer hope. Reassure the person that help is available and at the suicidal feelings are temporary. Let the person ow that his or her life is important to you. If the person says things like, “I’m so depressed, I can’t on,” ask the question: “Are you having thoughts of icide?” You are not putting ideas in their head, you are oving that you are concerned, that you take them riously, and that it’s OK for them to share their pain with ou.</td>
<td>* Argue with the suicidal person. Avoid saying things like: &quot;You have so much to live for,&quot; &quot;Your suicide will hurt your family,&quot; or “Look on the bright side.” * Act shocked, lecture on the value of life, or say that suicide is wrong. * Promise confidentiality. Refuse to be sworn to secrecy. A life is at stake and you may need to speak to a mental health professional in order to keep the suicidal person safe. If you promise to keep your discussions secret, you may have to break your word. * Offer ways to fix their problems, or give advice, or make them feel like they have to justify their suicidal feelings. It is not about how bad the problem is, but how badly it’s hurting your friend or loved one. *Blame yourself. You can’t “fix” someone’s depression. Your loved one’s happiness, or lack thereof, is not your responsibility</td>
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Source: http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal.htm#tip1
Appendix D-4: Scenarios

Name:____________________                Date:____________

Red Flags

Instructions: The students of each group will be given 8 minutes to create a 2-minute role play addressing ways to help the student in need in the scenario. Each group will act out their role play in front of the class (Not every student per group is required to act in the roleplay, but they all must contribute to the creation of it).

1. Karly has not been the same since her mom passed away. It has been especially hard because she does not get along with her dad. For months, she has been saying that her boyfriend, Dillon, is the only person she has and the only person that truly cares about her. Recently Dillon broke up with Karly and she is now even more sad than she was before. She talks about needing to end the pain she is feeling and last night she told you where the key to her diary was in case anyone wants to read it “afterward.”

2. Caleb comes from a family of perfectionists. His family expects that he will go to an Ivy League college once he graduates from high school, just like his parents and his sister did. Even though he is only in 9th grade, his parents made him take an SAT test and his scores are way below what they need to be to get accepted into an Ivy League college. He also thinks that his grades in school will drop this semester. He is so worried about not getting into a top college and letting his family down that he has not been able to sleep or eat. He keeps saying how he is tired of feeling like a disappointment and he sees no way out.

3. Casey is the most talented actor in school, but she did not show up for rehearsals this week and has not told anyone why. You would think that she might have the flu or something, until you see her under the bleachers after school one day totally drunk. When you ask her what is going on, she tells you that she recently came out to her parents and that it did not go very well. They kicked her out of the house and she is staying with her aunt for now. She also tells you that she just found out that her aunt keeps a gun in her nightstand. She says she bets that her parents would not even miss her if she were gone.

4. When Robin’s cousin Mara, who was like a sister to her, committed suicide, Robin was the one that found her. Robin says that since then, no matter how hard she tries to move past it, she feels like she is just going through the motions. Her grades have dropped and have not gone back up. She also quit field hockey and track and has not played sports since. Soon it will be the 1-year anniversary of Mara’s death, and Robin’s friends have all been trying to keep her mind off it. They have tried to invite her to hang out, but she never comes. They have also tried to text her, but she never responds. Last night she tweeted, “Mara had it right. #abetterplace.”
Appendix E: WellCast Suicide Resources Worksheet

Befrienders Worldwide A database to locate a local crisis hotline, with no political or religious affiliation. Volunteers are simply available to listen and provide support
http://www.befrienders.org/need-to-talk

Crystal Cathedral/New Hope Now Offers private chats with volunteer Christian counselors through California-based Crystal Cathedral.
Call (714) NEW-HOPE (639-4673)
Teenline 714-NEW-TEEN (639-8336)
Chat: http://www.newhopenow.org/counseling/liveperson.html

Graduate Student Crisis Line
Call 1-800-GRADHLP (472-3457)

IMAlive A live online network that uses instant messaging to respond to people in crisis. All volunteers are trained in crisis intervention.
Chat https://www.imalive.org/

Kristin Brooks Hope Center A national hotline that connects the caller to a crisis center nearest to their location.
Call 1-800-SUICIDE (784-2433)
Call 1-800-442-HOPE (4673)

Lifeline Crisis Chat Chat specialists are trained in crisis and suicide intervention and will help you develop a safety plan and positive coping strategies.
Chat http://www.crisischat.org/chat/

National Suicide Prevention Lifeline A national hotline that connects you to a counselor or crisis center near you. Available 24 hours a day.
http://www.suicidepreventionlifeline.org/GetHelp
call 1-800-273-TALK (8255)

The Samaritans A UK-based charity that offers free and confidential emotional support to anyone who is suicidal or despairing. Trained volunteers are available 24 hours a day.
Phone 08457 909090
Call jo@samaritans.org
Locate a local branch http://www.samaritans.org/branches

Substance Abuse & Mental Health Services Administration (SAMHSA)
Mental health facility locator
call 1-800-622-HELP (4357)
Suicide Awareness Voices of Education (SAVE) A non-emergency organization with a wealth or resources.  
http://www.save.org

The Trevor Project A national organization that provides crisis and suicide intervention to LGBTQ youth.  
Chat http://www.thetrevorproject.org/chat  
Call 866-488-7386

Veterans Crisis Line A confidential, toll-free hotline and chat resource for veterans and their families. Available 24 hours a day.  
Phone 800-273-8255  
Text 838255  

Youth America Hotline A free peer-to-peer source connecting callers to peer counseling hotlines nationwide.  
Call 877-YOUTHLINE (968-8454)

Appendix F: Post-Assessment

1. List three factors that can increase a teen’s risk of suicide:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. List three warning signs that someone is thinking about suicide:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Answer True or False for the following statements:

3. You can bounce back from suicidal thoughts and behavior.

4. If a friend tells you he’s considering suicide and swears you to secrecy, you have to keep your promise.

5. If your friend is displaying suicidal thoughts, you should get their parents involved.

6. It is inappropriate to directly ask someone if they are considering suicide.

7. Suicidal individuals may also suffer from mood disorders such as depression or anxiety.

8. If your friend threatens suicide during your conversation, you should let them be alone for a while.

9. If someone is experiencing bullying, he/she is definitely suicidal.

10. If you or a friend is suicidal, it is best to call the Suicide Hotline, 911, or talk to:

    a) a parent or family member
    b) a school counselor
    c) a therapist
    d) any of the above
References


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