



# **SUICIDE PREVENTION: Strategies for Supporting Self- and Collective-Care**

Grades 9-12

# **SUICIDE PREVENTION: Analyzing Influences on Mental and Emotional Health**

## GRADES 9-12

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# Introduction

Welcome to the ***Suicide Prevention: Strategies for Supporting Self- and Collective-Care*** unit for grades 9-12. This unit is one of a three-unit series on suicide prevention. There are additional units for elementary and middle school. We encourage you to consider also including the Mental Health Literacy Unit for grades 6-8 which can be found on the [Mental Health Literacy and Wellness Education webpage](#).

This unit addresses Wis. Stat. sec. 118.01(2)(d)7. In the lessons, you will see a note that indicates where the content is addressed. Specifically, lessons 3, 4, and 5 address core elements of the statute. Overall, the focus of self-management supports students' positive emotional development by helping them develop skills and tools needed to support their own and other's mental health. The content of the unit also contributes to students' ability to make informed decisions regarding mental health and help-seeking. The unit also introduces specific steps that support decision making by helping students recognize signs and symptoms of mental health conditions and suicide, as well as getting help for self or others both of which are key elements to prevent suicide. The unit also includes activities related to collective- and community-care which aligns with protective factors that help prevent suicide.

This is a seven-lesson unit, inclusive of a lesson which serves as the summative assessment for the unit. The unit is meant to be taught once, in its entirety, in grades 9, 10, 11, or 12. Activities may need to be modified in order to be developmentally appropriate and to meet the needs of your students. You may also need to take more time on some activities based on student interest, engagement, and need.

This unit is designed as a Tier 1 intervention. We have provided Universal Design for Learning (UDL) strategies and some ideas for modifications for certain activities, but these do not replace accommodations. The modifications are included to help meet the needs of a range of learners.

Many of these lessons include activities that could extend beyond the time allotted. Consider if you are able to spend more time on this unit to provide the opportunity for more in-depth discussions or extensions of activities.

Before teaching this unit, provided are some important information and context that will support unit implementation. If you need additional support or have questions, please contact [dpisspw@dpi.wi.gov](mailto:dpisspw@dpi.wi.gov) or (608) 266-8960.

# Educator Preparation Before the Delivery of Mental Health Curriculum


## WISCONSIN STATE STATUTE ON TEACHING SUICIDE PREVENTION

Teaching suicide prevention is required under Wisconsin state law ([Wisconsin laws addressing youth suicide prevention and intervention web page](#)). The law was created because the legislature understood that educating students about the best way to respond, saves lives. Specifically, [Wis. Stat. sec. 118.01\(2\)\(d\)7](#) requires: *Personal development: Each school board shall provide an instructional program designed to give pupils: The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.*

Classroom educational programs exist that have been shown to reduce suicide rates, tendencies, and attempts; and at the same time increase knowledge about risks, warning signs, and coping skills. Past research has suggested that youth worry about making the wrong judgment about suicidal tendencies in their friends, not knowing how to respond to a suicide threat, being hospitalized, losing friendships, and seeming like they cannot handle their own problems (Cigularov et al. 2008).

Recent research continues to corroborate this understanding. The Department of Public Instruction's (DPI's) curricula are focused on middle and high school students, where suicides are most common. At the elementary level, DPI's curriculum focuses primarily on promoting positive mental health. A strong suicide prevention approach uses a [trauma sensitive schools \(TSS\) lens](#), is embedded in a [comprehensive school mental health framework](#), and includes suicide prevention instruction, as well as protective factors promotion such as a focus on bullying prevention, positive school and classroom climate, life skills such as problem-solving and decision-making, and counseling and mental health services that are responsive to individual student concerns.

Consideration and priority should be given to meeting the statutory requirements of [Wis. Stat. sec. 118.01\(2\)\(d\)7](#).

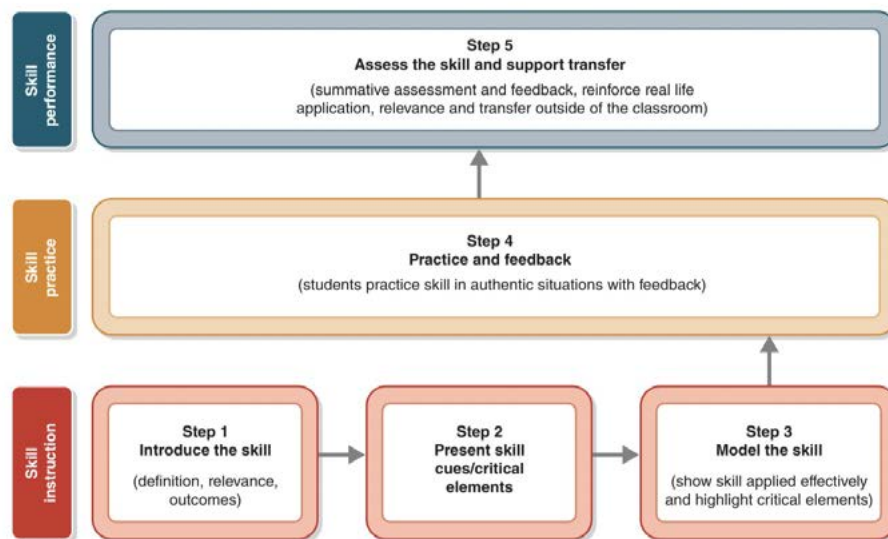


WI state statute requires that program includes the skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of the available community resources.

## SKILL DEVELOPMENT

This unit is designed to support skill development. The skill in this unit is **interpersonal communication**, which is the National [Health Education Standard](#) and [Wisconsin Standards for Health Education](#) Standard 4 (DPI 2011). The content that serves as the context for developing this skill is mental and emotional health, with a developmentally appropriate focus on suicide prevention.

Here is a visual representation of the five steps of the skill development model:



Reprinted by permission from S. Benes and H. Alperin, *Essentials of Teaching Health Education: Curriculum, Instruction and Assessment*, 2<sup>nd</sup> ed. (Champaign, IL: Human Kinetics, 2022), 100.

All steps of the skill development model are included throughout the unit with steps one, two, and three being addressed in lesson 1 and step four addressed in lessons 2-4. Step five is addressed in the authentic, summative assessment, and in lesson 5. To effectively support skill development, all five steps must be included with the most time spent on skill practice and providing students feedback (step four). This is why three of the five lessons focus on skill practice with opportunities to provide feedback.

Another key aspect of the skill development model is step two, “Present skill cues/critical elements.” When developing skills, it is useful to have a clear understanding of the key components that make up that skill. It is also important to note that these skill cues could be used any time you are building the skill of interpersonal communication, including if you

are teaching this skill with other topic areas. Using the same skill cues in multiple topics and potentially in multiple grades will also help support retention and will aid in positive transfer whereby students will be able to use the skill in new and novel situations. A final point here; use skill cues that work for your students and are consistent with other school models. We offer a set of skill cues here that teachers have found helpful, but they should be modified as needed to support **your** students. If modified, be sure that all critical elements of the skill are reflected in the revised skill cues.

## LEARNING ENVIRONMENT

Creating a safe, supportive, positive learning environment is especially important when implementing a unit on mental and emotional health. Be sure that you review expectations and agreements that will create an inclusive and affirming space for each student. SHAPE America's [Appropriate Practices in School-Based Health Education](#) may be a useful resource along with the section on "[Minimizing Threats and Distractions](#)" for the UDL guidelines and the Department of Public Instruction's (DPI's) [Inclusive Learning Communities Practice Profile](#).

In particular, you might want to consider having the following classroom norms:

- Challenge by choice.
- Pass (being able to pass on sharing).
- Self-care (taking care of needs and protecting their well-being).
- Intent and impact (recognizing that even if someone means well, they can say things that can negatively impact others; it is important to be mindful in our communication).
- Acknowledge different experiences (students are reminded that everyone has different experiences, comfort, and ability to discuss this topic).
- Anonymous question box (or can use technology options here for students to be able to submit questions or comments that they would rather not ask in class).

As these topics may be difficult for students and some students may need support, it is important to be aware of internal and external resources, including the designated referral pathway determined by your school/district. Be aware of and have resources available in and outside of the school setting. 988 Suicide and Crisis Lifeline and other mental health and suicide crisis lines should be available and posted visually.



## THE TEAM APPROACH

For any topics that deal with the potential for other- or self-directed harm (e.g., mental health, suicide, child abuse, bullying), the DPI believes it is important for school staff and student services to be notified. Students should be introduced to student service staff to facilitate connections, should support be needed during or following a lesson. It is recommended to co-teach this unit with another educator, if feasible, to allow one professional to lead the learning, while the other observes for student concerns and assists students in need. Both the educator and the student services professional should look for non-verbal cues, as well as verbal responses of any student that may warrant contact with the student outside of the classroom. It is important for the student services professional to share with students at the beginning of the unit that they are willing to help with any concerns, including those related to the topics covered in this unit.

Families and caregivers should be notified in advance of teaching this unit to provide an opportunity to review the curriculum, increase awareness of the knowledge and skills students are learning, ask questions, and have the opportunity to share information specific to their child that will assist in providing a trauma sensitive approach. If an educator becomes aware that a student could be at risk for suicide by report from the student, the student's peers, or school staff at any point before, during, or after the unit, the parent or guardian must be notified by following the district's protocol.

## SYSTEMATIC DELIVERY

Mental health and suicide prevention are critical health issues; and therefore, it is of great value to share the knowledge and skills presented in this unit with school staff and community agencies connected to youth mental health promotion, suicide prevention, and intervention services. It is critical that everyone working in a school understands the content knowledge and skills students will be learning. Mental health promotion and suicide prevention can be enhanced through common language, effective intervention strategies, and community commitment from all people/groups invested in the process.

## SCHEDULING AND TIMING OF SUICIDE PREVENTION CURRICULUM IMPLEMENTATION

Intentional planning for the timing and scheduling of the suicide prevention curriculum is important, along with flexibility to adjust the implementation timeline or content delivery, as necessary. Some factors to consider as you plan include:



It is recommended to co-teach this unit with another educator.

- Foundational knowledge or skill development beneficial to students (e.g., mental health literacy, school counseling curriculum topics).
- Student availability to ensure all students receive instruction.
- Vacation or breaks – do not conclude lessons or cover ‘sensitive’ material right before extended out-of-school time.
- Anniversaries of known suicides or student suicide attempts.
- Recovery from any community crisis that also affects the school community (environmental or weather-related, criminal, etc.).
- Cultural considerations (holidays, faith-based events, etc.).

If the curriculum is in the implementation process and a crisis occurs in the school, district, or community, review upcoming lessons to determine whether adjustments to the lesson schedule, content delivery, or additional support are needed.

## **STUDENTS PLACED AT INCREASED RISK OF SUICIDE**

We know from data related to suicide attempts and deaths (including data from the Wisconsin Department of Health Services, the Center for Disease Control and Prevention, and the Youth Risk Behavior Survey) that students in some groups are statistically at higher risk for suicide than other students.

These groups include, but are not limited to:

- students with mental illness;
- students who have previously attempted suicide or who know someone who completed a suicide;
- victims of harassment, abuse, or victimization (including bullying);
- students who experience discrimination, are discriminated against, or are bullied because they are gay, lesbian, bisexual, transgender, or questioning their sexual orientation or gender identity (especially if their families are not accepting of them);
- perfectionists;
- students with marginalized racial identities including Black youth and Indigenous youth;
- students at-risk of not graduating from high school;
- students who are highly aggressive or impulsive;
- students who self-harm; and
- students who abuse alcohol or other drugs.

You may know students in your classroom that fall into one or more of these groups, but it is likely that some are unknown to you. These students may withdraw from class discussions or make sarcastic or off topic comments about suicide. Through trauma-informed and responsive practice, prior discussion with and participation by a member of your student services staff, you can be prepared for a range of student responses. It is important to refer a student who seems upset or angry to an appropriate student services professional.

Additional population specific resources include:

[Still Ringing the Alarm: An Enduring Call to Action for Black Youth Suicide Prevention](#)

[Suicide Prevention in Hispanic and Latinx Youth, the Impact of COVID 19 and Cultural Factors to Consider](#)

[Suicide Among Asian Americans](#)

[Suicide Risk in Youth with Intellectual Disability](#)

## **STUDENT CARE**

Encourage students to seek help and connect with a trusted adult during the class and engage in self-care, as needed. When discussing class agreements, consider setting up a system for students to discreetly notify you if they need support during the unit and have an agreement that encourages students to engage in appropriate self-care (e.g., getting up to go for a walk, getting a drink of water). An example of this could include a thumbs up if they are leaving and OK, a thumbs down to show they are leaving because they need support. Another example could be that students pick up a blue pass if they are leaving and are OK or a yellow pass if they are leaving and need support. Create a system that works for both teacher and students, then have a plan in place to follow up with students as needed.

## **EDUCATOR PREPARATION**

It is important to acknowledge your own experiences and comfort with the topic of mental and emotional health. We encourage you to reflect on your strengths relative to this topic, and areas for growth or gaps in knowledge and experience that may impact your ability to teach effectively. We also encourage you to find support for areas of growth or improvement as you teach this unit. Educators are strongly encouraged to complete gatekeeper training prior to utilizing DPI's curriculum. More information about the suicide prevention training, strategies,

and resources is available on the [Youth Suicide Prevention webpage](#), including DPI's free [Gatekeeper Training Module](#). It is also important to be prepared for how to respond if a student shares suicidal ideation or intention. The "[Responding to Student Disclosure of Emotional Pain, Trauma or Mental Illness](#)" document provides more information and resources. Self-care should always be a priority. Ensure you are taking care of yourself and seeking support while helping students take care of themselves in this unit.

## LANGUAGE MATTERS

A note about language in the unit. We avoid using the language of "warning signs" to discuss signs and symptoms of mental illness. The phrase warning signs reinforces the stigma that mental illness is "bad", and we do not use similar language when discussing signs and symptoms of physical conditions. Using the terms "signs and symptoms" or "things to notice" is more accurate and less judgmental. You will still see warning signs used frequently, so be mindful when using other resources, you may need to point this out to students if using outside resources. Additional information about preferred language usage related to suicide can be found on the [Language Matters Infographic](#) from the National Alliance on Mental Illness (NAMI). Consider also broader language use that can reduce stigma and support individuals with mental health including person first language (e.g., a person who lives with depression) and avoiding stigmatizing language (e.g., "It drives me crazy", can be replaced by "It bothers/annoys/frustrates me"). You can find more information from the [Mental Health Commission of Canada](#).

## MEETING THE NEEDS OF DIVERSE LEARNERS

As noted above, suggestions are included in the modifications section of the lesson plans to support the needs of a range of learners. In addition, you are strongly encouraged to reach out to school staff who can offer additional guidance and ideas to support students in your classes, as well as getting input from students directly.



Using the terms "signs and symptoms" is more accurate and less judgmental. Language matters in reducing stigma and supporting individuals with mental health

## CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGY

This student-centered unit provides many opportunities for student ownership of their learning. Designing units that focus on students supports culturally responsive and sustaining pedagogy. Being student-centered, however, is only one aspect of culturally responsive and sustaining practice in which students' identities and cultures are affirmed and valued, thus creating spaces where students can be fully human. We provide a few additional strategies here and encourage you to learn more and continue developing your skills as a culturally responsive and sustaining educator.

Strategies to get you started:


- Affirm all students' experiences.
- Build meaningful relationships with students and their families.
- Engage families in meaningful and respectful ways.
- Implement strengths-based approaches.
- Ensure appropriate representation.
- Lift up voices, examples, experiences, and cultures of communities of color.
- Critically examine your curriculum and instruction.

## TRAUMA-INFORMED AND RESPONSIVE APPROACHES

It is important to recognize that individuals may be experiencing or have experienced trauma or adversity. These experiences can impact classroom behavior and engagement in learning. We encourage you to engage in further learning and skill building as needed. The Wisconsin DPI has a number of resources on the [Trauma Sensitive Schools Online Professional Development webpage](#).

Strategies to get you started:

- Recognize how trauma affects learning and how it might show up in the classroom.
- Acknowledge that trauma-responsive practice should be rooted in equity.
- Build meaningful relationships with students and their families.



Learn more and continue developing your skills as a culturally responsive and sustaining educator using [Culturally Responsive Problem Solving](#) and [Equity: Wisconsin's Model to Inform Culturally Responsive Practices](#).

- When making teaching decisions, focus on these four priorities to embed trauma-informed approaches into your thought processes: predictability, flexibility, empowerment, and connection (Venet 2021).
- Develop clear norms and expectations.
- Explain predictable classroom routines and adult behaviors.

## **STUDENT LEARNING TARGETS AND OBJECTIVES**

The learning objectives included in the lesson plans are aligned with standards and are written for the educator. Include “student-friendly” learning targets and share these with students. In the lessons, language is included that summarizes the learning objectives, but you may need to modify further to meet the needs of your students. It may also be helpful to have a visual reference of the objectives for students.

## **RESOURCES**

There are several high-quality resources available to support school-based suicide prevention, some of these include:

[Wisconsin DPI Suicide Prevention Webpage](#)

[Wisconsin Safe and Healthy Schools \(WISH\) Center Webpage](#)

[Suicide Prevention Resource Center](#)

[Substance Abuse and Mental Health Administration](#)

[School Based Youth Suicide Prevention Guide](#)

[American Association of Suicidology](#)

[Means Matter](#)

[American Psychological Association Teen Suicide](#)

[American Counseling Association Teen Suicide](#)

[Trevor Project](#)

[American Academy of Pediatrics - Suicide Prevention](#)

# Unit Objectives

By the end of the unit, students will be able to:

## SKILL OBJECTIVES:

- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).
- Analyze the role of social determinants of health and societal characteristics on mental and emotional health.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Apply self-care and collective-care strategies to support mental health.

## FUNCTIONAL KNOWLEDGE OBJECTIVES:

- Describe self-care.
- Discuss influences at multiple levels of the socioecological model that impact mental and emotional health.
- Describe protective factors that support mental and emotional health and how these interconnect with multiple levels of the socioecological model.
- Describe social determinants of health and societal characteristics that can impact mental health.
- Explain how mental health is impacted at a variety of levels (interpersonal, intrapersonal, school/community, state and national).
- Describe factors within those levels that can impact the mental health of individuals and communities.
- Discuss ways to create communities that support mental health.
- Identify action steps to support change in their community.
- Mental and Emotional Health MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help. (Healthy Behavior Outcome HBO 1, 4, 6).
- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

## UNIT ASSESSMENT

### Influences on Mental Health: A Photographic Exploration

Review the student assessment below prior to implementation of the unit to help inform your instruction and assist you with planning, including time commitment required.

Congratulations! You have just received a job or internship as the Lead Content Creator for a new social media platform focused on teen mental health.

Your job or internship requires that you create content for one “episode” lasting seven-to-ten minutes. Your episode must include the following topics:

- Strategies for self-care (at least three strategies).
- Strategies for collective care (at least three strategies).
- Factors that influence mental health.
- How to use the IACTT steps to support someone experiencing a mental health issue (include signs and symptoms to look out for) - you can do this for self, others, or both!

You can choose the format (podcast, videos, etc.) of the episodes.

Consider allowing student voice and choice with options that extend beyond social media platforms for the assessment.





## RUBRIC

<b>Knowledge or Skill</b>	<b>Demonstrating</b>	<b>Approaching</b>	<b>Needs Improvement</b>
All four topics are included in the episode.			
All four topics are adequately covered.			
At least three health-promoting practices are included for self-care.			
At least three health-promoting practices are included for community-care.			
Content related to the impact of community demonstrates an understanding of how community can impact mental health.			
Signs and symptoms are accurate.			
The IACTT steps are clearly articulated and modeled.			

## LESSON OBJECTIVES

### Lesson 1 - Managing Mental Health: Self-Care & Levels of Influence

- Describe self-care.
- Discuss influences at multiple levels of the socioecological model that impact mental and emotional health.
- Describe protective factors that support mental and emotional health and how these interconnect with multiple levels of the socioecological model.

### Lesson 2 - My Self-Care Toolbox


- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).

### Lesson 3 - IACTT for Myself

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
  - Discussing and practicing the IACTT steps for self is a health practice that can maintain or improve personal health.
- Discuss that self-care includes paying attention to and getting help for signs and symptoms of mental health challenges or illness.

### Lesson 4 - Collective Care

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Define and describe collective care.
- Discuss how creating communities of care can impact factors at different levels of the socioecological model.



Develop student-friendly “I Can” statements to review and post at the beginning of each lesson.

## **Lesson 5 - IACTT for Others**

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).
- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).
- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

### Lesson 6 - Collective Care: Creating Communities of Care

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Discuss characteristics of communities of care.
- Describe the impact that communities of care can have on mental and emotional health.
- Discuss strategies for creating communities of care.

## **Lesson 6 - Collective Care: Creating Communities of Care**

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Discuss characteristics of communities of care.
- Describe the impact that communities of care can have on mental and emotional health.
- Discuss strategies for creating communities of care.

## Lesson 7 - Content Creators

- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).
- Analyze the role of social determinants of health and societal characteristics on mental and emotional health.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Apply self-care and collective-care strategies to support mental health.



## LESSON 1

# Managing Mental Health: Self-Care and Levels of Influence



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Step 1: Introduce the Skill

**Materials:** Flip chart paper and markers.

**Skill Objectives:** N/A (focus is on functional information and skill introduction)

#### Knowledge Objectives:

- Describe self-care.
- Discuss influences at multiple levels of the socioecological model that impact mental and emotional health.
- Describe protective factors that support mental and emotional health, and how these interconnect with multiple levels of the socioecological model.

## LESSON 1 | LEARNING PLAN



### Introduction: (eight minutes)

#### Do Now

As students enter, have them respond to the following prompt in their notebooks, journals, or Learning Management System (LMS): *What aspects of your health are you responsible for? Why are you responsible for those things? What aspects of your health are you not responsible for? Why not?*

#### Universal Design Learning (UDL) Strategies:

- Provide the prompts in students' home languages.
- Provide an "idea bank" with possible responses to prompt student thinking.

Review the lesson objectives. Let students know that this is the first lesson in the new unit: Strategies for Supporting Self- and Collective-Care which will focus on the skill of self-management.

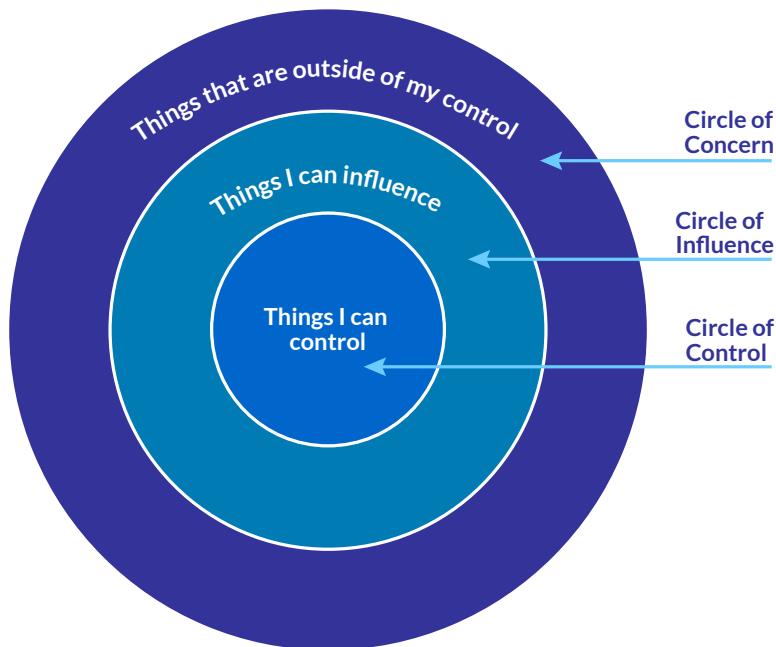
Do Now Prompt:  
*What aspects of your health are you responsible for? Why are you responsible for those things? What aspects of your health are you not responsible for? Why not?*

### Main Activities: (50 minutes)

*Activity 1: Who is responsible? (ten minutes) (Step 1: Introduce the skill)*

Put students into small groups.

Show the visual of the circles of control and review with students to help frame the discussion for considering what they are responsible for (what is in their control and what is in their influence).



*(Circles of Influence graphic adapted from Psychology.com article)*

In their groups, students share their ideas for aspects of their health that they are and are not responsible for. Ask each group to create a list that combines ideas from group members. Each group should have at least three ideas to share for “responsible for” and “not responsible for.” Provide about five minutes for the discussion.

Bring the students back to the large group. Make a T-chart on the board. One side is “Responsible For” and the other side “Not Responsible For.” Ask groups to share out their ideas and record ideas on the board. Provide opportunities for discussion if there is disagreement related to any ideas.

Invite discussion related to **why** students felt that they are or are not responsible for certain aspects of health. Record some of the key ideas on the board.

### **UDL Strategies:**

- Partner students with peers who can speak their home languages.
- Draw the T-chart on the board prior to the small group work, so that students have a visual reference and preview for the large group discussion.


### **Activity 2: Self-Care and Self-Management (20 minutes) (Step 1: Introduce the skill)**

[Watch this video from The Clay Center for Young Healthy Minds](#) (6:46). Have students make a T-chart in their notebooks. One side is “Responsible/Control” and the other “Not-Responsible/No Control.” As they are watching the video, record stressors that the youth in the video mention in either column.

Debrief the video by asking students to share their ideas for how they categorized the stressors. Record on your original T-chart. Leave room for discussion about differing opinions. Ask students to share other stressors they experience and into which categories they would go. Ask students: *Why do you think it is important for us to discuss stressors that are both in and out of our control?* Invite student responses.

Key points to address if students do not raise them:

- When we know what is in our control, we can focus on addressing those factors and try not to get as caught up in ones we cannot control.
- Understanding some of the bigger picture factors can help give us perspective.



Key Learning!  
Engage students in discovering strategies for addressing what is in their control and influence and what is not.

- It can help us feel less alone when we realize that some factors are also impacting others and that other people are trying to manage similar challenges.

Pause and invite students to respond to the following prompts about what they have discussed and what is on the board: What do you notice? What do you wonder? Consider having students do a turn and talk before sharing out to the large group.

Ask students: *What were some examples of self-care that youth discussed? Based on what you saw in the video, and what you already know about self-care, how would you define it?* Write the definition on the board.

Tell students: *Self-care is a form of self-management. Self-management, more broadly, encompasses the behaviors that we engage in (or the ones we avoid) to maintain or promote our health and well-being. What we do for self-care falls under that larger umbrella and focuses largely on the behaviors we are responsible for or have control over. As we saw during our discussion, however, there are elements of our health, and our mental and emotional health, that we are not responsible for or that we do not have as much control over. It is important to understand the larger context that is impacting our mental and emotional health. In our next activity, we will explore factors beyond ourselves that could impact mental health.*

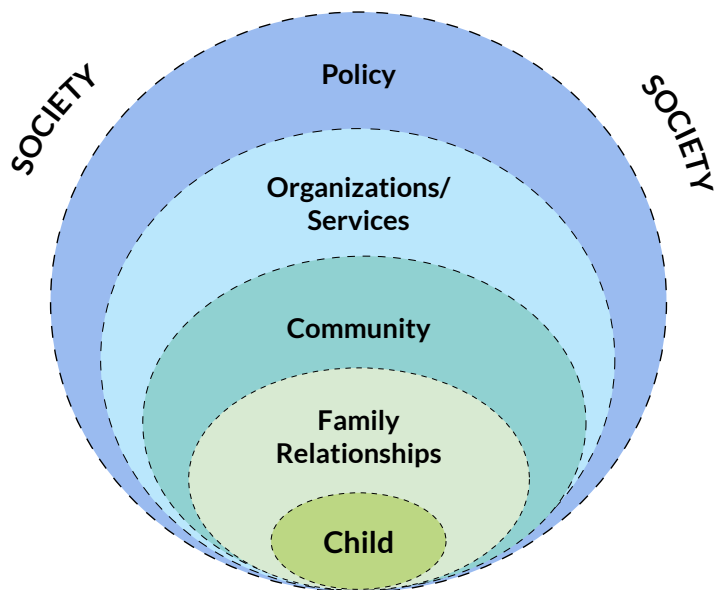
**UDL Strategies:**

- Play the video with closed captions.
- Provide time for students to generate ideas for the “Notice and Wonder” prompts prior to group discussion.
- Have a handout or graphic organizer where students can record ideas from the video.
- Have a PowerPoint slide with key points from the final discussion.

**Levels of Influence and Protective Factors (30 minutes)**

Provide flip chart paper up in the room. Write each of the following levels on a piece of flip chart: Family/Relationships, Community, School and Society.

Tell students: *One tool that we can use to explore levels of influence on our health and well-being is the socio-ecological model (SEM). Show the visual (from the Wisconsin DPI) on the right to students:*



*Model based on: Ecology of Human Development, Dr. Urie Bronfenbrenner*



*There are factors within each of these levels that impact our mental and emotional health. In your groups, you will go around to each flip chart paper and write one-to-two ideas for factors at each level that could impact your mental and emotional health. For example, one youth discussed his parents' relationship as a stressor, which would go on the Family/Relationships poster.*

Put students into groups. Keep students in the same groups or mix them up. Assign each group to a poster. Time how long they have at each poster or let students move around as they finish. Once students have written on all posters, have them do a short gallery walk. They can see all the responses and then return to their seats but have them stay with their groups.

Debrief the activity by asking students to share observations about what they see on the posters. NOTE: It is likely that most of the items on the posters will be things that have a negative influence on mental and emotional health. If this is true in your classroom, spend some time discussing why they put more (or all) things that negatively impact health. Introduce the term “risk factor” to describe these factors that might make it more likely that we experience a negative health outcome.

Tell students (modify this if your activity did not result in more negative and risk factors): *It is important to be aware of risk factors that can lead to negative health outcomes, but we also want to be aware of protective factors, or things that can support or promote our mental and emotional health.*

NOTE: The [risk and protective factors website](#) provides examples of both risk and protective factors of youth mental health. Another [website focused on protective factors](#) specific to suicide prevention is also available.

*Each group will receive two protective factors. In your groups, discuss what might need to happen at each level of the socio-ecological model in order for that protective factor to be realized and what might be in someone's control versus out of their control. For example: positive physical development is a protective factor. What would someone need to be able to have positive physical development? Invite student answers and affirm correct responses. Ideas to discuss include access to healthy foods, access to doctors, and a safe home environment (to list a few).*

Provide time for students to discuss their protective factors in their groups. Ask a few groups to share out.

Ask students: *What do you think are some key takeaways from this lesson?* Invite student responses. Takeaways to highlight if not shared by students are: self-care is important, but there are other factors that impact mental and emotional health; there are many factors at different levels that impact mental and emotional health; mental and emotional



Gallery Walk:  
encourage students to notice themes, what resonates, and questions that emerged.



Display a visual of the socio-ecological model for students to reference during this activity.

health is connected to other people and to our environment; many things that impact our mental and emotional health are interconnected to multiple levels.

**UDL Strategies:**

- Provide a notes sheet with the socioecological model visual and places to record other notes.
- Provide a sheet with examples of factors at each level for students to use as they are going around in the groups.
- Put students into groups with peers who can translate.

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**Conclusion: (two minutes)**

As an Exit Ticket, have students respond to the following prompts:

- What are one-to-two risk factors that you have in your life?
- What are one-to-two protective factors that you have in your life?
- How can you utilize your protective factors to mitigate the effects of the risk factors?
- What questions do you still have about what we covered today?

**UDL Strategies:**

- Provide the prompts in students' home languages.
- Provide an Exit Ticket that has risk and protective factors that can be circled.
- Provide question stems on the Exit Ticket that students can complete.



## LESSON 2

# My Self-Care Toolbox



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Step 2: Present steps of the skill
- Step 3: Modeling
- Step 4: Practice and Feedback

#### Materials: Devices for students to complete the Self-Care Toolbox.

#### Skill Objectives:

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4: B1),
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4: B2).
- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4: A2).

#### Knowledge Objectives:

- Focus is on self-care as an element of the skill of self-management.

## LESSON 2 | LEARNING PLAN



### Introduction: (eight minutes)


#### Do Now

As students enter, have them respond to the following prompt in their notebooks, journals, or LMS: *If you were to teach someone how to do self-care, what would you say the “steps” or key elements are for self-care? Remember, it is OK to not be sure and take a guess.*

Review the key ideas from the previous lesson (there are factors in and out of our control that impact our health and well-being; one way that we can impact factors in our control is by engaging in self-care) and share the objectives for today’s lesson.

#### UDL Strategies:

- Provide the prompts in students’ home languages.
- Provide sentence stems or sample steps for students to use or respond to.



Do Now Prompt:  
*If you were to teach someone how to do self-care, what would you say the “steps” or key elements are for self-care?*

### Main Activities: (50 minutes)

#### Activity 1: Steps of Self-Care (ten minutes) (Step 2: Present steps of the skill)

Review the definition of self-care that was created in lesson 1.

Tell students: *Today, we are going to focus on finding strategies that work for you for self-care, but first, let’s talk about the steps of self-care.*

Invite students to share their ideas from the Do Now. Write ideas on the board. Use student ideas to create “skill cues” for self-care. Sample skill cues could be:

- Identify wants or needs related to self-care.
- Access information or resources to help you determine effective self-care strategies.
- Practice self-care. Remember - consistency is key! Many small acts of consistent self-care can be very influential over time.
- Reflect on ways that self-care supports your health and well-being. Identify if any changes need to be made in self-care routines.



## UDL Strategies:

- Provide a handout with skill cues (and have handout translated into students' home languages).
- Have students share ideas with a partner before sharing with the whole group.


### **Activity 2: Building Your Self-Care Toolbox (40 minutes) (Step 3: Model the skill and Step 4: Practice and feedback)**

Remember, this unit is focused on strategies to manage mental and emotional health! Self-care is one way that helps us to figure out what we can control. In future lessons, we will talk more about how to create communities and environments of care. These can help address factors that are “further out” in the socioecological model and factors that individually, we may have less control over but that we can collectively address.

*Your goal is to create your self-care toolbox by the end of the period - or at least get it started! Here is what you will need to do:*

- **Create a Google Slides presentation:**
  - *Slide 1: Create a vision board for YOUR mental health, emotional health, and well-being. Focus on how you want to feel or be or experience when your mental and emotional health are in a good place.*
  - *Slide 2 (can be more slides if needed): Describe (using words, images, songs, etc.) how you know when you need self-care.*
  - *Slide 3 (more if needed): Describe at least five self-care strategies you can engage in to support your mental and emotional health. Include a short description of why or how you feel this will support your mental and emotional health. If you need to, you can access valid and reliable websites for ideas. NOTE: This would be best if students have already had a unit on accessing valid and reliable information, products, or resources.*
  - *Slide 4: Make a plan for engaging in **regular** self-care. How can you do these practices consistently?*
  - *Slide 5: Describe (using words, images, songs, etc.) why self-care is important to you.*

Have the instructions for the slide presentation projected for students during work time. Share an example and point out how your example connects to the skill cues (modeling). Move around and provide feedback as students are working. This will likely take most of the class period. If there is time, however, or if desired, you could spend 10 minutes having students share with partners. If you are going to have students share, let them know ahead of time.



Provide examples of how you know when you need self-care. Signs might include behaviors (withdrawal, aggression), thoughts (I can't do this) or physical and emotional symptoms (headaches, clenched fists, feeling anxious, etc). Use [FACTS](#).

### **UDL Strategies:**

- Provide instructions in students' home languages.
- Allow students to work in partners and pair students who can translate.
- Provide a more detailed, step-by-step outline for the activity.
- Provide self-care ideas that students can choose from.

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### **Conclusion: (two minutes)**

Ask students to share their Self-Care Toolbox with a trusted adult and discuss how that trusted adult could support their self-care practices. Remind students to actually implement the strategies outside of class!



## LESSON 3

# IACCT for Myself



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Functional information
- Step 4: Practice and Feedback

#### Materials:

- Mentimeter or other interactive software (or can use Post-it notes or have students record in notebooks).
- Devices.
- [FACTS Handout \(pdf\)](#) or FACTS Handout (word).

#### Skill Objectives:

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
  - Discussing and practicing the IACCT steps for self is a health practice that can maintain or improve personal health.

#### Knowledge Objectives:

- Discuss that self-care includes paying attention to and getting help for signs and symptoms of mental health challenges or illness.

Use the [Word version](#) of FACTS Handout to add local community resources.

## LESSON 3 | LEARNING PLAN



### Introduction: (eight minutes)

#### Do Now


As students enter, have them respond to the following prompt into software such as Mentimeter (have the results hidden): *What are some signs and symptoms that someone might display that could indicate suicidal thoughts or intentions? Remember, it is OK to not be sure!*

NOTE: If the technology option is not possible, students could record in a notebook and then have students share out prior to the discussion below. Another option is to have students write a sign and symptom on Post-It Notes (give students two-to-three each) and then have them place similar ones together on the board and then discuss as described below.

#### UDL Strategies:

- Provide the prompt in students' home languages.
- Provide a list of signs and symptoms (include things that are not signs and symptoms) and have students circle or mark the ones that they feel are signs and symptoms of a mental health issue.

Review the key learning from the previous lessons. For instance, there are factors in and out of our control that impact our health and well-being. One way that we can impact factors in our control is by engaging in self-care. Self-care is an important element of self-management. Then review today's lesson objectives.



Do Now Prompt:  
*What are some signs and symptoms that someone might display that could indicate suicidal thoughts or intentions?*

### Main Activities: (50 minutes)

**Activity 1: Signs and Symptoms (10 minutes)** (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7](#)). (Functional information)

Reveal the ideas from the Do Now section (or complete the alternative discussion and activities). Review student ideas, affirming correct responses and addressing any misconceptions.

Ask students: *What are warning signs of suicide?* Invite student responses, affirm positive responses. Provide the [FACTS handout](#) and review any items not addressed by students. Tell students that some of the signs and symptoms overlap, but the unit is focusing on suicide prevention.





### Feelings:

- Hopeless— “Things will never get better.” “There’s no point in trying.”
- Helpless— “There’s nothing I can do about it.” “I can’t do anything right.”
- Worthless— “Everyone would be better off without me.” “I have no reason to live.”
- Guilt, shame, self-hatred— “What I did was unforgivable.” “I’m useless.”
- Pervasive sadness.
- Persistent anxiety or agitation.
- Feeling trapped—like there’s no way out.
- Persistent, uncharacteristic anger, hostility, or irritability.
- Confusion—can’t think straight, make decisions.

### Actions:

- Uncharacteristic aggression, rage, seeking revenge.
- Uncharacteristic risk taking, recklessness without thinking.
- Withdraw from friends, activities, family, or society.
- Becoming accident prone.
- Recent losses—death, divorce, relationship, job, status, self-esteem.
- Getting into trouble, discipline problems.
- Increasing drug or alcohol use.
- Themes of death or destruction in talking, texting, or social media.

### Changes:

- Personality—acting opposite of what’s “normal” for them (e.g., more withdrawn, low energy, “don’t care” attitude or more boisterous, talkative, outgoing.)
- Can’t concentrate on school, work, or routine tasks.
- Loss of interest in hobbies or work.
- Marked decrease in school or work performance.
- Unable to eat or sleep, or sleeping and eating all the time.

- Sudden improvement after being down or withdrawn.
- Dramatic mood change.

Threats:

- Statements—talking about suicide directly or indirectly, written themes of death, preoccupation with death.
- Threats— “I won’t be around much longer,” writing suicide note, making a direct threat.
- Plans—giving away prized possessions, making arrangements for a funeral, studying drug effects, obtaining a weapon.

Consider providing the [Wisconsin DPI Mental Health Units of Instruction \(page 9\)](#) as a handout or resource on the LMS (it will be helpful in later lessons).

Tell students: *One of the important aspects of self-care is paying attention to what is going on within ourselves. It is also listening to others who might share their concerns or observations about our behaviors, moods, etc. Today, we are going to add another tool to our toolbox which is the IACTT acronym and steps. Any time we are concerned about our own or another person’s mental health, we should get help from a trusted adult. We don’t have to handle it on our own.*

**Activity 2: IACTT (ten minutes)** (\*required content to be covered per Wis. Stat. sec. 118.01(2)(d)7.) (Step 4: Practice and feedback)

Tell students: Later in the unit, we will see how the steps of IACTT change slightly when we are thinking of others. However, the general steps stay the same.

Review the acronym and steps for students:

- I - Identify signs and symptoms
- A - Accept that help is needed
- C - Communicate care and compassion to and for self
- T - Take action (tell an adult, call a hotline, call mental health crisis team, etc.)
- T - Take care of yourself

Provide the handout for students to take notes on. Remind students that they will use this handout again later.

Ask students: *What might make it hard to use the IACTT step in “real life”?*

Invite student responses, record key ideas on the board. Next, ask

students: *Even with the challenges, why is IACTT important? How does it help us care for ourselves? Another way of asking is, why should we use IACTT even when it is hard?* Invite student responses and record key ideas on the board. NOTE: The responses to the second question may be worth saving and revisiting throughout the unit to remind students of the importance of seeking help, even when it is hard.

**Activity 3: Exploring A, C, T, T (30 minutes)** (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#)) Step 4: Practice and feedback) Put students into four groups (can also put students in eight groups and repeat the assignments). Assign each group one of the elements of ACTT: Accept, Communicate Care and Compassion, Take Action, and Take Care of Yourself. Give each group the corresponding prompts:

- **Accept:** Imagine that you wanted to encourage someone to accept help. What might you tell them? How would you show care and compassion by encouraging them to accept help? Try to come up with three-to-five things you would say.
- **Communicate Care and Compassion:** What does it look like to communicate care and compassion to yourself? How can you show yourself compassion? Try to come up with three-to-five strategies. Here are some resources to explore if you need some help:
  - How to Help Teens Become More Self Compassionate
  - The Three Elements of Self-Compassion
  - A Moment for Me
- **Take Action:** In your groups, determine options for accessing help for mental health challenges in our community. Specifically:
  - List two adults in the school that you trust.
  - List two community-based resources.
  - List two hotlines - phone or web-based resources.
- **Take Care of Yourself:** In the last lesson, we discussed general strategies for self-care to maintain or enhance mental and emotional health. Now, shift the discussion a bit to consider specific things a teen could do to take care of themselves as they are seeking help. Try to come up with three-to-five things.

Tell students: *Each of you needs to take notes and be able to speak to the ideas that your group came up with. You will be put in new groups to share what your group came up with.*



Project the prompt on a whiteboard or print off the page to give each group a prompt.

After about ten minutes, “jigsaw” students into new groups so that new groups are comprised of at least one person from each of the four letters. Each student in the new group shares their learning so that all students have ideas for all four letters.

Tell students: *For the last few minutes of the lesson, you are going to add the IACTT acronym along with the ideas that you learned from your groups into your Self-Care Toolbox. On slide 6 (or whatever your last slide is) record the IACTT acronym and at least one idea that you could use for A, C, T and T.*

**UDL Strategies:**

- Provide prompts in students’ home languages.
- Put students into groups with a peer who can translate.
- When “jigsaw”ing students into new groups, have partners go together to support the share out.
- Provide notes sheet for each letter for students to record ideas and take with them.



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**Conclusion: (two minutes)**

As an Exit Ticket, have students respond to the following prompt:

- What might make it hard for you to get help for your mental health?
- What are at least two strategies you could use, if needed, to support yourself if you ever do need help?

**UDL Strategies:**

- Provide the prompts in students’ home languages.
- Provide an Exit Ticket that has options for students to circle or respond to.

## LESSON 4

# Collective Care



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Step 4: Practice and Feedback

**Materials: None (unless using some of the options described in the lesson).**

#### Skill Objectives:

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).

#### Knowledge Objectives:

- Define and describe collective care.
- Discuss how creating communities of care can impact factors at different levels of the socioecological model.

## LESSON 4 | LEARNING PLAN



### Introduction: (eight minutes)

#### Do Now

As students enter, have them respond to the following prompt in their notebooks, journals, or LMS: What does the term “collective care” mean to you? How would you define collective care? Remember, it is OK to take a guess! You can also just write down words or phrases that you think of when you hear the term.

#### UDL Strategies:

- Provide the prompt in students’ home languages.
- Provide sentence stems for students to use to respond.

Review key ideas from previous lessons. For instance, there are factors in and out of our control that impact our health and well-being; one way that we can impact factors in our control is by engaging in self-care; self-care is an important element of self-management; IACTT as self-care. Then share today’s lesson objectives.

Do Now Prompt:  
*What does the term “collective care” mean to you? How would you define collective care?*

### Main Activities: (50 minutes)

#### Activity 1: Collective Care (25 minutes) (Step 4: Practice and feedback)

Tell students: *In the last few lessons, we discussed self-care, which is an important element of caring for ourselves and supporting our mental and emotional well-being. At the beginning of the unit, we discussed how there were many factors at levels such as family, community, and organization, which also impact our mental health. One way that we can support others in our community is through collective care. What were some of your ideas about collective care?* Invite student responses and share key ideas on the board. Use student ideas to create a definition that aligns with the concepts in this definition: “to care about members’ welfare — particularly their emotional health — as a communal responsibility of the group rather than the lone task of an individual” (Abdulle 2019). Another definition that is slightly different, but one that aligns with the discussion is the following definition of community care: “recognition that we all rely on each other to survive and, more so, to thrive. It is a commitment to using our own power and privilege to uplift those within and outside of our reach. In community, we can support those around us, and beyond, with the tools and resources that we have, knowing that support will be shared with us in the moments we need it most” (Sannito 2021).



Collective Care: “to care about members’ welfare — particularly their emotional health — as a communal responsibility of the group rather than the lone task of an individual”

Ask students: *What are some groups that you are a member of? What are examples of the communities in which you might experience collective care?* Invite student responses and record on the board. Examples could be family, friends, teams, art groups, neighborhood, school, church or religious community, town, society.

Put students into small groups.

Tell students: *We now have a definition of collective care and some examples of communities in which we might experience \*or be able to experience\* collective care. Let's create a vision of what collective care looks like, sounds like, and feels like in your communities - or what it **could** look like. Try to come up with at least five ideas for each category: looks, sounds, and feels.*

Provide five-to-ten minutes for students to complete the activity. Display the prompt visually for students.


Debrief by having groups share their ideas. Create one class list on the board. Alternatively, you could have a member from each group write their ideas on the board and then debrief. Take a picture or record the class ideas as you could use these in lesson 6.

### **UDL Strategies:**

- Provide prompts in students' home languages.
- Put students into groups with peers who can translate.
- Provide an example for each category before putting students into groups.
- Provide a worksheet for groups to fill out.

### **Activity 2: Strategies for Collective Care (25 minutes) (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#)) (Step 4: Practice and feedback)**

Tell students: Some protective factors that can help prevent suicide are positive peer relationships, positive adult relationships, safe environments, access to mental health care, and interpersonal and community connectedness - all of which relate to our communities. Additionally, when you think about the signs and symptoms we discussed in the previous lesson, many of these are things that someone else might notice about us. Plus, when we have a community that has the knowledge of signs and symptoms as well as conditions which may contribute to suicide, we can more effectively care for each other. What are some factors that may increase the risk of suicide? Invite student answers.



Protective factors that can help prevent suicide are positive peer relationships, positive adult relationships, safe environments, access to mental health care, and interpersonal and community connectedness - all of which relate to our communities.

Highlight the following key ideas if not brought up by students:

- People experiencing depression, anxiety, or substance abuse are more at risk of suicide, especially if their conditions are untreated. (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))
- Using drugs (including prescription drugs) and alcohol can increase the risk of suicide. So, paying attention to substance use, especially if someone is showing other symptoms, is important. (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))
- Suicide often occurs when stressors and health issues converge to create an experience of hopelessness and despair (AFSP, n.d.). (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))
- Experiencing racism and discrimination can increase the risk of suicide.
- Early intervention for mental health challenges helps recovery.
- Knowing the signs and symptoms can help us help others and can prevent suicide (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))

Tell students: *As you can see, there are many ways that our communities can play a role in suicide prevention. For this next activity, you are going to discuss how we can create a culture of care in our school.*

Put students into groups. You can use the same groups or mix them up.

Tell students: *For this next activity, you have the opportunity to be leaders in our school to help move toward a culture of community- or collective-care. As part of your role, you need to have ideas for each of the questions below. Work together in your groups to brainstorm!*

- Why is collective- or community-care important? How will it help mental and emotional health?
  - Find at least one valid and reliable resource to support your ideas.
- How will we know when we have created a culture of collective care?
  - Consider what kinds of things would be present in schools, how people would feel, what kinds of things would be happening, etc.
- How do we create a culture of collective care that supports mental health and prevents suicide?
  - Try to come up with at least three strategies that you think could help in our school community.



Display the questions visually for students or give each group a worksheet.

As students are working, walk around and provide feedback, answer questions, etc. After about 15 minutes, bring students back together to share out their ideas. You could do this by asking one or two groups to respond to the first question, then see if anyone has anything to add, etc. Alternatively, you could provide each group with flip chart paper, have them write their ideas on chart paper, and then do a gallery walk and debrief. Consider presenting student ideas to school leadership. There may be opportunities to build on student ideas in your school!

**UDL Strategies:**

- Provide prompts in students' home languages.
- Put students into groups with peers who can translate.
- Provide a list of valid and reliable websites for students to access.
- Provide an example for each of the three prompts to support student brainstorming.

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**Conclusion: (two minutes)**

As an Exit Ticket, ask students to respond to the following prompt:

- What could be barriers to collective- or community-care?
- What do you think are the most important benefits of collective- or community-care?

**UDL Strategies:**

- Provide prompts in students' home languages.
- Provide sentence stems for students.



## LESSON 5

# IACCT for Others



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional info):

- Step 4: Practice and Feedback

#### Materials:

- [Scenarios](#).
- Local, state, and national mental health and suicide prevention resources (NOTE: This requires advance preparation to obtain information for local, regional, and national resources as well as population specific resources).

#### Skill Objectives:

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).
- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

#### Knowledge Objectives:

- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help. (HBO 1, 4, 6).

## LESSON 5 | LEARNING PLAN



### Introduction: (eight minutes)


#### Do Now

As students enter, have them respond to the following prompt in their notebooks, journals, or LMS: *What are five signs and symptoms of suicide or suicidal ideation?*

#### UDL Strategies:

- Provide the prompt in students' home languages.
- Provide a list of signs and symptoms (and things that are not signs and symptoms) and have students circle or mark the ones that they feel are signs and symptoms of a mental health issue.

Review key points from previous lessons. For instance, there are factors in and out of our control that impact our health and well-being; one way that we can impact factors in our control is by engaging in self-care; self-care is an important element of self-management; IACTT as self-care; collective care. Then review the lesson objectives for today's lesson.



Do Now Prompt:  
*What are five signs and symptoms of suicide or suicidal ideation?*

### Main Activities: (50 minutes)



**Activity 1: Signs and Symptoms Review (ten minutes)** (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))

Invite students to share the signs and symptoms they recorded in their Do Now activity. Review any signs and symptoms for suicide from this list that were not addressed by students:

#### Feelings:

- Hopeless— “Things will never get better.” “There’s no point in trying.”
- Helpless— “There’s nothing I can do about it.” “I can’t do anything right.”
- Worthless— “Everyone would be better off without me.” “I have no reason to live.”
- Guilt, shame, self-hatred— “What I did was unforgivable.” “I’m useless.”
- Pervasive sadness.
- Persistent anxiety or agitation.

- Feeling trapped—like there’s no way out.
- Persistent, uncharacteristic anger, hostility, or irritability.
- Confusion—can’t think straight, make decisions.

Actions:

- Uncharacteristic aggression, rage, seeking revenge.
- Uncharacteristic risk taking, recklessness without thinking.
- Withdraw from friends/activities, family, or society.
- Becoming accident prone.
- Recent losses—death, divorce, relationship, job, status, self-esteem.
- Getting into trouble, discipline problems.
- Increasing drug or alcohol use.
- Themes of death or destruction in talking, texting, or social media.

Changes:

- Personality—acting opposite of what’s “normal” for them (e.g., more withdrawn, low energy, “don’t care” attitude or more boisterous, talkative, outgoing.)
- Can’t concentrate on school, work, or routine tasks.
- Loss of interest in hobbies or work.
- Marked decrease in school or work performance.
- Unable to eat and sleep, or sleeping and eating all the time.
- Sudden improvement after being down or withdrawn.
- Dramatic mood change.

Threats:

- Statements—talking about suicide directly or indirectly, written themes of death, preoccupation with death.
- Threats— “I won’t be around much longer,” writing suicide note, making a direct threat.
- Plans—giving away prized possessions, making arrangements for a funeral, studying drug effects, obtaining a weapon.

Consider providing the [Wisconsin DPI Mental Health Units of Instruction \(page 9\)](#) as a handout or resource on the LMS (it will be helpful in later lessons).



Extension Activity:  
Ask students to role-play the conversation they would initiate with a trusted adult when worried about themselves or a peer.

Tell students: *Remember, any time you have concerns about your own or someone else's mental health, it is important to reach out to a trusted adult to get help. You don't need to handle your concerns on your own, which is what we are going to explore in the next activity.*

**UDL Strategies:**

- Provide a list of the signs and symptoms in students' home languages.
- Provide a handout of all the signs and symptoms with a highlight for ones that can indicate a crisis situation.
- Provide local, state, and national mental health resources including 988 and 911 in students' home languages.


**Activity 2: IACTT for Others (ten minutes)** (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#)) (Step 4: Practice and feedback)

Tell students: *In the last lesson, we discussed creating cultures of collective-community-care. As we discussed, one element of that culture is looking out for one another and supporting each other. We can do that by noticing when someone may be demonstrating signs and symptoms of mental health struggles and helping them. We can use the IACTT steps that we talked about for ourselves, and for others, which is what we are going to focus on in this lesson. Who can tell me what the letters in IACTT stand for?* Invite student responses, affirm correct responses.

*Today, we are going to apply IACTT to others so there are some small changes:*

- I - Identify signs.
- A - Ask questions to learn more about what is going on and ask if the person is thinking about suicide.
- C - Communicate empathy, care, and compassion.
- T - Take action (tell an adult, call a hotline, call a mental health crisis team, etc. - will vary depending on what the student learns from asking).
- T - Take care of yourself (you may also need support if you help someone who is in crisis).

*As you can see, it is mostly the same but with small changes. It includes asking about whether or not the person is thinking of suicide and adding empathy since we are now thinking about others and not ourselves. An important element is to recognize when a situation would be considered a crisis situation when immediate help would be needed. What signs and symptoms would indicate that immediate help is needed? Invite student responses and affirm correct responses.*



Consider sharing suicide crisis resources during each lesson and posting them in a visible location. (988, 911, Trevor Project, Hopeline)

*Anytime someone is talking about harm to self or others, you need to stay with the person (if it is safe) and get immediate help. If you think that someone is thinking about suicide, it is really important to ask them directly. You could ask: Are you thinking of killing yourself? Are you thinking of suicide? This is a really important part of helping someone who is suicidal. Let's take a minute to practice asking these questions aloud. Invite students to say the questions aloud but remind students it is a challenge by choice.*

*Ask students to share how that felt. Affirm that we might feel lots of different emotions in that moment, but it is important to ask. If the person says yes, you need to get immediate help by calling 988 or 911. If the person says no, but you are still concerned, you can still call 988 or connect to another trusted adult or resource. If it is safe, stay with the person until you connect them to help.*

*Ask students: What are some school and community resources that are available that you could access for mental health concerns? Invite student responses. Share local, state, and national resources including 911 and 988.*

NOTE: If you have taught the Mental Health Literacy Unit, you can make connections to how IACTT builds on the Four C's of communication discussed in that unit.

### **UDL Strategies:**


- Provide a notes sheet in students' home languages.
- Provide a notes sheet for students to record key ideas.
- Provide a graphic organizer or flowchart with the IACTT steps.

**Activity 3: Putting IACTT into Action (35 minutes)** (\*required content to be covered per [Wis. Stat. sec. 118.01\(2\)\(d\)7.](#))

Put students into groups.

Provide each group with a [scenario](#). Have them discuss and role play how they would apply IACTT.

Provide about ten minutes for work in groups. Have each group present their scenario and how they would apply IACTT. Allow opportunities for students to share different ideas or approaches. There is no "right way" to support someone. Also, provide space to discuss what might make using IACTT difficult and any questions students may have. For example, one real concern students may have is a friend getting mad or even not wanting to be friends if they tell a trusted adult about concerns they have. It is important to provide space for students to have realistic discussions about what might happen when using the IACTT model to help them work through challenges and barriers that may arise.



Revise, add, or remove scenarios to meet the developmental level of students and your school's context.

**UDL Strategies:**

- Provide scenarios in students' home languages.
- Put students in groups with peers who can translate.
- Provide a handout with a series of questions that align with the IACTT steps for students to use as a scaffold.



**Conclusion: (two minutes)**

As an Exit Ticket, have students respond to the following prompt: *Do you feel that you could use IACTT to help someone? Why or why not? What, if anything, could increase your confidence in being able to use it?*

**UDL Strategies:**

- Provide the prompts in students' home languages.
- Provide an Exit Ticket that has ideas for students to circle or respond to.



## LESSON 6

# Social Determinants of Mental Health



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Functional Information

#### Materials:

- Flip chart paper.
- Markers or writing implements.
- [Social Determinants Worksheet](#).

#### Skill Objectives:

- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).

#### Knowledge Objectives:

- Discuss social determinants of health.
- Describe the impact that social determinants of health can have on mental health.
- Discuss strategies for creating communities that support mental health.





**Introduction: (eight minutes)**

**Do Now**

As students enter, post the graphic (or something similar, maybe from your community) for students. As students enter, have them respond to the following prompt in their notebooks, journals, or LMS: How do you think this image relates to mental and emotional health?

Do Now Prompt:  
*How do you think this image relates to mental and emotional health?*



(National Academy of Sciences 2022)

**UDL Strategies:**

- Provide the prompt in students’ home languages.
- Provide questions to answer based on the image.

Review the key takeaways from prior lessons. For instance, there are factors in and out of our control that impact our health and well-being; one way that we can impact factors in our control is by engaging in self-care; self-care is an important element of self-management; IACTT as self-care; and collective care). Then share today’s lesson objectives.



## Main Activities: (50 minutes)

### Activity 1: Social Determinants of Mental Health (SDOH) (25 minutes)

Ask students to share their ideas from the Do Now activity and record key ideas on the board.

Tell students: *As we discussed early in the unit, there are factors at the community, neighborhood, and public policy levels that impact our mental health, as well as our overall health and well-being. While these are largely out of our control, it is important to understand that these are contributing to our environment as well as our collective health and well-being. This view may help us to manage our health and well-being more effectively. Some of these factors are “social determinants of health” (SDOH). Social determinants of health are “the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies, racism, climate change, and political systems” (CDC 2022). When it comes to mental health, there are some social determinants of health that may play more of a role: economic circumstances, physical environment, social cohesion and inclusion, experiencing discrimination, access to healthy foods, and access to mental health care (CMHA n.d.; NAMI 2020). Let’s brainstorm how these could impact mental health.*

NOTE: Here is a [video](#) (3:23) from the CDC that you may also show to help students understand SDOH.

Put students into groups. Assign each group one of the SDOH: economic circumstances, physical environment, social cohesion and inclusion, experiencing discrimination and violence, access to healthy food and mental health care. Provide each group with an [Economic Circumstances handout](#), which has a brief explanation of the SDOH and some examples, as well as the prompt.

Provide students with five-to-ten minutes for work in their groups and then share out. During the share out, be prepared to make specific connections to your community when possible.

#### UDL Strategies:

- Provide prompts and definitions in students’ home languages.
- Put students into groups with peers who can translate.
- Use visual images with each category of social determinant of health.

Ask students to listen for examples of necessary supports and resources for each social determinant of health.

## **Activity 2: Creating a Mental and Emotional Health Promoting Community (25 minutes)**

Keep students in the same groups or move to new groups. Give each group flip chart paper.

Tell students: *Now that we have an idea of the elements of a community that can support mental and emotional well-being, you are going to do a “Strengths and Opportunities” assessment of our community. For the “Strengths” assessment, you will identify three-to-five elements present in our community which support mental and emotional health. For the “Opportunities” assessment, you will identify three-to-five areas for improvement or elements that you would add, change, or create to help our community support the mental health of its members. For each, explain why or how it would help. Record your ideas on the flip chart paper. You can get creative and draw a “map” or a more visual representation, or record your ideas in writing via a graphic organizer, etc.*

Provide 20 minutes for groups to work together. Have groups do a gallery walk to view others’ ideas. If you are able to, you could spend more time debriefing this and even possibly expand into an advocacy or civics project in which they try and affect changes based on the “Opportunities” they have identified.

### **UDL Strategies:**

- Provide prompts in students’ home languages.
- Put students into groups with peers who can translate.
- Provide more detailed instructions with questions to support students during group work.

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### **Conclusion: (two minutes)**

As an Exit Ticket, have students respond to the following prompt: *If you had a magic wand and could change **one social determinant of health** in our community that would help support mental and emotional health, what would you change and why?*

### **UDL Strategies:**

- Provide prompts in students’ home languages.
- Provide a list of the social determinants discussed in the lesson for students to choose from to support their ability to respond.



## LESSON 7

# Content Creators



### LESSON OVERVIEW

Time: 60 minutes

#### Focus (step of skill development model or functional information):

- Step 5: Assessment and Transfer

#### Materials: Devices (needed to complete the assessment).

#### Skill Objectives:

- Analyze the roles of individual responsibility and the health care system in enhancing health (WI 7:4:A2).
- Analyze the role of social determinants of health and societal characteristics on mental and emotional health.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others (WI 7:4:B1).
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others (WI 7:4:B2).
- Apply self-care and collective-care strategies to support mental health.

#### Knowledge Objectives:

- Functional knowledge will be addressed through the project.

## LESSON 7 | LEARNING PLAN



### Introduction: (five minutes)

Tell students: *Today we are going to dive right into working on the assessment for the unit so we will not have a Do Now activity.*

Review key learning from the unit. For instance, there are factors in and out of our control that impact our health and well-being; one way that we can impact factors in our control is by engaging in self-care; self-care is an important element of self-management; IACTT as self-care and collective care; social determinants of mental health. Then discuss the assessment. Answer any questions students have about the assessment, put students into groups and have them work on the assessment.

### Main Activities: (50 minutes)

#### Content Creators (50 minutes)

Review the assessment instructions and rubric. Answer questions and then provide work time.

#### Unit Assessment: Content Creator: Self- and Collective- Care

Congratulations! You have just received a job/internship as the Lead Content Creator for a new social media platform focused on teen mental health.

Your job or internship requires that you create content for an “episode” lasting seven-to-ten minutes. Your episodes must include the following topics:

- Strategies for self-care (at least three strategies).
- Strategies for collective care (at least three strategies).
- Factors that influence mental health.
- How to use the IACTT steps to support someone experiencing a mental health challenge (include signs and symptoms to look out for) - you can do this for self, others, or both!

You can choose the format (podcast, videos, etc.) of the episodes.



Extension: Inform students that their product may be highlighted on the school or district's social media platforms or used as an exemplar in future classes.

## RUBRIC

<b>Knowledge or Skill</b>	<b>Demonstrating</b>	<b>Approaching</b>	<b>Needs Improvement</b>
All four topics are included in the episode.			
All four topics are adequately covered.			
At least three health-promoting practices are included for self-care.			
At least three health-promoting practices are included for community-care.			
Content related to the impact of community demonstrates an understanding of how community can impact mental health.			
Signs and symptoms are accurate.			
The IACTT steps are clearly articulated and modeled.			

As students are working, move around the room to provide feedback and answer questions.

### UDL Strategies:

- Provide prompts in students' home languages.
- Put students into groups with peers who can translate.
- Allow students to include responses in home languages and use language that is relevant for teens.

### Conclusion: (two minutes)

As an Exit Ticket, have students respond to the following prompt:  
*What aspects of the unit resonated most with you and why? Another way of thinking about it is: What really stood out to you or will stay with you after the unit?*

### UDL Strategies:

- Provide prompts in students' home languages.
- Provide a list of key ideas from the unit for students to circle or mark to indicate which resonated most with them.



Unit Exit Survey:  
*What aspects of the unit resonated most with you and why? Another way of thinking about it is: What really stood out to you or will stay with you after the unit?*



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