

**Sample [Health Education] Instructional Plan**

**Enduring Understanding**

In this episode, students will be able to identify suicide warning signs and how mental health struggles correlate with suicide. Students will also practice advocacy skills in suicide prevention and dealing with related struggles.

**Hope Givers Video Segment**

In Season 1: Episode 4 “Giovan” we meet a young man named Giovan who is from Chicago. Early on we find out that he faced challenges from a very early age and was placed in foster care. After his foster mother passed away, he was placed in a series of foster homes and began struggling with serious mental health issues and substance abuse. As a young adult, Giovan’s foster brother took his life. This inspired Giovan to become an advocate for suicide prevention and mental health, particularly for children and youth in foster care. Giovan battles his own depression and suicidal thoughts but has overcome challenges and wants to help others overcome their challenges as well.

**Standards Alignment**

**National HE Standards:**

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

**Georgia HE Standards:**

HEHS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- a. Analyze how the family, culture, and environment influence the health of individuals.
- b. Analyze how peers influence healthy and unhealthy behaviors.

HEHS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Demonstrate effective communication with family, peers, and others to enhance health.
- c. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health.

- e. Analyze the potential short-term and long-term impact of each decision on self and others.

HEHS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

- c. Model behaviors to avoid or reduce health risks to self and/or others.

HEHS.8: Students will demonstrate the ability to advocate for personal, family, and community health.

- c. Coordinate with others to advocate for improving personal, family, and community health.
- d. Create health messages and communication techniques to target specific audiences.

## **Instructional Design**

### Teaching With The End in Mind:

By the end of the lesson, students will be able to identify suicide warning signs, understand how our environment shapes our mental health, learn how to seek help for suicide prevention, and identify coping skills related to death/suicide. Students will also learn ways that they can be advocates in their own communities.

### Key Concept(s) to be Covered:

Environment, foster care, advocacy, abuse, trauma, PTSD, drug use, self-care, mentorship, dependency, and stigma.

### Introduction to the Lesson:

Pass out the handout: Episode 4 reflection questions. The teacher may have students record their answers during the video or wait until the end. Students should read the questions beforehand so they understand the expectations. Introduce the key terms and concepts. Remind students that we are discussing sensitive topics and if they feel uncomfortable, to let the teacher know. (The teacher may have a code word, signal, or something that is more private. (Consider discussing a few days prior if accommodations may be needed. This will be based on your class and students)

### Hook (Instant Activity):

Ask the students a simple question: ‘How does your environment shape your mental health?’ Let students openly discuss by raising their hands and sharing how they believe their environment shapes their mental health. The teacher may also give an example about testing. When students enter a room that is set up for state testing, do they think students may become more stressed? With all of the rules, seating order, put everything up protocols, etc. do they feel more stressed than a normal classroom test? Another example could be a prison. How does that environment shape a person’s mental health? The teacher should be a moderator only during this portion.

### Content, Learning & Instructional Strategies:

- After introductions and hook activities, have students watch Episode 4.
- The teacher may choose to watch the video without pausing and ask key concept questions at the end or watch with breaks and ask the questions during. This is a teacher preference.
- The environment is important in shaping our mental health but specifically with foster care, what challenges do you think children in foster care face? What could be done to help prevent those challenges?
- What are some treatment options for victims of abuse besides medication? Of trauma?
- What is PTSD? Why is it sometimes more associated with military personnel? What situations may cause PTSD?
- What are some things you can do to improve self-care?
- How can you be an advocate for suicide prevention?
- What is mentorship? What can you do to be a mentor to someone else? What positive benefits come from being a mentor (For both you and the mentee)?

Learning Activity(ies):

Students will work in groups to develop a public service announcement. Group size depends on the class size. Have students create a public service announcement. Students can choose how to present the PSA. Examples may include a brochure, poster board, video, or speech. Students should incorporate both writing and visual items on the board. The topic will be suicide prevention and depression/mental health.

Items to include:

- Suicide prevention hotline number
- Local resources for suicide prevention contact information
- List of trusted adults in the local community who can help
- A motivational or inspirational quote
- At least one picture/visual representation

Closing/Conclusion to the Lesson

Relaxation 101: Have each student space out in an open area such as the gym, classroom, or outdoors. Leave ample room to stretch out without touching someone else. Utilizing the Coping Skills for Kids Deep Breathing PDF, guide students through deep breathing exercises to help them relax. Ask them if they feel it helps and how they can utilize this technique in stressful situations.

**Evidence of Student Success**

At the end of this lesson, students will be able to identify suicide warnings signs, prevention techniques, trusted adults that may help with suicide prevention, and coping skills necessary to deal with suicide and death. Students will also identify ways that your environment may impact your mental health both positively and negatively.

**Student Learning Supports**

**Ideas for Differentiation:**

- Provide written material in languages other than English.
- Incorporate different communities in your instruction. Ask students to share how they may think about a topic differently to pull information from various sources.
- Provide students with both written material and visual material.
- Break down work into smaller portions for students with accommodations.
- Utilize small group time to provide more one-on-one instruction for students who need extended learning.
- Pass out handouts/guided notes as needed for students.

**Opportunities for Extension:**

Students may work with school administration, teachers, and staff to organize and plan a suicide prevention event. Examples of events include lunch and learn, homeroom advisement, club presentations, school-wide health fairs, or assemblies. The events may include activities and information which help students relax, guest speakers, booths set up with information, and other items. Students should create a schedule that works within school timeframes and events that maximize student participation. Students could also write and present speeches and present information or stories to the student body.

## Additional Resources

<https://georgiapreventionproject.org/>

<https://suicidepreventionlifeline.org/>

<https://www.sprc.org/>

<https://www.mhageorgia.org/>

<https://www.cdc.gov/mentalhealth/index.htm>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

[www.wellbeings.org](http://www.wellbeings.org)

### Attachments:

Episode 4 Summary- Giovan

Coping Skills for Kids Deep Breathing PDF

Episode 4 Reflection Questions

Interview Questions- Adversity

Journal Entry 1- Adversity

## Episode 4 Summary

**Location:** Chicago, Illinois

**Main Character:** Giovan

**Summary:**

In Season 1: Episode 4 “Giovan” we meet a young man named Giovan who is from Chicago. Early on we find out that he faced challenges from a very early age and was placed in foster care. After his foster mother passed away, he was placed in a series of foster homes and began struggling with serious mental health issues and substance abuse. As a young adult, Giovan’s foster brother took his life. This inspired Giovan to become an advocate for suicide prevention and mental health, particularly for children and youth in foster care. Giovan battles his own depression and suicidal thoughts but has overcome challenges and wants to help others overcome their challenges as well. We also meet another student reflecting on his time during the Covid-19 lockdown. He helped direct an online show for his school and took on many positive challenges including creating music with a friend. He put a positive spin on life during his time away from school and friends and helped to create a more positive environment for himself and others.

**Key Points/Vocabulary:**

Mental Health

Foster Care

Advocacy

Abuse

Trauma

PTSD (Post-Traumatic Stress Disorder)

Drug Use

Self-Care

Mentorship

Dependency

Stigma

# Interview Questions

Ask the following questions to a trusted adult and record his/her answers below.

1. What was a main goal you had when you were my age?

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2. Can you describe a situation you had to overcome adversity?

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3. What advice would you give a teenager about overcoming adversity or challenges?

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4. How can I best respond to a tough situation and faced with unexpected adversity?

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5. What can I do to better prepare myself to avoid certain tough situations?

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# Journal Entry 1

Reflect on the following questions and answer them in this journal entry.

1. What is a situation I had to overcome adversity within the last 12 months?

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2. How did I handle it? Could I have handled it better?

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3. Looking back, is there anything I could have done to prevent the situation?

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4. What were some short- and long-term consequences of the situation? (It's OK to not have any)

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5. What are some positives that I took away from the situation? List as many as possible.

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# Progressive Muscle Relaxation

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As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

## Why practice progressive muscle relaxation?

Stress can cause our muscles to be tense and tight. Progressive muscle relaxation (PMR) is a relaxation exercise that helps us calm our bodies and minds by slowly and progressively tensing and relaxing our muscles, one group at a time.



It is difficult to learn something new when we are **anxious, angry or distracted**.

Teaching and practicing coping skills when everyone is calm gives us a variety of tools we can use to manage our feelings and reduce stress.

## How to practice progressive muscle relaxation

- 1 Sit or lie down in a comfortable, relaxed position.
- 2 Take a few deep breaths in through your **nose** and out through your **mouth**.
- 3 Begin tightening and releasing one muscle group at a time: **Inhale as you tighten. Hold for 5 seconds. Exhale as you relax.**
  - **Face** (scrunch up your nose and mouth)
  - **Shoulders** (lift your shoulders up as if you're trying to make them touch your ears)
  - **Arms**
  - **Fists** (pretend you're squeezing an orange or lemon)
  - **Stomach** (pull your belly button toward your back)
  - **Legs and thighs.**
  - **Feet and toes** (imagine that your feet are in sand or mud)
- 4 Now, take several deep breaths and notice how loose and relaxed your body has become. If there is any remaining tension in your body, tense and relax those muscles, while breathing in and out.



**You should be** tensing your muscles, but not to the point of straining them. If you are uncomfortable or feel any pain, stop. Remember to go slowly and take deep breaths in and out throughout the exercise.



# Make progressive muscle relaxation work for you



Use PMR at any time, without anyone even noticing. For example:

- Squeeze and relax your fists under your desk during class
- Scrunch and relax your toes in your shoes



Simplify and shorten the exercise by selecting only one or a few muscle groups to focus on.



Start from the top of your body and work your way down, or start from the bottom and work your way up. Do what feels most comfortable for you.



**Coping strategies**, like progressive muscle relaxation, are also helpful for adults. Practicing coping strategies is a great way to take care of yourself, be more present and model healthy ways to manage stress.

For more coping skills ideas, visit [Strong4Life.com/coping](https://www.strong4life.com/coping)