



Not Alone

A documentary film by teens for teens

School Curriculum Guide

www.not-alone.live

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Dear Educator,

Suicide is the 2nd leading cause of death for 15 to 24 year old Americans.

This film was created to give youths an opportunity to help each other. Our goal is not only **to prevent suicides**, but to **promote healthy discussion and understanding of the important role mental health plays in our lives**.

The teens featured in the film have first hand experience and knowledge about mental illness and thoughts of suicide. They are the experts educating us about mental illness, suicide and recovery. Because they are peers, their voices are trusted by our young audience. Sharing their insights with students, teachers and parents, we hope to empower your communities so you can prevent suicides.

Talking about suicide is a challenge. However it is a vital mission of suicide prevention. Asking about suicide does not increase the risk of suicide. Asking does not plant ideas in a person's mind. On the contrary, it decreases the risk by opening dialogue.

A depressed individual thinking of suicide is often profoundly ashamed and either unaware of the presence of mental illness or uninformed about the power of treatment to restore hope and health. We need to talk about suicide to understand it and prevent it.

Students are the ones who will notice a change in a friend's behavior. **Four out of Five teens who attempt suicide have given clear warning signs**. This film and curriculum will teach students, teachers and parents the warning signs of depression and the warning signs that someone may be thinking of suicide. Anyone can IDENTIFY, ASK and LISTEN and GET HELP. Create a safety net by training your entire community. It is much like having everyone certified in CPR.

Teens are also the ones who often create pain for their peers intentionally or unintentionally. Their awareness, compassion and actions can change the culture in their schools. This can save lives.

This film also speaks directly to the youths who are experiencing a mental illness. It shows them that they are not alone. It encourages them to speak up and seek help.

To prevent suicide we need a cultural change: destigmatization, public education, and national conversation.

Join us in starting this conversation.

Kiki Goshay & Jacqueline Monetta

Preparing for Screening *Not Alone* in School/Classroom Setting

Before Screening

Teacher/Counselor Prescreening

Prescreen the film with teachers and counselors.

Discuss ways in which you will use the film to promote talk about mental health.

Develop a plan for meeting the needs of students who seek help.

Create a List of Resources

Compile a comprehensive list of local and readily available resources for students who need help. Be ready with appropriate referrals and a safety plan. Know the phone number of your local mobile crisis service. Call in advance to ask questions and learn how they operate and what their hours are. If at any time you fear imminent harm call 911.

Print a handout for students with a the list of counselors/teachers that they can go to with phone numbers/email addresses, classroom numbers.

These are some national resources which you can add to the list for your students:

You can always talk to someone by calling the [National Suicide Prevention Lifeline](#):

Call 1-800-273-8255

Online chat with a counselor at any time of the day:

<http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

Text trained crisis counselors about anything that's on your mind:

<http://www.crisistextline.org/textline/>

TEXT home to 741741

Parent/Caregiver Notification and/or Screening

Some students may be silent at school but open up to a parent/caregiver. Equip the parents/caregivers with as much information as you can, including **The Warning Signs**, **Resources** (which you have compiled) and **Guidelines for Talking About Suicide**. If possible, hold a special Parent/Caregiver Educational Evening with a screening of the film and a discussion with local mental health experts.

Discuss ways in which they can help promote an open and caring environment so that students can discuss the film and their feelings.

Involve Your Peer Leadership Group

Have the Peer Leadership Group see the film and go over the curriculum. You can pair a teen with a counselor/teacher on the day of the screening to lead the discussion before and after the class watches the film.

Day of Screening

A school counselor or mental health professional must be available on site the day of screening.

Counselor(s), Please introduce yourselves before the screening. The film encourages youths to seek help. It is imperative that help is easy to access. Students who can relate to the pain that the subjects in the film describe may be ready to talk. Some will recognize that a friend exhibits some of the warning signs. Watching the film and discussing the feelings and actions of the subjects in the film will help youths identify themselves or their friends as needing help. This may be the only time an individual is ready to open up. If they are ready, they must receive the help they need.

Allow enough time for discussion

The running time for the feature film is 50 minutes. There is also a 30 minute version. The longer version gives more background and insight into the teens in the film. It also goes more in depth on self harm.

We suggest that at a minimum you allow for 25 minutes for students to engage in a discussion with an activity following the film. So if you only have a class hour, choose the 30 minute version of the film.

Prep students to see the film

Have students fill out the pre-film questionnaire. Then do a quick agree-disagree activity or chalk talk using the questionnaire to get the students preconceived understandings of mental health, depression and suicide. Have the students hold onto the questionnaire until after the film.

Explain that the film can be difficult to watch. Real teens explain their pain and struggles with mental illness and thoughts of suicide. Give students permission to leave the room to go to the counselor's office or another quiet place if they need to. Some students will hear/see things that remind them of a friend or themselves. It can bring up difficult feelings and some may be very emotional.

After the Screening

Encourage Validation and Compassionate Listening

Talk for a few moments about the importance of being compassionate listeners when you discuss the film. Set guidelines around the kinds of comments or responses that are acceptable. Encourage the students to open up their hearts and their minds to each other. Foster an environment of caring compassionate listening.

See attached LISTENING.

It would be ideal to have a class period before or after the screening to do a few exercises on LISTENING.

Hold a Discussion

The student facilitator and the adult facilitator can now hold a class discussion using the Guidelines For Discussion. You can have students discuss these in smaller groups to answer the class as a group. Or have an open discussion with the entire class.

Student Handouts

Before the students leave, give them the following handouts : SIGNS THAT YOU MAY HAVE A MENTAL ILLNESS and WARNING SIGNS OF SUICIDE RISK, GUIDELINES FOR TALKING ABOUT SUICIDE. If you have time, go over these hand outs and clarify any questions.

Create easy access to counselors

Hand out a list of the teachers/counselors and their hours of availability. Be specific. Can they be reached via email? Can students drop in anytime? Can they leave a class to see the counselor?

Go Back To Pre-Screening Questionnaire

Have the students go back to their questionnaire. We want to see how their understanding and opinions have changed, so don't have them erase answers. Just circle the answer they believe to be true if it has changed.

Please return the questionnaires to Goshay Productions, P.O. Box, Kentfield CA 94904

Educators/Counselors

Observing, asking, and listening and intervening.

Follow your school's protocol around suicide prevention and risk assessment.

If you observe a teen and feel he/she exhibits some of the warning signs or seems to be struggling, initiate a conversation. Ask if he/she feels depressed or has thoughts of suicide.

Some of the teens in our film thought of suicide as a way to be seen, noticed, heard, understood, forgiven or loved. They didn't necessarily have a death wish. They saw suicide as a way to gain attention or sympathy. Their behavior may have been a "cry for help" more than a true desire to die.

Often people try to distinguish between two types of suicide risk: "real" suicide risk vs "cries for help" or acting out in which there may be suicidal statements and behaviors but no apparent true suicidal intent. The former elicits sympathy and concern while the latter may engender these same feelings in addition to perplexity, frustration and anger. The impulsive behaviors characterized as "cries for help" have been described as suicidal gestures. An essential concept to understand in all human psychology and some suicidal behaviors is that of "secondary gain." When behaviors are motivated in part by secondary gain it means that interpersonal or social advantages attend to the behavior such as an increase in attention or sympathy from others or the forestalling of a breakup or other loss. This motivation, it is important to recognize may be conscious or entirely unconscious.

*Suicidal behavior is complex. It can be extremely confusing to health professionals, family members and friends. What unites the entire spectrum of suicidal thoughts, feelings and behaviors, however, is the internal experience of **suffering**.*

So, when you talk about it, don't rush to identify or uncover motivations like secondary gain. Don't rush to label a behavior as a "suicidal gesture." Leave these interpretations aside and appreciate the depth of suffering. Empathize with the suffering. Seek to understand the suffering. Stay with care and concern for the suffering. Seek help to attend to the suffering.

Eli Merritt, M.D.

Emphasize the importance of seeing a professional. Restore hope by referring to the students in the film and their recovery and success turning things around. Connect that student to the appropriate professional.

Empower the Youths

You can empower the youths with important information on the warning signs of mental illnesses and suicide risk. They are the ones who will notice when someone's behavior or mood is different. Encourage them to ask, listen and intervene. Give them clear, instructions on how to intervene by telling them WHO THEY CAN COME TO if they learn that someone is depressed or having thoughts of suicide. BE SPECIFIC.

Remind youths of their role: to listen, to understand, to serve as a touchstone for the restoration of hope. Persuade them to stay safe. Intervene. Bring the friend to someone who can help.(Might be hard for students to bring their friend in for help - especially if they're not sure of the situation. Can they just tell someone? Counselor? Teacher? Parent?)

Most importantly, emphasize that they are not alone and MUST SEEK HELP from a trusted adult.

See Guidelines For Talking About Suicide

Form Peer Leadership Group

Peers are one of the greatest resources in preventing suicide. Youth leadership groups can affect the culture in your school. They can destigmatize mental illness and create an open environment around mental health. Have the peer leadership group watch the film first.

We encourage a strong adult presence and oversight with youth groups and activities.

Continue Easy Access to Counselors

Signs that you may have a Mental Illness like Depression or Anxiety

- Lack of interest or pleasure in doing things
- Feeling down or hopeless
- Trouble falling or staying asleep or sleeping too much
- Feeling tired or having little energy
- Poor appetite, overeating or considerable weight changes
- Feeling bad about yourself - that you are a failure or having a lot of guilt
- Trouble concentrating on things or making decisions
- Moving or speaking slowly, so that other people have noticed, or being so restless that you've been moving around a lot
- Thoughts that you would be better off dead, or of hurting yourself in some way
- Agitation, excessive crying, irritability or social isolation
- Feeling nothing or blah, numb
- Doing anything in excess, especially online (facebook, gambling, shopping)
- Neglecting your personal appearance or physical well being

Warning Signs of Suicide Risk

- Talking about wanting to die or kill oneself or having thoughts about it
- Looking for a way to kill oneself
- Statements that life is not worth living
- Talking about feeling hopelessness about one's life or future
- Talking about feeling trapped or being in unbearable pain
- Talking about being a burden to others
- Seeming to say goodbye
- Giving away possessions or otherwise making preparations
- Increased use of alcohol or drugs
- Acting anxious, agitated or reckless
- Isolation and withdrawal
- Displaying extreme mood swings
- Sleeping too much or too little
- Loss of Interest in things once enjoyed
- Neglect of personal appearance
- Reckless behavior
- Personality Change
- Physical Pain (complaints about physical symptoms related to emotions like headaches, stomachaches, fatigue etc.)

Guidelines for Talking About Suicide

If you see **any** of the signs of suicidal thoughts, start by **ASKING** and **LISTENING**.

ASK

“Are you thinking of suicide or have you been thinking about suicide?”

If they say yes,

LISTEN

Just listen. Try to understand. Do not give solutions. Validate the person’s experience and feelings fully. Tell them you care and are concerned about them and they are not alone.

GET HELP

You do not need to do this alone. In fact, your friend needs professional help. Bring them to a trusted adult, mental health professional or school counselor. Go together if you can.

While they may promise they feel better after talking with you, **YOU STILL NEED TO SEEK HELP**. Often a person having thoughts of suicide feels embarrassed or ashamed because they do not realize their feelings are due to an illness. They don’t realize that treatment can help them overcome these feelings. Connecting your friend to someone who can help can save their life.

There are many resources available.

- School Counselors

- The list provided by your school
- Text hotline
- Telephone hotline 1-800-273-8255
- Your friends' parents
- Your parents

LISTENING

About Active Listening

Prior to shooting Jacqueline's interviews, we shot some footage in her high school. One of the things I noticed was that students sitting together always had three devices going at once: tablet, laptop and cell phone. The conversations at the lunch tables were interrupted by text messages, emails and other distractions. The table of friends were not looking at each other. Someone might break out in laughter, while reading a private message. Maybe share the message, maybe not. There was not a continual conversation. It seemed like each person was in his/her own world. Mumbling bits and pieces of what she was reading or thinking. It was all very disconnected.

Even when walking down the hallway, students were missing the opportunity to see each other, greet one another, acknowledge each other because they were looking down at a device as they made their way to their classes.





“

**In a world that is so 'connected',
why do we feel so alone?**

”

To contrast this fast paced technologically driven interconnected world that most teens live in, we created an ethereal set for Jacqueline’s interviews. We made a heavenly space to honor these most intimate conversations. For you, the audience, there is nothing to distract you from the speaker. Not even a background or a shadow. We carefully lit the set to capture the beauty of the individuals as they revealed themselves.

Our creative choices were deliberate. Intimate conversations are deserving of our full attention. Our set was created to show our respect and admiration for the teens and their honesty. Jacqueline demonstrates “active listening.”

Kiki Goshay
Producer/Director

For teens to help each other, they must become “active listeners.”

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

Tip:

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Put your silenced phone, tablet and all devices away.
- If you are sitting at your computer, turn it off or turn off the screen.
- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.

- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
- Summarize the speaker's comments periodically.

Tip:

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening skills are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening techniques today to become a better communicator and develop better relationships.

The Four Rules of Active Listening

1. Seek to understand before you seek to be understood.
2. Be non judgmental
3. Give your undivided attention to the speaker
4. Use silence effectively

Let's explore the rules of active listening.

1. Seek to understand before seeking to be understood. When we seek to understand rather than be understood, our modus operandi will be to listen. Often, when we enter into conversation, our goal is to be better understood. We can be better understood, if first we better understand. With age, maturity, and experience comes silence. It is most often a wise person who says little or nothing at the beginning of a conversation or listening experience. We need to remember to collect information before we disseminate it. We need to know it before we say it.

2. Be non judgmental. Empathetic listening demonstrates a high degree of emotional intelligence. If we would speak to anyone about issues important to them, we need to avoid sharing our judgment until we have learned their judgment.

3. Give your undivided attention to the speaker. Absolutely important is dedicating your undivided attention to the speaker if you are to succeed as an active listener. Eye contact is less important. In most listening situations people use eye contact to affirm listening. The speaker maintains eye contact to be sure the listener or listeners are paying attention. From their body language the speaker can tell if he is speaking too softly or loudly, too quickly or slowly, or if the vocabulary or the language is inappropriate. Listeners can also send messages to speakers using body language. Applause is the reason many performers perform. Positive feedback is an endorphin releaser for the giver and the sender. Eye contact can be a form of positive feedback.

4. Use silence effectively. The final rule for active or empathic listening is to effectively use silence. Too often a truly revealing moment is never brought to fruition because of an untimely interruption. Some of the finest police interrogators, counselors, teachers and parents learn more by maintaining silence than by asking questions. As an active or empathic listener, silence is a very valuable tool. DO NOT interrupt unless absolutely necessary. Silence can be painful. It is more painful for a speaker than for a listener. If someone is speaking, and we want them to continue talking, we do not interrupt. Rather, we do provide positive feedback using body language, eye contact, and non word sounds like "umh, huh". Silence is indeed golden especially when used to gather information as a listener.

Validation

1. Focus on listening with empathy and genuine concern, being careful to stay in the moment. Display interest through verbal and nonverbal cues: Nod and maintain eye contact, and use verbal replies such as “Uh-huh” and “What else are you feeling?”
2. Respond with accurate reflection, summarizing what the individual had shared. For example, “It sounds like you are angry that your mom made these plans without consulting you.” Check for accuracy by asking, “Is that right?”
3. Observe and articulate the individual’s unspoken emotions, based on what he or she says and nonverbal cues. Ask if your observations are correct. For example, “So you think it is unreasonable that she expects you to show up at this event without asking you. Is that correct?”
4. Validate and restate the person’s feelings and behaviors in relation to past and present situations and issues. Acknowledge that his or her current emotions are understandable in light of past experiences and/or present circumstances. For example, “Considering that your mother was so controlling when you were growing up, it makes sense that you would feel resentment in this situation.”

Listening Skills Exercises

Here are some listening skills exercises that should help one develop the listening skills needed for effective communication. Don't forget to follow up each exercise with a discussion!

- Read a short story, and have participants paraphrase. This activity is a study in how we choose to interpret and prioritize certain information over others.

- Pair up participants, and have one person discuss a hobby or passion of theirs, while the other person is instructed to ignore them. Discuss the frustration that can come with not feeling heard or acknowledged, and review good body language and verbal remarks a good listener should practice.

- In pairs, one participant discusses a type of location they'd like to visit, giving only subtle hints as to the specific place. The listener will have to pick up on these subtleties and at the end, recommend somewhere suitable for the speaker based on their explanation. The original speaker will confirm or deny the usefulness of the suggestion, and the two will then discuss ways people can stay alert, as a listener, and pick up on the appropriate cues to help them play a more vital role in discussions.

- **Group Storytelling**

A good listener should be able to view a discussion as a whole, and not just its most immediate parts. The group storytelling activity is a fun, potentially silly, but incredibly valuable exercise in active listening and comprehension.

This activity should have one group moderator, who will deliver the story's first line. It should be something simple, and open for many possible continuations, such as, "So the other day, I went to the store."

Each participant in the group is responsible for making up their own contribution to the story, a single sentence that logically continues from the last. Meanwhile, the group moderator should be keeping track of the story on a computer or in a notepad, checking each addition for possible continuity errors.

Most of the time, there will be a few additions that contradict previous parts of the story. The moderator should hold out on identifying these until the full story has been written, and can be read aloud to the group. Then, the group can discuss how these mistakes were made, and what sorts of listening skills they should practice to ensure important information is never forgotten.

- **Selective Listening**

Selective listening is the act of hearing and interpreting only parts of a message that seem relevant to you, while ignoring or devaluing the rest. Often, selective listeners will form

arguments before they've heard the full story, making them not only poor listeners, but poor speakers too!

To confront this in a group environment, one moderator should compose a list of objects or ideas, all similar in theme. For example: turkey, lettuce, tomato, mayo, mustard, cheese, etc. These are all sandwich components, and most people will recognize this. The list should be relatively long, maybe 15 to 20 words, and have some repeated words. For example: turkey, lettuce, tomato, mayo, mustard, cheese, ham, lettuce, pickles, onion, olives, lettuce...

The moderator should read this list to the group, and then allot them 30 seconds to write down as many words as they can remember. Most people will remember the word that was repeated the most, and a notable amount will most likely write down words that were obvious, but not actually stated in the list. For example: bread, sandwich, or food.

Simultaneous Conversation

This one feels very much like the lunch tables I observed at Jacqueline's high school.

Description:

Have the group break off into smaller groups of 3. Place 1 of the 3 in the center and the remaining 2 will be to either side. Give one person on the outside a mundane topic, and the other a different mundane topic like helicopters or panty hose. Instruct the people on the outside to talk NONSTOP about their given topic to the person in the middle. The person in the middle is to try to maintain both conversations as best they can.

IMPORTANT NOTE: Make sure that, when the person in the middle is addressing one conversation, he/she turn toward that person. Continue for a minute or 2 and place a new member of the 3 in the middle.

APPLICATION: This exercise demonstrates communication on many different levels. Initially, the person in the middle will experience sensory overload, but, after 20 seconds or so will settle into a groove. They will learn that they are much better listeners than they give themselves credit for. The people on the side will also learn that they know a lot more about pointless topics than they previously thought. Here is how to illustrate the most important point: Ask the speakers on the side how they felt when the person in the middle turned away from them. Likely you will get answers like "ignored," "insignificant," "hurt" or "angry." And these were conversations about insignificant topics. Imagine how one would feel if they were talking about something important. Not only is this exercise a sort of listening lay up drill, but it also illustrates what emotional effect occurs when listening does not.

Parents and Caregivers

If you are concerned about your son or daughter, ask yourself the following questions. Has your son or daughter shown or shared any of the following:

1. Talk about wanting to die, be dead, or about suicide, or are they cutting or burning themselves?
2. Feeling like things may never get better, seeming like they are in terrible emotional pain (like something is wrong deep inside but they can't make it go away), or they are struggling to deal with a big loss in their life?
3. Or is your gut telling you to be worried because they have withdrawn from everyone and everything, have become more anxious or on edge, seem unusually angry, or just don't seem normal to you?



Discussion Guidelines

Did you learn anything that surprised you?

What is depression?

Teens experiencing depression or thoughts of suicide often think this condition is permanent. They don't realize that depression is a condition, which can be treated much like the many physical illnesses we experience.

What are some signs that you may be suffering from a mental illness like depression or anxiety?

- *Lack of interest or pleasure in doing things*
- *Feeling down or hopeless*
- *Trouble falling or staying asleep or sleeping too much*
- *Feeling tired or having little energy*
- *Poor appetite, overeating or considerable weight changes*
- *Feeling bad about yourself - that you are a failure or having a lot of guilt*
- *Trouble concentrating on things or making decisions*
- *Moving or speaking slowly, so that other people have noticed, or being so restless that you've been moving around a lot*
- *Thoughts that you would be better off dead, or of hurting yourself in some way*
- *Agitation, excessive crying, irritability or social isolation*
- *Feeling nothing or blah, numb*
- *Doing anything in excess, especially online (facebook, gambling, shopping)*
- *Neglecting your personal appearance or physical well being*

What should you do if you feel a friend may have depression or thoughts of suicide?

Ask Questions and Listen. Don't try to fix it. Don't try to tell them they are fine. Listen. Tell them you are going to try to understand. Take them to an adult who can help. If they won't go to an adult, go tell an adult for them.

Who would you bring a friend to?

Would you be worried about betraying a friend's trust if you told an adult that you saw the signs of mental illness or thoughts of suicide in a friend?

What would you risk if you told an adult? Vs What would you be risking if you don't?

What can you do, as a student, to help your fellow students?

What can you do to make the environment at this school more open and caring?

How can this school support students who are experiencing a mental illness?

How does social media affect people when they are feeling down?

Has social media ever caused you to feel bad about yourself?

Can you think of ways to promote good feelings on social media?

Have you ever seen posts that would be hurtful to someone?

If so, what have you done about it?

What can you do?

Have you ever seen someone sitting alone and asked to join them?

Who would you go to if you felt you were experiencing some mental illness like depression or anxiety?

Pre-Screening Questionnaire

- 1) Young people can experience a mental illness.
yes () no () unsure ()
- 2) All people who have depression have suffered a trauma.
yes () no () unsure ()
- 3) There is nothing you can do to stop depression.
yes () no () unsure ()
- 4) There are often signs that someone may be thinking of suicide.
yes () no () unsure ()
- 5) The only thing I can do as a friend, is listen.
yes () no () unsure ()
- 6) Being a good friend may require that I tell a trusted adult something very personal that my friend told me.
yes () no () unsure ()
- 7) Self harm is a sign that someone is experiencing a mental illness.
yes () no () unsure ()
- 8) People experiencing a mental illness often don't realize that their condition can be treated.
yes () no () unsure ()
- 9) Hopelessness is a sign of depression.
yes () no () unsure ()
- 10) I know how to get help for myself or a friend who is thinking of suicide.
yes () no () unsure ()

Student Screening Form

1. Age: _____
2. Gender: _____Female _____Male _____other
3. Grade in School _____
4. Are you currently being treated for Depression or another mental illness _____yes
_____no

Check the correct response.

1. In the last four weeks, has there been a time when nothing was fun for you and you just weren't interested in anything? _____yes _____no
2. Do you feel like you have less energy than you usually do? _____yes _____no
3. Do you feel you can't do anything well or that you are not as good-looking or as smart as most other people? _____yes _____no
4. Have you ever thought seriously about killing yourself? _____yes _____no
5. Have you tried to kill yourself in the last year? _____yes _____no
6. Do you feel hopeless? _____yes _____no
7. In the last four weeks has it seemed like you couldn't think as clearly or as fast as usual? _____yes _____no