

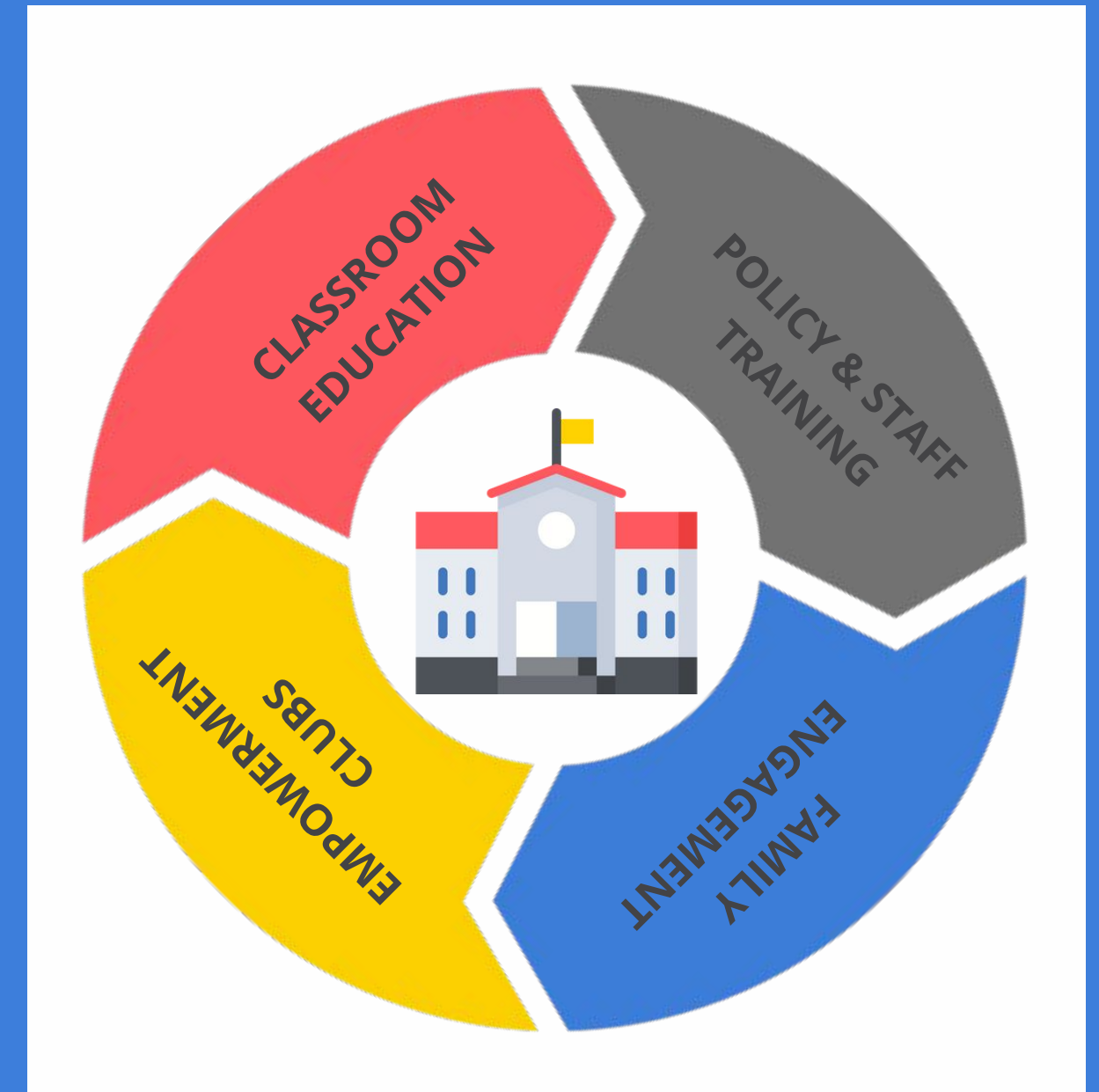


# Erika's Lighthouse®



## FREE

### PROGRAMS & RESOURCES FOR MENTAL HEALTH



## Founded in 2004

Founded in 2004 after the loss of a 14-year-old who died from her depression; it was the second suicide in the community in the same school year

## Mission-driven

Dedicated to educating and raising awareness about adolescent depression, encouraging good mental health and breaking down the stigma surrounding mental health issues

## Free programs, always

All programs are no cost and focus on bringing our hopeful and empowering message to schools

## Evidence-informed

Published in Advances in Social Work in January 2019 based on an independent evaluation conducted by Michael S. Kelly, PhD, LCSW, of the Loyola University Chicago School of Social Work

A photograph of two young women with long brown hair, smiling and laughing while hugging each other. They are standing in front of a light gray, textured wall. The woman on the left is wearing a maroon top, and the woman on the right is wearing a blue and green plaid top with white sleeves. The text "OUR STORY" is overlaid in large white letters at the bottom of the image.

# OUR STORY



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# OUR CORE MESSAGES

## Depression is..

a mood disorder  
common  
serious  
treatable

Everyone  
deserves good  
mental health

You are  
not alone—  
there is hope



# Our reach

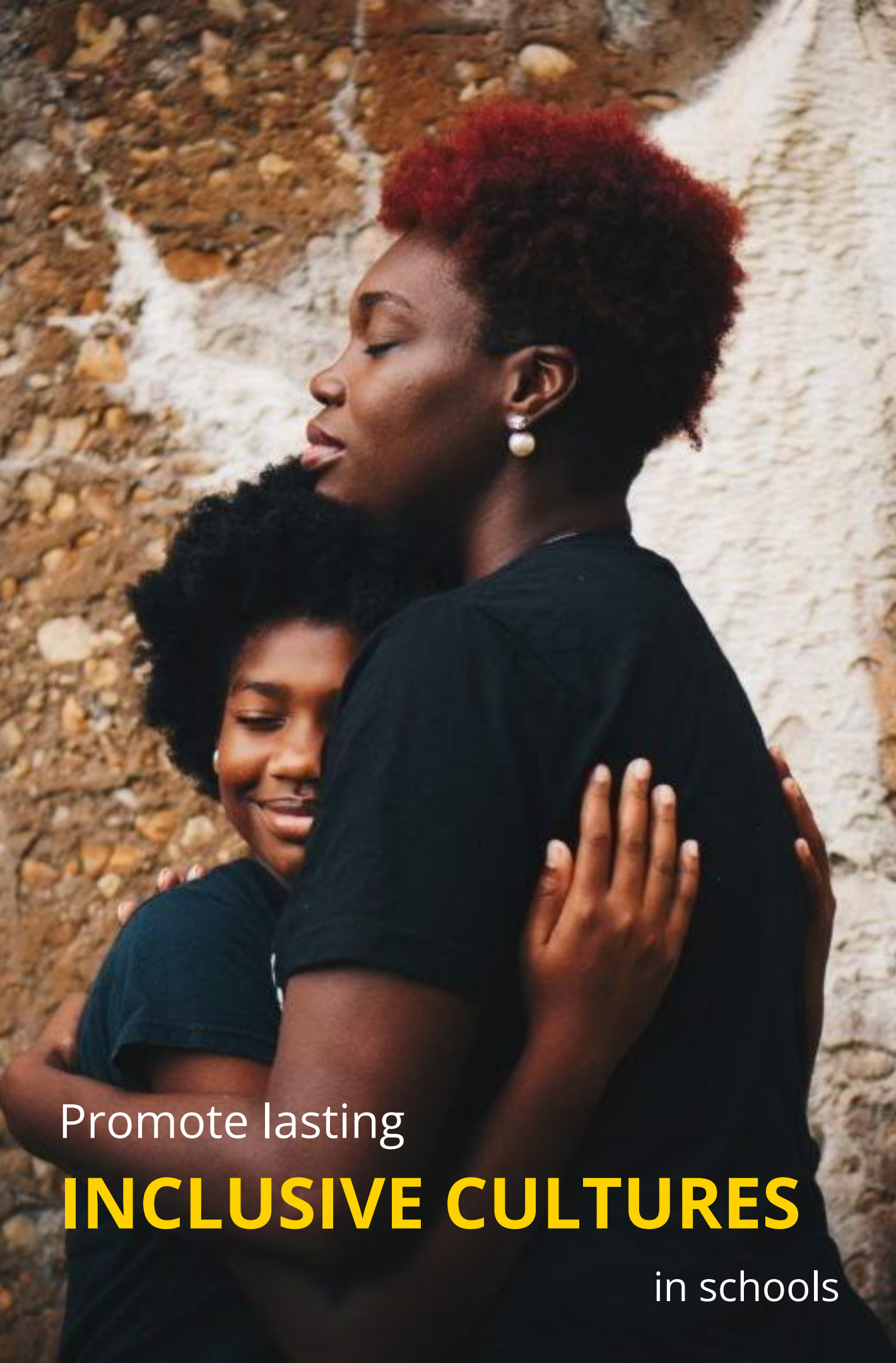
Over 2 million teens impacted since 2004



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Promote lasting

# INCLUSIVE CULTURES

in schools





# OUR FREE PROGRAMS

We teach young people the skills to seek help through depression education that is teen centered, factual and hopeful.

## AUTHENTIC

Real stories from real teens

## EMPOWERING

Teens can find their voice

## ACCESSIBLE

Flexible and ready to use

## HOPEFUL

Not fear-based; comes from the heart



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# INCLUSIVE SCHOOL CULTURE

AROUND MENTAL HEALTH



- Focus on universal prevention, education and awareness
- Empower teens through peer-led campaigns and stigma reduction
- Engage families in student learning and mental health awareness
- Focus on school policies, professional development, staff culture and self-care
- Proactive about mental health messaging and help-seeking
- Promote interconnected, multi-disciplinary collaboration and implementation





# CLASSROOM EDUCATION

Mental health and depression education for grades 4-12





# BRIDGING SEL & MENTAL HEALTH

**Mental Health** is an outcome of **Social-Emotional Learning**

**Mental Health Education puts lessons into practice.**



SELF-AWARENESS

SOCIAL AWARENESS

SELF-MANAGEMENT

RELATIONSHIP SKILLS

RESPONSIBLE  
DECISION MAKING

The CASEL 5 COMPONENTS

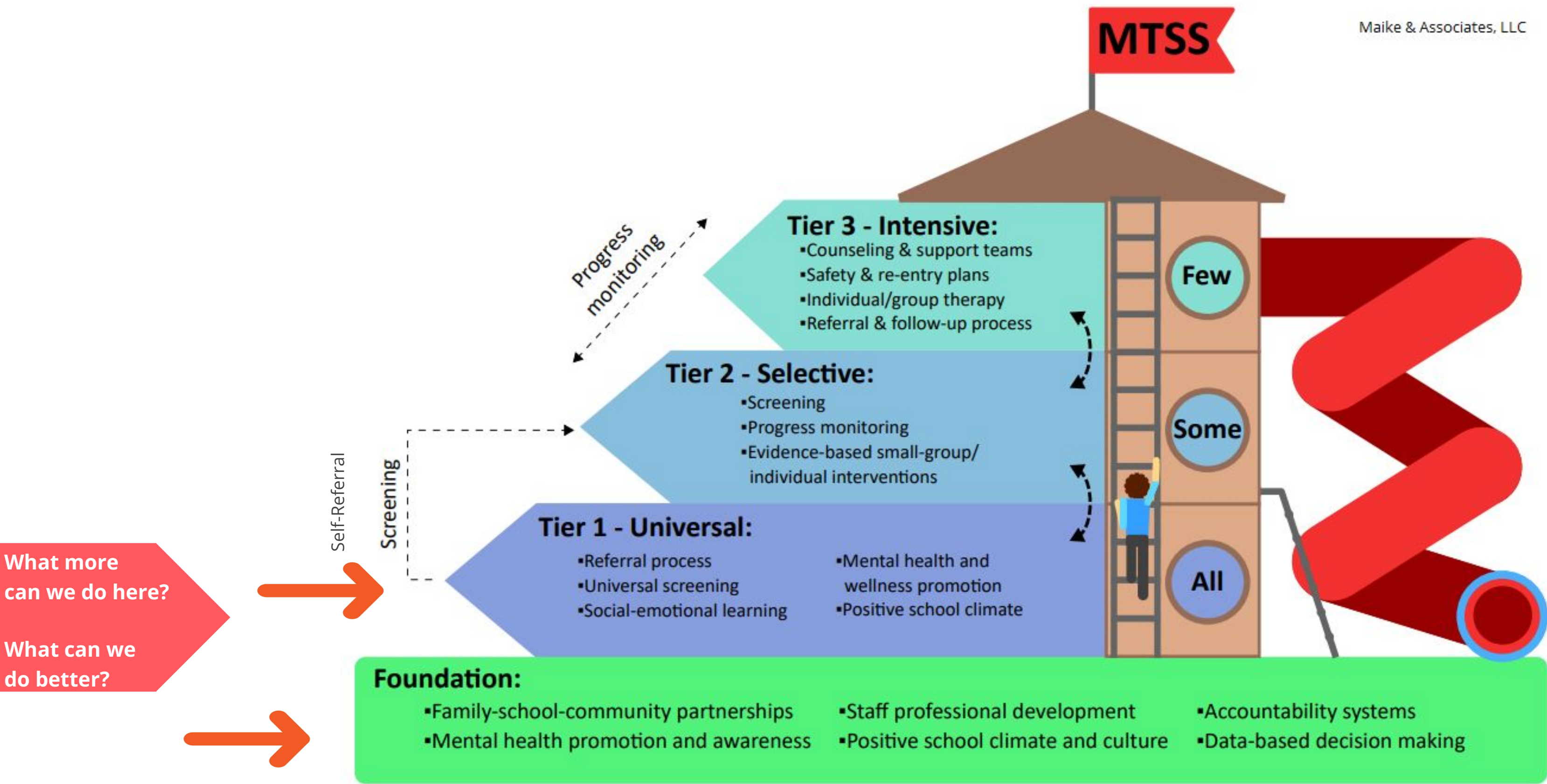


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# MTSS: Our Place in Schools

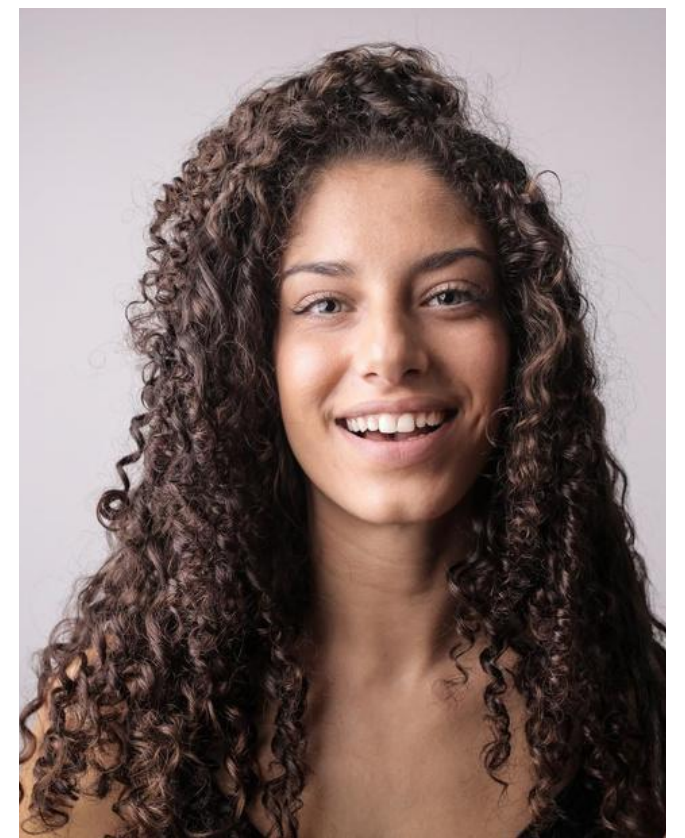




# MENTAL HEALTH THROUGH DEPRESSION EDUCATION



**Approachable  
& Expansive**



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**Common**



**Gateway  
Conversation**



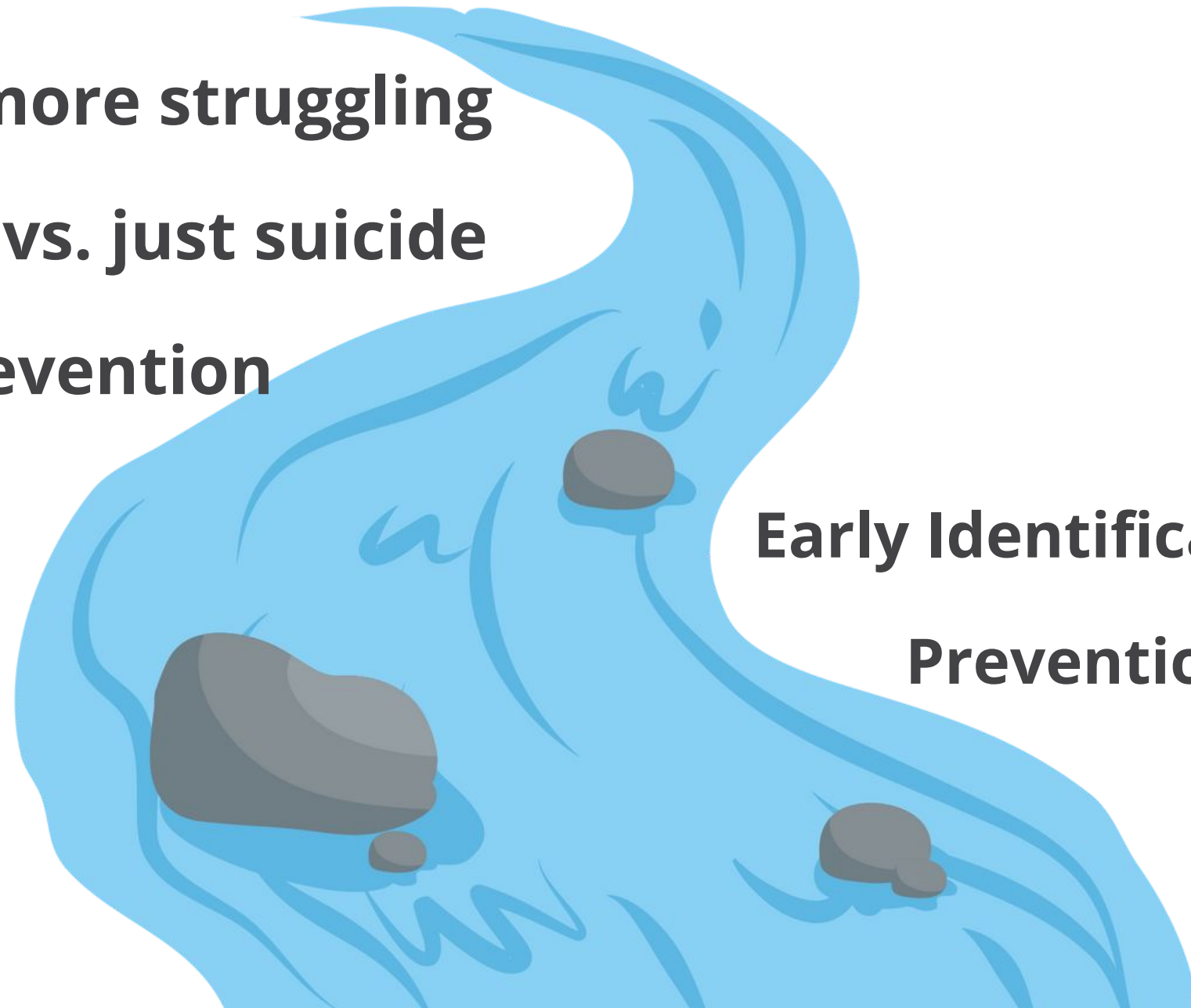


# WHY DEPRESSION EDUCATION?



## Suicide Prevention

Identify more struggling students vs. just suicide prevention



**Depression Education**

Early Identification =  
Prevention

90-98%

of all youth suicides involve a  
mental illness, the most  
common being  
Depression



80%

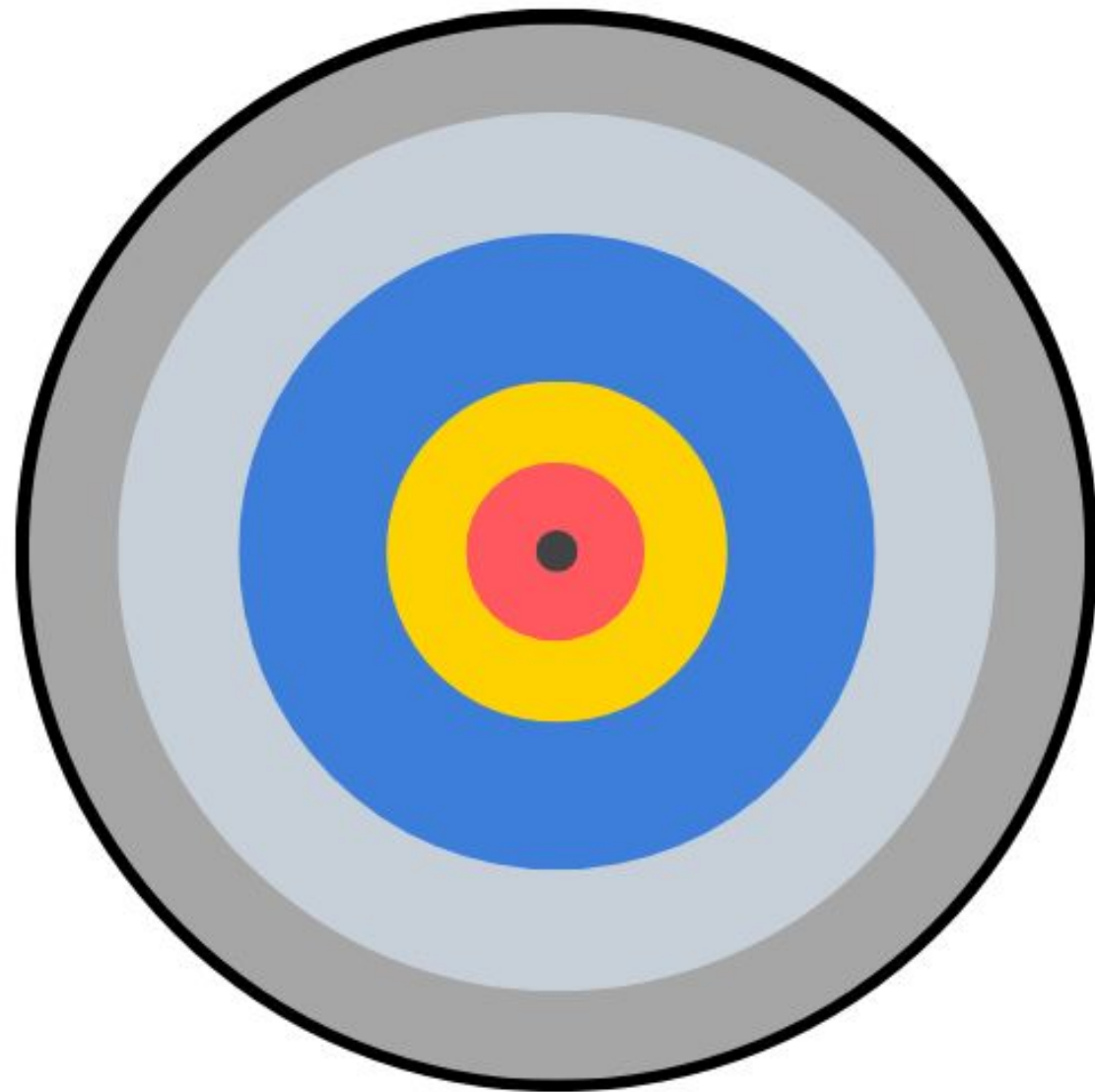
of young people  
with depression will go  
unrecognized and untreated



# DEPRESSION EDUCATION IS SUICIDE PREVENTION

## Behind the Suicide

In a given year of a school of 2,000 students



● One loss from suicide

● **200 (10%)**  
will attempt suicide

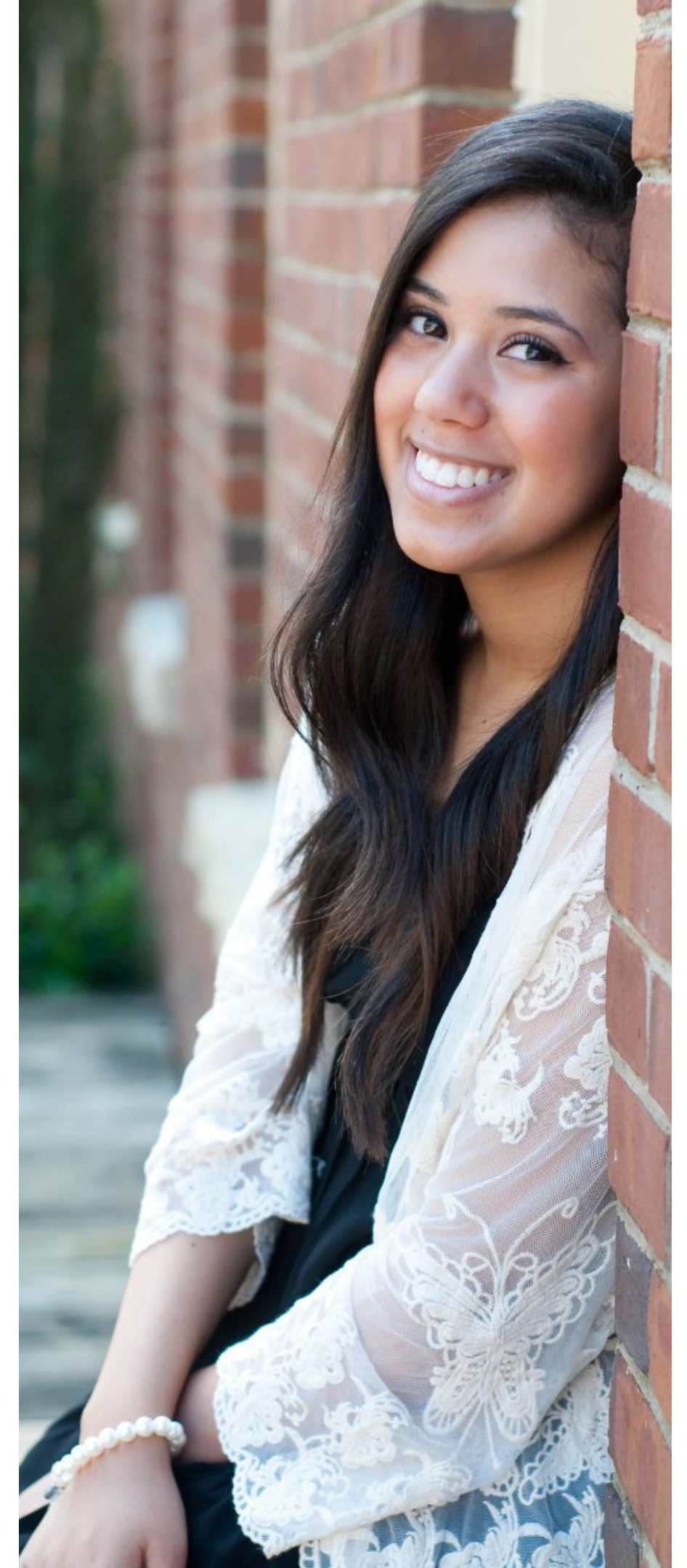
● **442 (22%)**  
seriously considered suicide

● **840 (42%)**  
report symptoms of depression

● **1,400 (70%)**  
believe anxiety/depression are  
**serious** problems among peers

● **1,920 (96%)**  
believe anxiety/depression are  
problems among peers

First three statistics from CDC YRBS, 2021.  
Last two statistics from PEW, 2021.



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# IMPORTANT COMPONENTS OF DEPRESSION EDUCATION

- **Universal** - Every student in the building should be educated.
- **Skills-based** - Students should be taught the skills to understand their emotions, seek help and ask for it.
- **Common Vocabulary** - Programs should use the same language to simplify and clarify discussions to make help-seeking easier.
- **DEI Impactful** - Resources should be respectful and responsive to students needs and experiences.
- **Connect to Help** - Materials must have a connection to help for students who need it. Schools should be prepared for it.

**Get  
Depression  
Out of  
the Dark®**

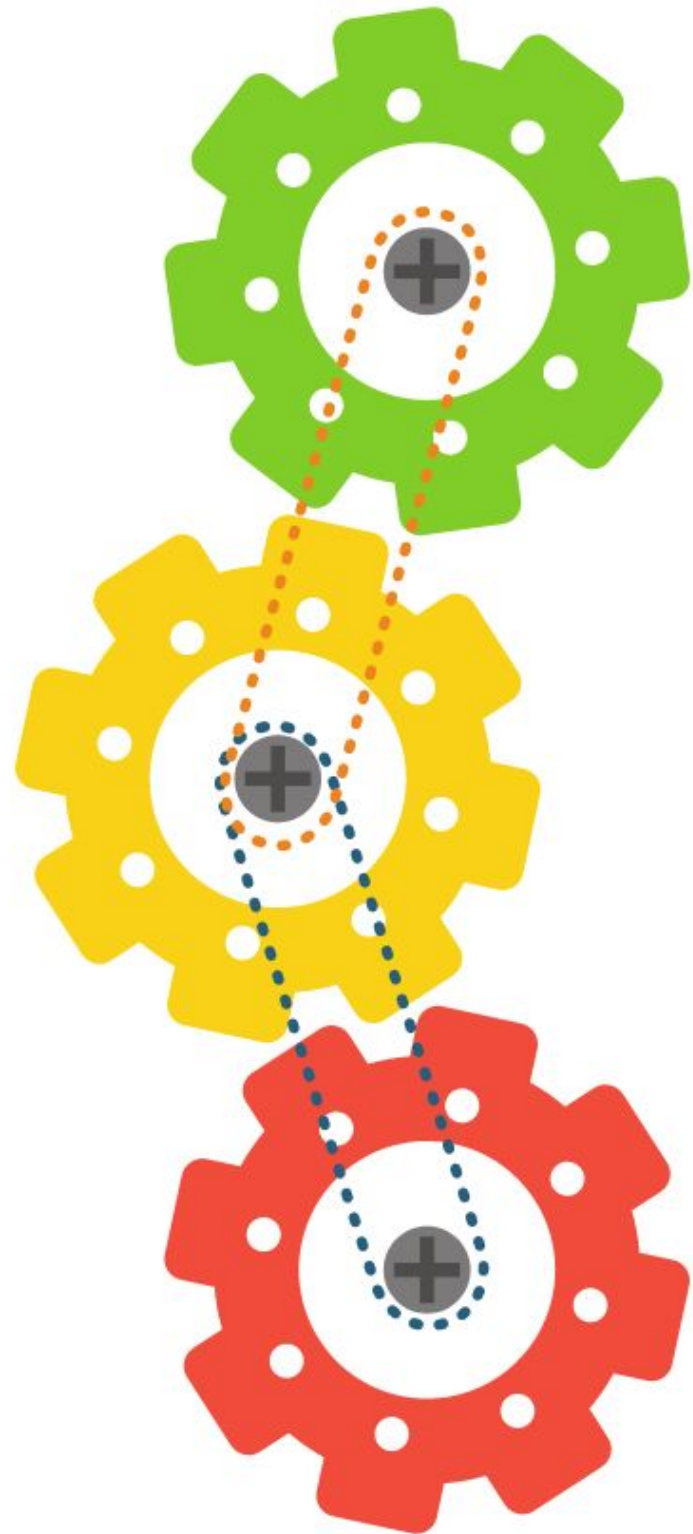
ErikasLighthouse.org





# CLASSROOM EDUCATION

Together or Standalone



**Level I** | Ideal for grades 4-6, fully bilingual

## **We All Have Mental Health**

Introduction to mental health by understanding everyday feelings vs. overwhelming feelings with a strong focus on help-seeking and good mental health.

**Level II** | Ideal for grades 5-9, fully bilingual

## **Depression Awareness**

Introduction to depression by recognizing signs and symptoms with a strong focus on help-seeking and good mental health.

**Level III** | Ideal for grades 8-12, fully bilingual

## **Depression Education & Suicide Awareness**

Introduction to depression and suicide along with a strong focus on help-seeking and good mental health.



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# REPRESENTATION MATTERS

REAL kids talking about their REAL experiences



Erika's Lighthouse®



Jasmine



Alan



Mac



Edgar



Mason




Callie



# PROGRAM COMPONENTS

- All levels are:
- Video-based
  - Teacher-led
  - Skills-based, meeting NHES
  - 4 Lessons with 1-day options
  - Flexible to allow for grade level crossover
  - Utilizing the same best practices and aligning seamlessly with other programs
  - Leveraging universal resources to share the same worksheets, handouts and add-ons
  - Reviewed and updated regularly to maintain evidence-informed status
  - Ideal for multi-disciplinary implementation within schools

### The Lighthouse Curriculum Teaser



EDGAR

**RECOGNIZING DEPRESSION** I come from Mexico City [and] a really loving family, a lot of support.

The first interaction with depression I was about 14, 13. I was in Mexico. All of a sudden, I felt something was wrong. I thought it was mostly because of my relationship. I loved this girl with all my heart, but then for one reason or another, things didn't work out, especially with me moving to the United States, I knew that was going to be a tough transition.

Latinos, we know family, community. Leaving that behind, no matter where you go, even if you're leaving for the greatest thing, you're not going to have your family with you. That is the hardest part I think. That support. It's people who know when you're sad, when you're happy, they know everything about you. So not having that support [after you move], it's tough.

**IMPACTING DAILY LIFE** I knew that my grandma and my mom would have a hard time [with me leaving Mexico] because I'm their only son and their only grandson. So I knew that was going to be tough on them, so I was kind of sad for that reason too. I felt slow, my mind was clogged. My mood wasn't as happy, or as energetic. My thoughts were of guilt, thinking I could have done things different to sustain my relationship [with my girlfriend in Mexico]. I was clumsy in my movements, I did not want to do as many activities.

My mom was a little angry and surprised. She had never seen [me depressed] like that, and she told me about how I was not focused. Coaches told me the same thing, my level of play wasn't as it used to be and they wanted me to perform well. The desire to learn wasn't as strong.

**SEEKING HELP AND FINDING SUPPORT** The inner struggle was that I was someone who I didn't think would have depression. I am outgoing. But it was happening to me. [For me, getting help was] going to therapy, meeting with my therapist. I miss her, she was a big part of my recovery from that state of mind. I remember the first sessions were just like basic stuff, getting to know me. After a while, that's when I really started opening up about the core of my depression.

EDGAR 2

### Lesson 1 Overview and Objectives

Lesson 1 is the core lesson of *The Erika's Lighthouse Program* and is designed to raise students' awareness and knowledge of key concepts related to depression, suicide and help-seeking.

Students watch a portion of *The Erika's Lighthouse Program* 18-minute video, which teaches key concepts about depression and suicide through student stories, narration and graphics.

The lesson concludes by educating students on where and how to access help should they need it for themselves or a friend.

**NATIONAL HEALTH EDUCATION STANDARDS ALIGNMENT**

**STANDARD 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**STANDARD 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

### LEARNING OBJECTIVES

Students will be able to:

- Define depression as a common mood disorder with specific changes in moods, thoughts and behaviors.
- Explain that depression can happen to anyone, anywhere.
- Explain that there's not one reason someone has depression.
- Recognize that depression can get better and you can find support.
- Access information on depression.

**TOTAL INSTRUCTION TIME**  
45 minutes

**TEACHING STRATEGIES**  
Video  
Discussion  
Accessing Information Activity





# EMPOWERMENT CLUBS

Activities to promote peer-led conversations





# EMPOWERMENT THEORY



Enable participation



Enhance control through shared decision making



Create opportunities to learn, practice, and increase skills

Zimmerman, Marc A. (2000-01-01). "Empowerment Theory". In Rappaport, Julian; Seidman, Edward (eds.). Handbook of Community Psychology. Springer US. pp. 43–63.





# BENEFITS OF EMPOWERMENT CLUBS



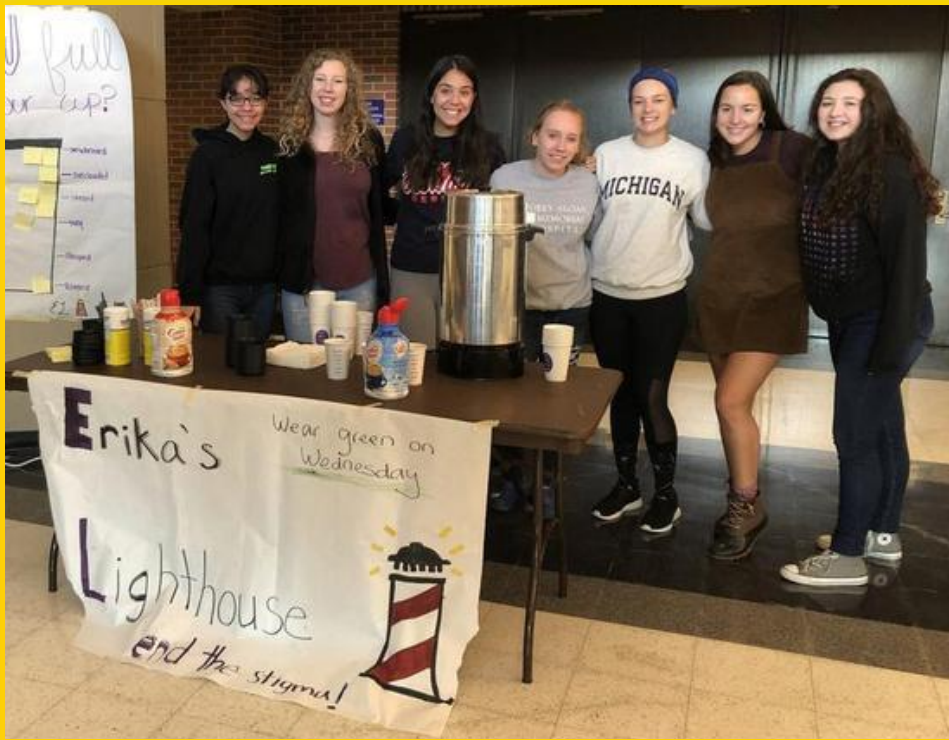
Erika's Lighthouse®



**AWARENESS, EDUCATION  
& ACTION -**  
When students talk,  
their peers listen.



**CREATING CULTURAL  
CHANGE WITHIN YOUR  
SCHOOL COMMUNITY**



**SUPPORT FROM  
ERIKA'S LIGHTHOUSE**



# EMPOWERMENT CLUBS IN ACTION





# PEER-LED INITIATIVES

Join as an **official** or **affiliate** Erika's Lighthouse Empowerment Club and commit to promoting good mental health in an inclusive school community.

## OFFICIAL CLUB

- Up to \$500 in funds for Awareness into Action Activities
- Over 60 Awareness into Action Activities
- Empowerment club e-newsletters
- Student-focused, pre-recorded mental health trainings
- Access to the Changemakers network
- Student and advisor virtual meet and greets



## AFFILIATE CLUB

- Over 60 Awareness into Action Activities
- Student and advisor virtual meet and greets
- Empowerment club e-newsletters
- Student-focused, pre-recorded mental health trainings
- Access to the Changemakers network







# **FAMILY ENGAGEMENT**

Resources for adults and their teens



# FAMILY ENGAGEMENT



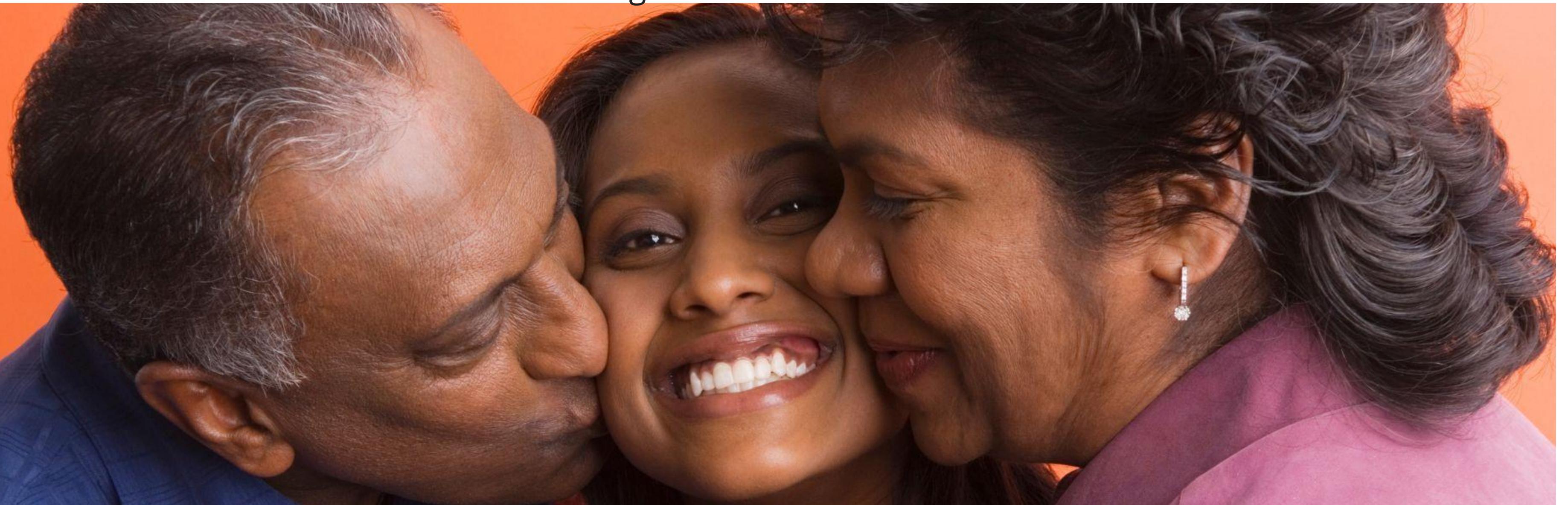
Educate & inform



Empower in-home  
learning & conversations



Promote communication  
between home and school





# IMPORTANT COMPONENTS FOR MENTAL HEALTH

- **Workshops** - In-person or virtual learning opportunities for engagement, introductions and education.
- **Resources** - Easily accessible resources to educate, empower and support families with understanding and conversations.
- **Discussion Guides** - To help families engage with children and teens with the same vocabulary and language as school.





# FAMILY WORKBOOK SERIES



We All Have  
Mental Health

a part of the  
FAMILY WORKBOOK SERIES  
on  
Mental Health & Depression



Concerned About  
Your Child

a part of the  
FAMILY WORKBOOK SERIES  
on  
Mental Health & Depression



Getting Help

a part of the  
FAMILY WORKBOOK SERIES  
on  
Mental Health & Depression

Available in  
English and  
Spanish

# FAMILY WORKSHOPS (on-demand or DIY)

Family Workshop I: We All Have Mental Health



94% COMPLETE 0/1 Steps

Please know these videos are available for easy distribution to families through Vimeo and YouTube. Families do NOT need a Resource Portal account to access these videos.

Family Workshop I: We All Have Mental Health

On-Demand Virtual Workshop  
English: [Vimeo](#) | [YouTube](#)  
Spanish: [Vimeo](#) | [YouTube](#)

Family Workshop II: Depression & Suicide



94% COMPLETE 0/1 Steps

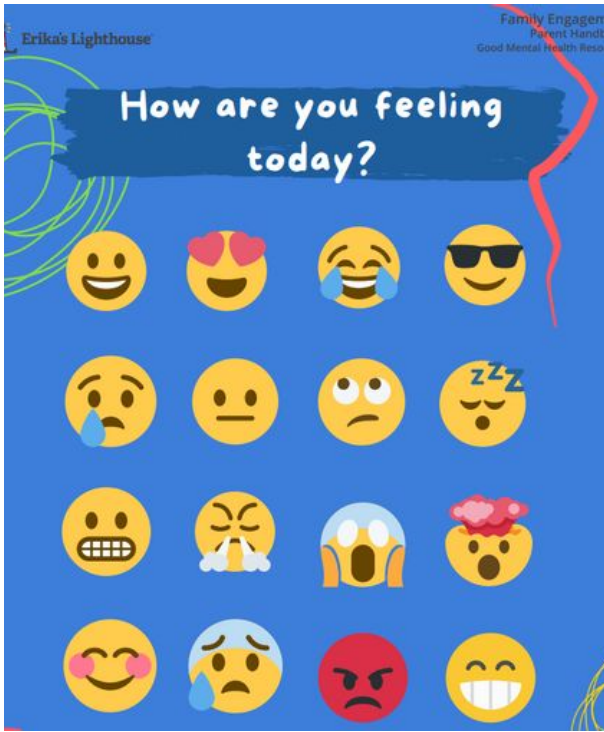
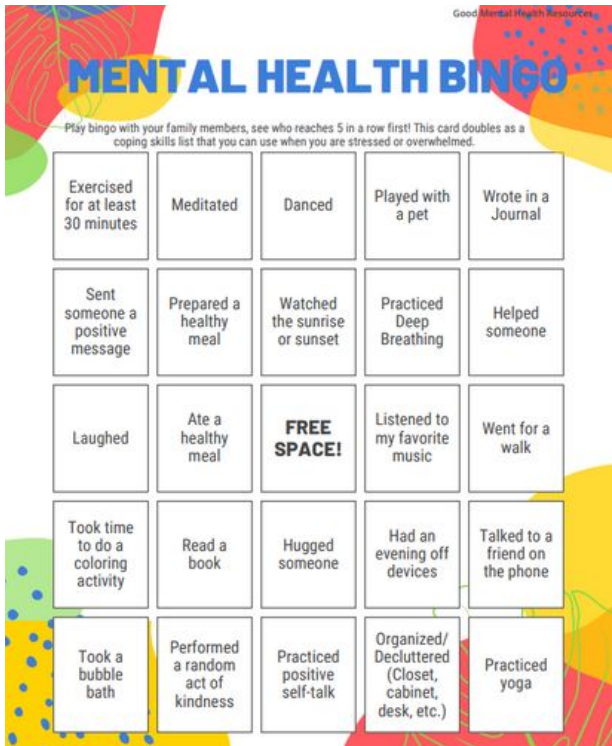
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Family Workshop II: Depression & Suicide

On-Demand Virtual Workshop  
English: [Vimeo](#) | [YouTube](#)  
Spanish: [Vimeo](#) | [YouTube](#)

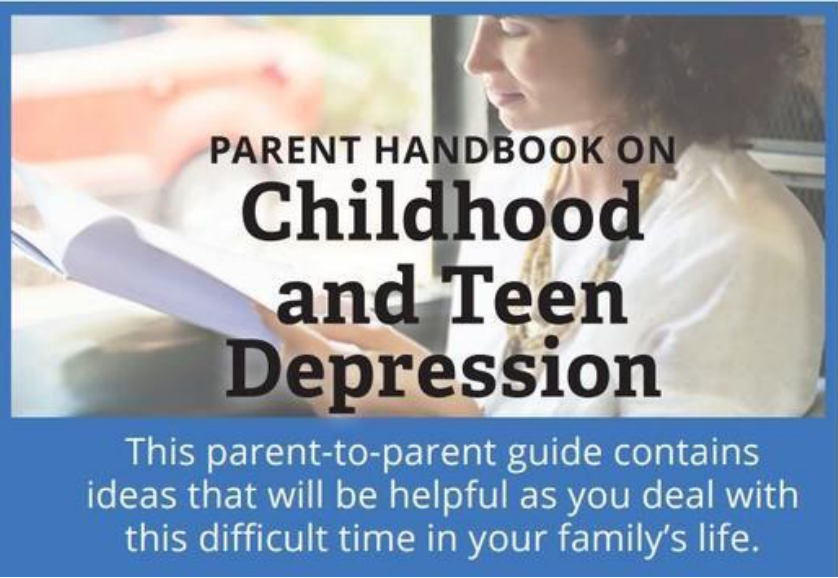


# AT HOME AWARENESS INTO ACTION ACTIVITIES



Available in English and Spanish

# BOOKMARKS







# SCHOOL POLICY & STAFF DEVELOPMENT

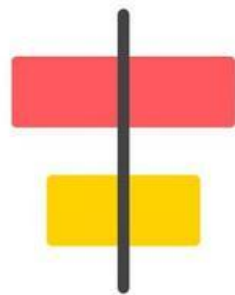
Policies & training to create inclusive environments



# SCHOOL POLICY & DEVELOPMENT



Empower educators  
and staff



Align stakeholders for  
common purpose



Ensure seamless supports  
and services for students






# IMPORTANT COMPONENTS FOR MENTAL HEALTH

- **Staff Training** - Ensure all staff understand their role as trusted adults, school policy and how to facilitate support for students.
- **Resources** - Offer additional resources to staff for continued learning and understanding.
- **Encourage Support** - Provide guides to educators to support struggling students and how to promote help-seeking.







**5 Minute Brain Break**

Brain Breaks are just as beneficial for you as they are for your students! Research shows even a 10-minute burst of activity will increase your mental health and cognitive functioning. So, get your students involved and do a 5-10 minute movement break a few times throughout the day.

Some ideas include:

- Take the stairs when possible
- Burpees
- Jumping jacks
- High Knees
- Jump Rope
- Skaters
- Ankle Taps

For more information on teen depression, check out [www.ErikasLighthouse.org](http://www.ErikasLighthouse.org)


**Erika's Lighthouse**

School Policy & Development  
Awareness Into Action  
Staff Wellbeing: Organized




# Encourage-mints

PURPOSE	OBJECTIVE
To have each employee give one encourage-mint to a peer to show appreciation and support. Encourage kindness, appreciation and support among employees.	Encourage kindness, appreciation and support among employees.
INSTRUCTIONS	
1. Each employee will receive one wrapped encourage-mint note at the start of the year. 2. Employees are encouraged to give their encourage-mint to a peer during the course of the year. 3. The encourage-mint note can be given to anyone in the organization. 4. The encourage-mint note can be given to oneself as well. 5. The encourage-mint note can be given to a peer who has been helpful or supportive. 6. The encourage-mint note can be given to a peer who has been kind or appreciative. 7. The encourage-mint note can be given to a peer who has been encouraging or motivating. 8. The encourage-mint note can be given to a peer who has been helpful or supportive. 9. The encourage-mint note can be given to a peer who has been kind or appreciative. 10. The encourage-mint note can be given to a peer who has been encouraging or motivating.	



**Erika's**  
**Lighthouse**

**School Policy & Development**  
**Awareness into Action Activities**  
Staff Wellness



# How Full is Your Cup?

**PURPOSE** //

In this activity, staff identify stress along with their capacity for stress, likening it to an overflowing cup of coffee. This activity emphasizes that we can reduce our stress by "emptying our cups," which thus impacts our overall mental well-being.

**OBJECTIVE** //

1. I have a cup and it fills up.
2. My cup fills up differently than anyone else's.
3. I can learn to empty my cup.

**INSTRUCTIONS** //

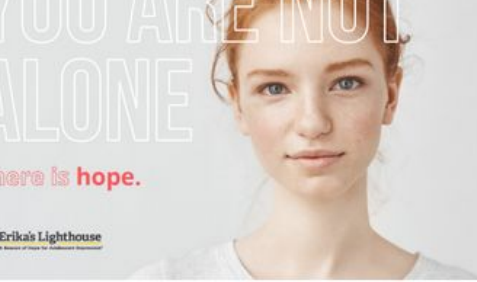
An office can lead this activity in the morning as students arrive, at lunch, or as students leave the building in the afternoon. Hot chocolate can be served in provided cups (with stickers put on them) to students who participate. Students can list their stressors on post-it notes or can list what might help them out at a specific "fullness" level - overwhelmed, overloaded, stressed busy, occupied, and relaxed.

# STAFF TRAINING & POLICY

## All Staff Training: Depression & Suicide


Mar 23, 2023

A dark gray rectangular graphic. On the left is a white lighthouse icon with a spiral on its tower and a light beam. To its right is a white icon of a lightbulb above three stylized human figures. Below these icons, the text "All Staff Training" is written in a large, bold, white sans-serif font.



**YOU ARE NOT ALONE**

There is hope.

 **Erika's Lighthouse**  
A Division of Light to End Depression Inc.


WHITE PAPER

**Model School District Policy  
on Suicide Prevention:  
Implementing Effective  
Prevention Strategies**

**Abstract**


[Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources](#) is the recognized policy for effective district-level engagement for suicide prevention in schools around the country. Developed by thought leaders in education and suicide prevention, it is the policy Erika's Lighthouse has supported and shared since its creation.

However, implementation and programming has been left up to individual districts, schools and educators. Erika's Lighthouse depression education programming is uniquely qualified to assist in meeting not only suicide prevention recommendations but go beyond suicide prevention to embrace school mental health. Depression education is a more upstream, suitable alternative for many schools implementing programs because it seeks to educate, support and empower **all** students, including those struggling with mental health conditions and suicidal ideation.



**WHITE PAPER**

# Integrating Mental Health into the Whole School, Whole Community, Whole Child (WSCC) Model for School Health



**Erika's Lighthouse**  
A Beacon of Hope for Adolescent Depression™

**Abstract**  
The Whole School, Whole Community, Whole Child (WSCC, pronounced "wisk") Model is an ideal framework for school communities to assess, plan and implement healthy school policies in a coordinated fashion. Erika's Lighthouse supports this model in its attempt to create cultural change within schools to boost the physical and mental health of students. Erika's Lighthouse programs support the creation of a school environment that strengthens mental health by working across the WSCC model components.

## White papers





# HOW TO GET STARTED



## **Ask - Where will the program fit?**

- Advisory
- Homeroom
- Health
- Physical Education

## **Ask - Who can teach it?**

Ideally, an educator & mental health staff person will team teach it.

## **To prepare:**

Review and communicate mental health protocol to all staff and/or host a staff training.



# SCHOOLWIDE CAMPAIGNS



Take the  
**Positivity** Pledge

31  to Put Some  in the 

TEEN  
TOOLBOX 

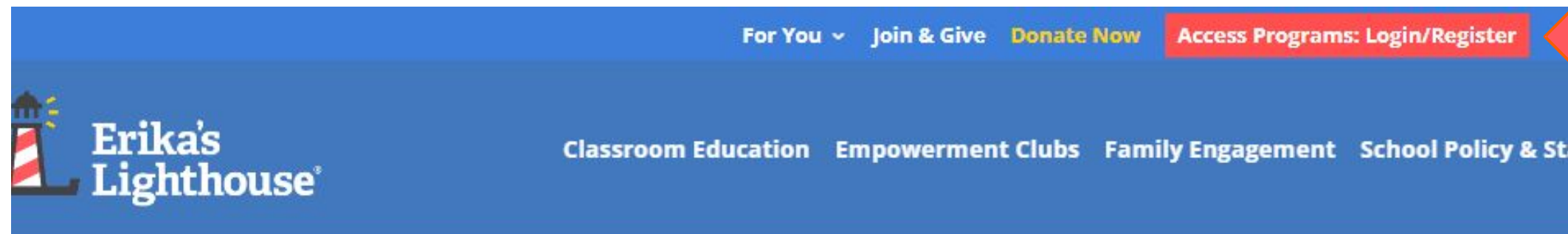


Erika's Lighthouse®

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# HOW TO ACCESS OUR RESOURCES



Every student  
deserves good  
mental health.

We're a nonprofit on a mission to provide free  
mental health programs to any school, anywhere.

Access Programs

Donate Now



Go to [ErikasLighthouse.org](https://ErikasLighthouse.org)

Click on the [Resource Portal](#) in the  
upper right corner of the screen.





# Erika's Lighthouse

A Beacon of Hope for Adolescent Depression®

[ErikasLighthouse.org](https://ErikasLighthouse.org)

## Program Support

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