

Facilitator Notes



MATERIALS

- ✓ PowerPoint presentation
- ✓ Projector
- ✓ Whiteboard or poster paper
- ✓ Writing Utensils
- ✓ Sticky Notes OR Digital Tool Option (surveying)
- ✓ Accompanying Worksheet for Students
- ✓ Worksheet Answer Guide For Review
- ✓ Find Your Local Hotline Number

- OBJECTIVE** - Students will gain knowledge of how to respond to a mental health crisis using ECPR: Emotional-Connection, Partner, Respond.
- TIME** - 20 - 45 minutes
- TRIGGER WARNING** - Talking about topics surrounding mental health can be emotional or triggering for some students. Please ensure that this is a safe space to have these tough conversations. Let them know it is okay to step out of the room or take a break if something should come up for a student. When discussing mental health, it is normal to feel uncomfortable – sometimes, this looks like laughing or joking. Remind students this is a safe and respectful space because we don't know what experiences others in the room may have had.

PRESENTATION GUIDE

Slide 1 Watch introductory video

Slide 2 We know how to respond to physical health crisis if someone breaks their leg or has a heart attack. Do we call 911? What is CPR? Is an emotional or mental health crisis the same thing? How should we respond in an emotional health crisis?

Slide 3 Prepare students for the tough conversation ahead – there may be topics that make them uncomfortable, especially when talking about our mental health.

Slide 4 **Students take notes on suicide rates for youth in the US.** Have students share thoughts about the statistics with a partner after filling in the data on the worksheet.

Slide 5/6 **Students take notes on mental health statistics.** Have students share thoughts about the statistics with a partner after filling in the data on the worksheet.

Slide 7/8 Ask students if they know any warning signs. Read warning signs aloud.

Slide 9 Share stats about not going to adults with issues. You'll have contact with a friend or peer about emotional health before medical providers through...Seeing changes in a friend, rumor, face-to-face conversation, and social media. Have students share experiences with a partner or group.

Slide 10	Barriers – Students take notes on the worksheet. Review barriers around mental health crisis from slide. Ask students if they agree or disagree and why? Which barriers do you identify with the most? Are there any you would like to add to the list?
Slide 11/12	Read the slide and then define ECPR (Emotionally Connect, Partner, Respond)
Slide 13	CONNECT (C) – Students take notes on the worksheet. Teach three B's of connection: Be an ally, Be a meaningful listener, Be validating. Ask students, what are some different ways you can support a meaningful connection with a person in need?
Slide 14	Assign scenarios to pairs or small groups of students (3 total). Assign student(s) to be ally and student to be emotionally distressed. Allow students to brainstorm possible responses.
Slide 15	Specific questions, Expanding questions, Asking directly – students take notes on worksheet. Have student's role play E-CPR scenarios using <i>specific questions, expanding questions and asking directly</i> .
Slide 16/17/18	Students share out what they experienced in their scenarios and explain their response. After each group explains their responses have them answer the follow questions.
Slide 19	Ask the 'true or false' statement. Have students vote. Reveal and explain the answer (False).
Slide 20	Ask students, do you know these helplines? Are there any not mentioned here? Are there resources at the school not mentioned here? (____) ____-_____. Fill in local hotline number and have students take notes on worksheet.
Slide 21	PARTNER (P) – Students take notes on the worksheet Go over the ways they can partner with a friend in crisis. Ask your students the question and have them respond and have a class discussion on it - "Is it okay for your friend to be mad at you, if they are still safe?"
Slide 22	RESPOND (R) – Students take notes on the worksheet. Going back to the scenario they were assigned; students should discuss which way they would respond. After working in their groups, they are to share out different ways to respond. Also, ask students to share additional ideas depending on situations.
Slide 23	Review the steps of ECPR and have students switch scenarios.
Slide 24	It is important that students understand that it is not their sole responsibility. Present the slide and read it out loud together as a class- "MY ROLE is to start a dialogue. I am NOT and CANNOT be RESPONSIBLE for maintaining another person's safety."
Slide 25	Present the slide and have students answer the question from slide as a class or in their group.
Slide 26	Reflection: Say to class- "Self Care is important. Look at all they ways you can take care of yourself presented on the slide. What are some additional ways we can take care of ourselves?" Share ideas as a class or in their group.
Slide 27	This is a stressful topic with some heavy content. At the end of the unit, ask students to take a few deep breaths and see how they are doing. Remind them about resources available on campus and who they can reach out to for help. If you feel comfortable, this is a good time to share how you are feeling after teaching this lesson to be a model for how to express feelings to others.
Slide 28	Revisit student notes on ECPR (you can use the answer guide to review answers as you go). Have students share out something helpful they learned from the lesson.