



The Lifeguard Workshop Video

Thank you for bringing this vital curriculum to your classroom and promoting the wellness and safety of all your students!

Preparing for Your Workshop

Before you get started, there are a few important things facilitators should be aware of to help them prepare for the workshop.

The Trevor Project Resources

The Trevor Project is here for you and has many resources to empower you throughout the facilitation process – from beginning to end:

- Lifeguard Workshop Facilitator Training – This online webinar training is available to give you the information you need to make your Lifeguard Workshop a success. You'll learn all you need to know about Trevor, how to keep the conversation safe and productive, and what to do if a young person needs help after the workshop. We highly recommend you take this training before you facilitate your workshop. Please check The Lifeguard Workshop Webpage for the date of the monthly webinar.
- The Trevor Support Center – This online resource is a great place to find answers to frequently asked questions, and explore resources related to sexual orientation, gender identity and more.
- The Trevor Project Pinterest Page – From LGBTQ YA books to short videos, our Pinterest page has a wide variety of resources for educators and youth. We recommend that you explore this page before facilitating a workshop in your classroom. We've also linked to lesson plans for LGBT History Month and websites with information on how to help LGBTQ students navigate district policies.

- Coming Out as YOU – This resource, available on our website, helps questioning young people come out – first to themselves – in a safe way. By taking the initiative to create a safer space for LGBTQ youth, students may want to disclose parts of their identity to you. This is a wonderful resource to connect those youth with – so they can begin that process safely!

Suicide Prevention Gatekeeper Basics

Though rare, this workshop can lead to self-disclosures of depression, suicidal thoughts or feelings. Before you begin this workshop, it is important to get an understanding of your school or organization's suicide prevention plan, including who to connect a student with if they reveal they are struggling. In most cases, this will likely be a school nurse, counselor or social worker. You'll want to let them know that you're facilitating this workshop so they are prepared to help if necessary.

In general, if encountering a suicidal or struggling student, facilitators should follow the same steps we are empowering youth to follow: listen to the young person, accept their feelings, and connect them to a trusted adult or resource like The Trevor Lifeline. Any young person – regardless of their identity – can benefit from the support our Lifeline provides. Adults can even call the Lifeline with their student!

You can become more informed about the warning signs, risk factors and appropriate responses by visiting our [website](#).

LGBTQ Youth + Suicide Risk

As a facilitator of this workshop, you may already be aware of the unique challenges and disproportionate risk for suicide that some LGBTQ youth face. Because of this risk, the nature of this lesson plan differs from that of a lesson plan for a predominantly heterosexual/cisgender audience. For example, with a predominantly non-LGBTQ audience, we want to build empathy and support for the students' LGBTQ peers because of their heightened risk. With LGBTQ audiences, we want to promote their wellness and resiliency while acknowledging the realities of their experiences. For that reason, you'll notice there are certain activities recommended for this audience that focus on building protective factors (factors that keep young people from hurting themselves) and identifying support networks.

It's a great idea to have a trained counselor, social worker or clinician available for youth to debrief with after this workshop. If that's not possible, be sure to highlight the support The Trevor Project's Lifeline can provide: We are available 24/7 and young people can reach us at 866-488-7386.

Lesson Plan 2 – LGBTQ Audiences

Age/Grade Level: Grades 6-12. While this workshop is age-appropriate for grades 6-8, we recommend having additional adult support from a guidance counselor or school social worker for these discussions.

Audience: This workshop is designed for LGBTQ audiences and is ideal for Gay-Straight Alliances or similar LGBTQ support groups.

Time: Up to 65 minutes without recommended activities. 90 minutes with recommended activities, (or two 45 minute class periods).

Materials Needed:

- Lifeguard Workshop Video (download or stream from webpage)
- Whiteboard for brainstorming/discussion questions
- *Recommended:* Support Inventory (downloadable from The Lifeguard Workshop Webpage)

Overview:

The Lifeguard Workshop consists of three video segments which can be viewed in one or multiple sessions:

- Part 1: “Depression + Self Care”
- Part 2: “Warning Signs + How to Help”
- Part 3: “Y-CARE + The Trevor Project”

This video is designed to be debriefed with your audience for enhanced retention and further discussion. It’s important to make plenty of time for a conversation around suicide prevention and mental health – though be aware that it may be an uncomfortable or difficult subject for students to engage with. The Empathy and Awareness Building Activities, while optional, are recommended to encourage robust discussions and provide time to process.

If you are only able to present the workshop in one shortened session, we strongly recommend highlighting the support The Trevor Project’s Lifeline can provide: We are available 24/7 for all youth. You can reach us at 866-488-7386.

Section One: Depression + Self Care

Total time: Up to 30 minutes (45 minutes with optional activity)

Introduction (5-10 Min)

Goal: Introduce The Trevor Project and create a safer space through the Safer Space Poster Activity

“Today we’re going to watch a video from The Trevor Project. The Trevor Project is the leading national organization providing crisis intervention and suicide prevention resources to LGBTQ youth. Although Trevor serves LGBTQ youth primarily, anyone can access these services no matter how you identify – perhaps you’re pansexual, or asexual, or a straight ally. You’re never alone. Depression and suicide can affect anyone, and today’s conversation is for us to identify what we can do to help someone who shows those warning signs – as well as things we can do for ourselves if we’re feeling stressed out or in need of help.

“We’ll be discussing some potentially heavy topics, so I first want to make sure we have a safer and effective conversation where everyone feels supported.”

Safer Space Poster Activity

Objectives: *After completing this brainstorm and activity, youth will be able to:*

- *List guidelines for themselves and their peers to create a safer space in their classroom;*
- *Follow the safer space guidelines created by the group;*
- *Revise the guidelines as necessary;*
- *Establish responses for when the safer space is broken.*

ACTIVITY INSTRUCTIONS:

“Aside from (or in addition to) the general classroom rules we’ve established, I’d like to take some time to create a “Safer Space.”

“This is a chance for us all to agree on certain guidelines that make us feel safe, supported, and respected in this classroom regardless of things like our:

- Sexual orientation
- Gender identity or expression
- Race or ethnicity
- Socioeconomic class or status

- Religious views
- Abilities
- Citizenship status

“Let’s brainstorm some guidelines for us to follow for this activity that will help us make sure everyone feels safer and respected.”

If your class comes up with more than 10 guidelines, you can always add to the list or vote on the top 10 values. Remind the class that the list can be revised at any time.

Examples: Respect; Confidentiality; One person speaking at a time

“Let’s discuss what happens when someone breaks the safety of this space. What kinds of responses do we want to have if that happens?” (Steer your discussion toward encouraging a dialogue between youth, and away from creating punishments or consequences.)

DISCUSSION QUESTIONS:

- How could you react if you feel offended, or if you offend someone?
- What happens when someone repeatedly breaks the safe space?
- How can we learn from the times when the safer space is broken?

Depression + Self-Care (5 min)

Goals: Show Lifeguard Workshop Part 1, discuss depression and self-care

“The first part of this video discusses what depression looks like, and how we can take better care of ourselves. Let’s watch this together so we can debrief afterward.”

OPTIONAL: Facilitators can choose from one of our Empathy and Awareness Building Activities to promote resiliency in LGBTQ students. Our suggestions for this section include “Power of Pride,” or “Supporting Students,” which you can download for The Lifeguard Workshop Webpage. Budget an extra 15-20 minutes if you include an activity.

Play Part 1.

Total Time: 5 minutes (Pause video at 5:03 for Debrief.)

Depression + Self-Care Debrief (10-15 min)

Goal: Discuss depression and strategies for self-care.

After viewing the first segment spend a few moments to discuss the content by asking the following question. Note: the signs of depression in this list are not exhaustive and are meant to describe the internal feelings a person might experience when depressed. In Part 2, facilitators will discuss the external signs of depression.

Discussion question: “What were some of the feelings associated with depression that Rachel and Sebastian mentioned?”

- Irritated
- Angry
- Tired
- Unmotivated (don’t want to do the things you typically do)
- Sick (headaches, body aches)

Discussion question: “Why do you think depression is something we don’t talk about frequently?”

- Stigma
- Embarrassment, or fear of something being “wrong” with you
- Too hard to ask for help
- Barriers to help: therapy can cost money, telling your family you need help, etc.

Discussion question: “Depression, like getting sick with the flu, is treatable! Even though we’ve identified that it can be hard to ask for help, what are some ways you think you could get help if you or a friend were struggling with depression?”

- Tell a trusted adult – Brainstorm possible adults students could reach out to.
- Visit the school counselor or social worker
- Reach out to a helpline, like The Trevor Lifeline – Emphasize even straight youth can access help through Trevor’s Lifeline.
- Talk to your doctor

Discussion question: “Rachel and Sebastian discussed the concept of self-care. What is self-care to you? What kinds of things do you do when you’re stressed out or overwhelmed?”

Discussion question: “Why do you think self-care is so important, especially in our LGBTQ community?”

It's important to validate students' self-care strategies. There are lots of creative ways young people practice self-care – from taking a bath to something like screaming into a pillow. Of course, we want to encourage healthy behaviors, but anything that does not cause harm to the young person but still results in a release or time spent de-escalating from stress is great!

Thank the students for their responses and continue to Part 2.

Section Two: Warning Signs + How To Help

Total Time: Up to 20 minutes

Warning Signs + How to Help (8 min)

Goal: Discuss the warning signs of suicide and how to help

After discussing depression and the importance of self-care, you're now ready to discuss what it looks like if someone is struggling with thoughts of suicide and what students can do to intervene and help.

Play Part 2: 5:04 – 11:12 (Pause at 11:12)

Warning Signs + How to Help Debrief (10-15 min)

Activity: After viewing the second segment spend a few moments to debrief by asking the following questions:

Discussion question: “Let's see if we can remember what all of the warning signs of suicide are. What were the signs listed in the video?” (Note: This list is visible at 7:03 in the video)

- Feeling hopeless
- Feeling trapped
- Anxious, agitated and out of control
- Talking or writing about death or dying
- Isolation
- Reckless behavior
- Drug and alcohol use increases
- Depression

Discussion question: “Are there any warning signs not listed in this video that you think could signify a friend might need help?”

Discussion question: “What are some of the action steps that you can take to intervene with a friend?” (Note: This list is visible at 10:40 in the video)

- Talk to them
- Listen to what they have to say, with no distractions
- Accept what they tell you – don’t try to brush it off
- Ask them directly about suicide
- Empower them to get help
- Don’t keep it a secret
- Talk to a trusted adult

Discussion question: “As helpful as you may be to your friends, you’re not a trained counselor and it can be a lot of responsibility to try to take care of your friends when you have so much going on yourself. As Sebastian and Rachel mentioned, there are adults who are here to help and who care. Who are some of the adults in your life that you would go to for support if you are concerned about one of your friends?”

Section Three: Y-CARE + The Trevor Project

Total Time: Up to 15 minutes (25 minutes with optional activity.)

Y-CARE + The Trevor Project (8 min)

Goal: Identify what Y-CARE is and understand the services provided by The Trevor Project

After debriefing from Segment 2 explain that the last video segment will provide them with tools to remember how to support and help a friend as well as resources provided by The Trevor Project.

Play Part 3: 11:13 – End.

Y-CARE + The Trevor Project Debrief (10 min)

Goal: Discuss Y-CARE and any questions about the three video segments

Discussion question: “What does Y-CARE stand for?”

- YOU
- Connect (to a helping resource)
- Accept (feelings as they are)
- Respond (to the warning signs)
- Empower (your friend to get help)

Discussion question: “Which of The Trevor Project’s services do you think would be most helpful for LGBTQ youth in our community? Why?”

Ask students if they have any questions about the video. If a question comes up and you don’t know the answer, it’s a great idea to encourage the youth to call The Trevor Lifeline for more information: 866-488-7386.

RECOMMENDED: Facilitators can choose from one of our Self Care Activities to continue the important process of identifying self-care strategies. Our suggestions for this section include “Support Inventory,” which you can download from The Lifeguard Workshop Webpage. Budget an extra 10-15 minutes for activities.

OPTIONAL: Facilitators can assign students to write their own “Ask For Help” story about a time when they successfully asked for help and what it felt like.

Program Evaluation

After the workshop, we ask that you facilitate a brief evaluation survey with your students. You can [download student surveys](#) and distribute them to your class to gather feedback. Your feedback is very important to us as we develop more education resources to upload. Please fill out a [Teacher Survey](#) online to let us know how we can support you. Thank you!