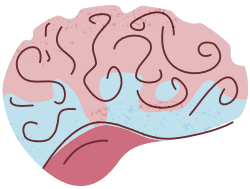




MENTAL HEALTH COURSE

Lesson Plans 1-6

Educational training course on mental health awareness & suicide prevention for young people and their peers.



PART I:

MENTAL HEALTH & SUICIDE



Prep Time: 15 mins
Total Time: 45 mins

Materials:

- [Personal Attitudes Survey](#) – 1 copy per student
- Writing utensil – 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Articulate an accurate understanding of mental health and suicide
- Define stigma in relation to mental health and suicide

Introduction 2 MINS



Facilitator: Today, we're going to start a training called *The Trevor Project's Mental Health Course* that will give you the knowledge and tools to look after your own mental well-being and be a source of support for others who may be struggling or in need of extra attention. There will be 6 sessions in total and today's will focus on mental health and suicide.

Introductory Lesson 20 MINS

Activity #1: Ground Rules Brainstorm 10 MINS



Facilitator: Before we dive in, we'll be talking about some sensitive subject matter during this course, so let's set some ground rules. What rules for these sessions can you think of that will ensure we keep this space safe and focused on learning?

Facilitate a discussion to create the Safer Space Agreement, or the ground rules for the entirety of the course. Some suggested rules that you can steer students towards, depending on their level of feedback, include:

- Listen actively and respectfully, without interrupting
- Disagree with ideas, not other people
- Remember that we all come with different levels of awareness and experiences, and we all have new things to learn
- Give everyone a chance to speak, but accept if someone is uncomfortable sharing

Once a sufficient number of rules have been established, and 5 minutes has elapsed:



Facilitator: These ground rules for our discussion look great. Before we start every session, I'll check in to see if anyone wants to add any additional ones.

Activity #2: Personal Attitudes Survey 10 MINS



Facilitator: Next, you're each going to take a survey that will capture what your personal views and attitudes are on mental health and suicide. This is not a test! This is about getting a sense of what your thinking is before you hear the course material. Answer honestly – your answers will not be shared with the rest of the group.

Pass out [printed copies of the survey](#) and a writing utensil if necessary. Have students write their names at the top and give them 8 minutes to complete the survey.



Facilitator: We will revisit this survey in our final session when you'll retake the survey after going through the entirety of the course and receive the correct answers.

If students have questions at this stage, ask them to save them until the designated time at the end of the session. Collect each student's survey and hold onto all of the copies until the final session.



Facilitator: Ok, now let's watch today's video.



Video 9 MINS

Show the first video (actually running time is 8:08). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Debrief 3 MINS



Facilitator: Now that you've seen the first video, what are some key takeaways from it? By key takeaways, I mean: what are the most important things that you think you should remember after this session is over?

Take students' feedback. Their answers should touch on the following 3 points:

1. Your mental well-being, which affects how you think, feel, and act, is something that you can develop over time.
2. It is common for people to experience problems related to their mental health, but this is never a sign of weakness, does not define the person, and does not mean that they cannot be a thriving part of their community.
3. Suicide is a public health crisis that affects tens of thousands of people every year. People feeling suicidal may think they are alone in what they're facing or that they are a burden to others, but there are things you can do for yourself or in support of others to minimize these feelings.



Facilitator: It's important to recognize that the misconceptions around mental health and suicide, like those addressed in the survey and video, have a real, negative impact on the way people are seen. This is called 'stigma' and in this case, the stigma around mental health and suicide can make someone think they are weak for struggling with their mental health or wanting to seek help, for example. Furthermore, stigma can often result in actual bad treatment, which is known as discrimination.

Questions 10 MINS



Facilitator: *I want to make sure you all have the opportunity to ask any questions on your mind so let's use the next 10 minutes to take your questions about mental health and suicide .*

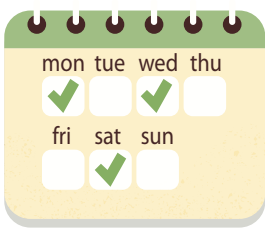
Note: Here are some questions you may receive and their corresponding answers:

1. **What if I don't have any trouble with this? Do I still have to learn about it?**
Answer: Throughout the six sessions, there may be things that you already know or agree with, but I would challenge you to keep an open mind - you may be surprised by what you hear and learn something new. We are discussing complex subject matter, which means there is always room to get a deeper understanding of things.
2. **Why don't people experiencing a mental health crisis get help?**
Answer: There are many different reasons why someone might not seek help - maybe they are worried about what other people will think, scared about what getting help will involve, or in denial about needing help. There may also be practical difficulties to consider. For example, it could be difficult for them to find or pay for a therapist. Being aware of these reasons will allow you to be understanding of yourself or someone else in your life when considering whether or not to get help.
3. **What about [insert a time when a student has seen unusual or concerning behavior by someone in public, i.e., on the subway]?**
Answer: You may have had experiences in which you saw someone act in a noticeable, unexpected way. Even if this behavior concerned you, everything we have discussed today still remains to be true: a mental health condition is never a sign of weakness, does not define the person at hand, and does not mean that the person cannot be or become a thriving part of their community.
4. **What if someone says they don't want or need help?**
Answer: This is a valid and common response. If you hear this from someone in your life, you can still state that you care about them and that you are available if they want to discuss their thoughts, feelings, and experiences at any time.

Closer 1 MIN



Facilitator: *Today you've built a foundational understanding of mental health and suicide. Next time we'll discuss how you can take care of yourself on a regular basis and support your friends in doing the same.*



PART II:

SELF-CARE & CARE OF OTHERS



Prep Time: 15 mins

Total Time: 45 mins

Materials:

- [Self-Care Worksheet](#) – 1 copy per student
- Writing utensil – 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Identify 2–3 ways in which the stigma around mental health and suicide can present itself
- Identify 2–3 ways in which the stigma around mental health and suicide can impact those who are affected
- Identify at least 2–3 self-care activities that they are currently doing or would like to do
- For activities they would like to start, demonstrate an understanding of how these may be incorporated into their life/schedule and articulate how these activities make them feel

Introduction 2 MINS



Facilitator: Welcome back, everyone! Today we're going to complete the second session of The Trevor Project's Mental Health Course. Today's focus will be on the importance of taking care of yourself on a regular basis and supporting your friends in doing the same. Before we start, I want to remind everyone of the Safer Space Agreement we established last time. Does anyone want to make any changes?

Amend the Safer Space Agreement based on students' feedback.

Session 1 Recap 10 MINS



Facilitator: Last time, we learned about mental health and suicide and we clarified some of the common misconceptions around them both. I also touched on the real impact of these misconceptions. Specifically, they create a stigma that results in the wrongful treatment of individuals. What are some of the misconceptions about mental health and suicide?

Gather 2–3 examples from students.



Facilitator: What do you think is the impact of these misconceptions on the lives of those affected by them?

For example, a student may have said that people with mental health conditions are considered dangerous and the impact may be that they feel isolated from the rest of society, which can result in a loss of friendships, employment, etc.



Facilitator: Thanks everyone for your thoughtful feedback. Now let's watch today's video.



Video 7 MINS

Show the second video (actually running time is 6:41). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Debrief 5 MINS



Facilitator: What do you think are the key takeaways from this video?

Take students' feedback. Their answers should touch on the following 2 points:

1. Self-care can look like different things to different people, but it has the greatest positive effect when it is practiced regularly.
2. Taking care of others or supporting them in their own self-care can have a positive influence on everyone involved, but it's important to take care of yourself first and foremost before you attempt to support others.

Post-Video Lesson 10 MINS



Facilitator: Now that you have a sense of self-care and its importance, you're each going to do some self-reflection on the self-care activities you're currently doing or would like to start doing on a regular basis. You're also going to take some time to think about how these activities make you feel and when you can fit them into your schedule.

[Pass out copies of the Self-Care Worksheet](#) and a writing utensil if necessary to each student. Give students 7 minutes to complete the sheet and help them stay on task as needed. Once 7 minutes have passed:



Facilitator: What did you learn about yourself from this activity? What surprised you?

Questions 10 MINS



Facilitator: Like last time, I want to make sure you all have the opportunity to ask any questions on your mind so let's use the next 10 minutes to take your questions about today's session.

Note: Here are some questions you may receive and their corresponding answers:

1. **What if you're too busy to do self-care?**

Answer: You might be dealing with a lot — not only school and activities, but also jobs, family obligations, etc. The good news is that your self-care routine can be whatever you want or need it to be. Maybe this means you do something you like on a morning commute or once a week when you have a spare fifteen minutes.

2. **I do [insert activity]...does that count?**

Answer: Yes! Your self-care routine consists of whichever activities you enjoy and can do on a regular basis.

3. **Isn't self-care selfish?**

Answer: Because people often put others' needs before their own, the idea of self-care may initially be considered 'selfish.' But there is a critical difference between these two concepts. When a person is selfish, they are not considerate of others. Self-care is about listening and attending to your needs and wants, so that you can look after not only your own well-being, but also so you can be a source of support to the other people in your life.

4. **Why do we need to establish a 'routine'? Can't we just do what we want to do when we want to do it?**

Answer: The reason creating a routine is so helpful and important is because if we don't make a point of prioritizing self-care, we run the risk of only doing the things we have to do and not doing any self-care activities at all. A routine helps keep you accountable to yourself.

Closer 1 MIN



Facilitator: It may not always be possible for you to be consistent with your self-care, but the important thing to remember is that it's never too late to start making small changes to help yourself feel better on a regular basis. The positive impact from these small changes can be huge. Next time we'll discuss some signs that you or someone in your life may be struggling to cope with the challenges of life.



PART III: SIGNS



Prep Time: 15 mins

Total Time: 45 mins

Materials:

1. [Role-Play Worksheet](#) – 1 copy per pair of students
2. Writing utensil – 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Demonstrate an understanding of some of the signs that present when someone may be struggling to cope with the challenges of life
- Articulate how to open and conduct a conversation with a peer who may be in need of extra attention and support

Introduction 2 MINS



Facilitator: *Welcome back, everyone! Today we're going to complete the third session of The Trevor Project's Mental Health Course. Today's focus will be on some of the signs that someone may be struggling to cope with the challenges in their life. Before we start, I want to remind everyone of the rules for discussion we established in our first session. Does anyone want to make any changes?*

Amend the Safer Space Agreement based on students' feedback.

Session 2 Recap 10 MINS



Facilitator: *Last time, you learned about the importance of taking care of yourself on a regular basis. Was anyone able to do a self-care activity since we last met?*

Facilitate a discussion around self-care. For those students who were not able to do any self-care activities, explore the challenges they faced and brainstorm ways to overcome these. Just before ten minutes have elapsed, wrap up the discussion and say:



Facilitator: *Now let's watch today's video.*



Video 6 MINS

Show the third video (actually running time is: 5:57). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Debrief 5 MINS



Facilitator: *What do you think are the key takeaways from this video?*

Take students' feedback. Their answers should touch on the following 2 points:

1. When someone struggles to cope with the challenges of life, they may present certain signs, including withdrawing from others, expressing hopelessness about the future, etc. As they may arise, take note of these signs within yourself and others.
2. If you are concerned about someone, ask how they are doing directly, and don't be afraid to seek out resources for yourself or to offer to help someone do the same.

Post-Video Lesson 10 MINS



Facilitator: *Next, you're going to pair up with a partner and practice opening up and having a conversation with a friend whom you think may be having a hard time based on various signs you've noticed. In each pair, one person is going to be the person opening up the conversation, while the other is going to pretend that they have been having a hard time.*

You'll brainstorm the dialogue of the conversation together, but only one of you will write down your conversation on a worksheet I will hand out shortly.

[Pass out the Role-play Worksheet](#) to each pair of students and writing utensils if necessary.

Give students **5 minutes** to brainstorm and write their conversations together; help them stay on task as needed. After 5 minutes have passed, choose one or more pairs of students to share their role-play aloud for the remaining few minutes of the lesson.

Questions 10 MINS



Facilitator: *Does anyone have any questions about today's session?*

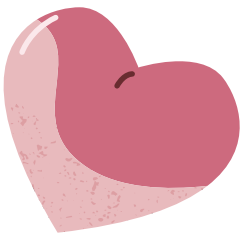
Note: Here are some questions you may receive and their corresponding answers:

1. **Is it possible to actually know what someone is going through? Isn't it rude to assume you do?**
Answer: You're right that you can never know exactly what someone is experiencing unless they tell you directly. But as their friend, it is possible to ask how someone is doing and to describe any concerning signs you've noticed in a kind, caring way. It means reminding them that you care about them, discussing only what you've observed rather than making any assumptions, and validating their feelings when they do share them with you.
2. **What if I'm being overdramatic and what I'm experiencing is just a part of growing up?**
Answer: Growing up is never easy, but if you feel like something is off or wrong, it's worth taking note and reaching out to someone you can trust for information and support.
3. **What if people think I'm just being overdramatic when I do share?**
Answer: Unfortunately, this can happen and it can feel extremely frustrating when it does. If you feel that you need extra support or you're having difficulty coping with the challenges of everyday life, it's worth reaching out to another trusted person in your life and sharing how you feel.
4. **It's hard enough dealing with my own stuff - how am I supposed to keep track of how my friends are doing too?**
Answer: It's likely that you are already looking out for your friends and that now you just have a clearer understanding of some signs that may indicate they're having a hard time. Although signs will present themselves differently depending on the person at hand, if you feel like something feels out of the ordinary, it's worth asking your friend directly how they are doing and demonstrating that you care. Don't underestimate how well you know your friends and the tremendous source of support you can be to them.

Closer 1 MIN



Facilitator: *You now know about some of the signs to look out for in yourself and others. That said, even if you don't observe the signs we discussed today, but you are worried about yourself or your friends, it is always worth reaching out for support. Next time, we'll discuss understanding and communicating your feelings as a means to support your overall mental well-being.*



PART IV:

UNDERSTANDING, COMMUNICATING & RESPONDING TO FEELINGS



Prep Time: 15 mins
Total Time: 45 mins

Materials:

- [Self-Reflection Worksheet](#)— 1 copy per student
- [Feelings Thermometer Worksheet](#)— 1 copy per student
- Writing utensil — 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Articulate some of the signs that they or a friend have presented during a difficult time
- Name how they are feeling, physically and emotionally, and some reasons why they may be feeling this way

Introduction 1 MIN



Facilitator: *Welcome back, everyone! Today we're going to complete the fourth session of The Trevor Project's Mental Health Course. Today we will discuss how you can understand and communicate your feelings. Like self-care, doing this is critical to looking after your mental health. As always, before we start, I want to remind everyone of the rules for discussion we established in our first session. Does anyone want to make any changes?*

Amend the Safer Space Agreement based on students' feedback.

Session 3 Recap 10 MINS



Facilitator: *In our last session, you learned about the signs to look out for in yourself and others that indicate someone may be struggling to cope with the challenges of everyday life. We're going to start today with a self-reflection activity related to this topic.*

NOTE: Students have a tendency to be unguarded in self-reflection exercises like this one. Ensure you have an explicit protocol if a student shares anything alarming about themselves or someone else in the school community.



Facilitator: *Think about a time when either you or a friend of yours struggled to cope with the everyday challenges of life. In this worksheet, you'll be writing about what signs you noticed in yourself or the other person during this time. Based on what you've learned so far in this course, how could you reach out for support or offer it to someone in response to these signs? Please take the next **9 minutes** to complete this worksheet.*

[Pass out a copy of the Self-Reflection Worksheet](#) and a writing utensil, if required, to each student.

Monitor students as needed. Once the time has elapsed:



Facilitator: *Put away your worksheet.*

Depending on your disclosure protocol, proceed with one of the following two options:

If you **have** a protocol for handling disclosures from students:



Facilitator: *If anyone wants to talk about what they've written, they can come see me at the end of the session. Now let's watch today's video.*

If you **do not have** a protocol for handling disclosures from students:



Facilitator: *Now let's watch today's video.*



Video 7 MINS

Show the fourth video (actually running time is: 6:51). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Debrief 5 MINS



Facilitator: *What do you think are the key takeaways from this video?*

Take students' feedback. Their answers should touch on the following 2 points:

1. Understanding and expressing your feelings is as important as prioritizing self-care when it comes to looking after your mental well-being. Doing so allows you to manage your responses to people and things, and ensures that your feelings don't build up to the point of becoming overwhelming.
2. When sharing with others or listening to someone do the same, remember the importance of creating a connection through validating statements rooted in empathy and a lack of judgment. Breaking a sense of isolation is extremely powerful in a difficult situation.

Post-Video Lesson 10 MINS



Facilitator: *Now let's see if we can take our emotional temperature right now like they discussed in the video. Sometimes it's easy to identify exactly how we're feeling, but other times it can be trickier to articulate exactly what's going on. When this happens, it can be helpful to look for physical signs. Let's give this a try. Everyone, please close your eyes.*

Now, try and quiet your mind so that you can take note of the physical signals your body is demonstrating. I'm going to ask a series of questions - answer them only in your minds rather than aloud.

Pause briefly after each of the following questions so that students have time to think about how they feel.



Facilitator: *What do you feel in your shoulders? Do you feel like you're carrying some weight, or do they feel relaxed? How is your breathing? Is it steady and calm? Is it rapid? Or, are you finding it hard to take regular breaths? Are your palms sweaty and clammy, or are they dry? Do you feel like there's a pit in your stomach? Do you feel cold or warm overall?*

*Okay, open your eyes. This is what we mean when we say take a few moments to think about how your body is feeling in order to better understand the emotional feelings you're experiencing. In the next **5 minutes**, I want you to try and articulate how you're feeling right now. I really want you to dig deep and think about why you're feeling the way you do. For example, I might feel angry and when I pay attention to my physical symptoms, I notice that I'm clenching my fists, which is another indication of my anger. I'm upset because my friend told someone else one of my secrets. But why am I angry? If I think about it, it's because I trusted my friend and she betrayed that trust and that's upsetting and disappointing. Try to think about and express what you're feeling on a deep level. I'm going to pass out a worksheet to help you complete this exercise.*

[Pass out the Feelings Thermometer Worksheet](#) to each student. Monitor the students to keep them on task while they work.

Questions 10 MINS



Facilitator: *As always, I want to make sure you all have the opportunity to ask any questions on your mind so let's use the next 10 minutes to take your questions about today's session.*

Note: Here are some questions you may receive and their corresponding answers:

1. **I don't understand why I need to think about how I feel.**

Answer: It's important that we take the time to think about our feelings. Doing so enables us to control (rather than be controlled by) our feelings and how we respond to people and situations. Additionally, when we understand and share our feelings, we prevent them from building up further and further to the point of being unmanageable. And finally, when we understand our feelings, we can have a better idea of what, if anything, we need to do to address them.

2. **Is it a problem if I don't know how or why I'm feeling the way that I do?**

Answer: Not at all. In fact, you may not always be able to pinpoint exactly what's going on. That's OK. Pausing and doing a mental and physical check-in is still worthwhile. You'll learn about yourself, and with time, you'll get better at articulating what you're feeling.

3. **How can I be a good friend in these conversations without sounding weird or awkward?**

Answer: The things to keep in mind are pretty simple, but very powerful nonetheless. Asking open-ended questions that invite more than a one-word response (like, 'How did it feel when..?' 'What's [insert situation] been like for you?' etc.) show that you care and are there to listen to whatever they want to share. Making validating statements like, 'It's understandable that...' or 'It makes sense that you...' convey acceptance and empathy. Responding in these ways is a very effective way to provide support to and build connection with another person.

4. **What if I can't change the things that are causing me to feel a certain way?**

Answer: It may be that you are unable to change the things that are making you feel a certain way. In these instances, you can focus on your reaction in the form of your behavior and actions. We'll discuss this in more detail when we talk about coping strategies in our next session.

Closer 1 MIN

Option 1: If a student **did not ask** the first FAQ, say:

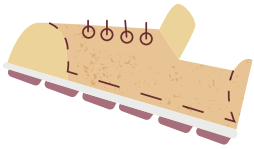


Facilitator: *It's important that we take the time to think about our feelings. Doing so enables us to control (rather than be controlled by) our feelings and how we respond to people and situations. Additionally, when we understand and share our feelings, we prevent them from building up further and further to the point of being unmanageable. And finally, when we understand our feelings, we can have a better idea of what, if anything, we need to do to address them. You now know how to think about, understand, and express what you may be feeling at any given moment. Next time, we'll talk about the various ways that you can take action in support of your mental health and that of the people in your life.*

Option 2: If a student **asked** the first FAQ, say:



Facilitator: *You now know how to think about, understand, and express what you may be feeling at any given moment. Next time, we'll talk about the various ways that you can take action in support of your mental health and that of the people in your life.*



PART V:

TAKING ACTION & FINDING RESOURCES



Prep Time: 15 mins
Total Time: 45 mins

Materials:

- [Role-Play Worksheet](#) – 1 copy per student
- [Resource List](#) – 1 copy per student
- [Coping Strategies Worksheet](#) – 1 copy per student
- Writing utensil – 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Demonstrate an ability to have a validating, empathetic conversation about feelings with a peer
- Articulate coping strategies in response to 3 challenging feelings

Introduction 1 MIN



Facilitator: Welcome back, everyone! Today we're going to complete the fifth and second to last session of The Trevor Project's Mental Health Course. Today's focus will be on taking action and identifying resources in support of your mental health. You can also use the things we discuss today to help support someone in your life. As always, before we start, I want to remind everyone of the rules for discussion we established in our first session. Does anyone want to make any changes?

Amend the Safer Space Agreement based on students' feedback.

Session 4 Recap 10 MINS



Facilitator: In our last session, we talked about understanding and communicating feelings. While we did an activity related to identifying feelings, we didn't get a chance to practice expressing these feelings.

With that in mind, you're going to pair up with a partner and practice having an empathetic, validating conversation. Specifically, in each pair, one person is going to be the person listening and asking questions, while the other is going to be sharing how they're feeling and what's going on in their life.

You'll brainstorm the dialogue of the conversation together, but only one of you will write down this conversation on a worksheet that I will hand out shortly. You may be able to pull from personal experience with this exercise, but it's not necessary to do so.

[Pass out the Role-play Worksheet](#) to each pair of students and writing utensils if necessary. Give students 5 minutes to write their conversations together and help them stay on task as needed. After 5 minutes have passed, choose one or more pairs of students to share their role-play aloud for the remaining few minutes of the lesson.



Facilitator: Great work, everyone. Now let's watch today's video.



Video 8 MINS

Show the fifth video (actually running time is: 7:41). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Debrief 5 MINS



Facilitator: *What do you think are the key takeaways from this video?*

Take students' feedback. Their answers should touch on the following 2 points:

1. *Using coping strategies that work for you can be very helpful in the face of a currently stressful or difficult situation.*
2. *For medium- or longer-term support, resources in the form of trusted people or organizations are around and available – there's no shame in seeking these out!*

[Hand out the Resource List](#) to each student and explain that this is a hard copy of the list of resources referenced in the video.

Post-Video Lesson 10 MINS



Facilitator: *Like self-care activities, coping strategies are unique to each and every person. Next, you're going to articulate which coping strategies you use or would like to use as a way to handle difficult feelings in the moment.*

[Pass out the Coping Strategies Worksheet](#) to each student and a writing utensil if needed. Give students **5 minutes** to complete this activity. Monitor students as needed. Once the time has elapsed:



Facilitator: *How did you feel completing this activity? Did anything surprise you?*

Questions 10 MINS



Facilitator: *As always, I want to make sure you all have the opportunity to ask any questions on your mind so let's use the next 10 minutes to take your questions about today's session.*

Note: Here are some questions you may receive and their corresponding answers:

1. **What if I can't access any resources because my parents won't let me?**

Answer: As they said in the video, resources can come in all shapes and forms — a teacher at school, a coach, a website, or a physical organization. After this session, we can talk in more detail about your parents' concerns, but generally speaking, there are all kinds of supports available for all kinds of situations.

2. **What if I don't have enough self-control for coping strategies to work?**

Answer: Try not to blame yourself - it takes considerable effort to maintain control over your emotions, especially in the face of difficult feelings. It could be that the coping strategies will become more effective as you practice them over time, or maybe you can consider trying alternative ones that might work better for you.

3. **Is it true that everyone can benefit from resources?**

Answer: The short answer is: yes. The longer answer is slightly more complicated. People may be more or less receptive to certain resources depending on their situation or the time in their lives, not all resources are suitable for everyone, etc. Overall, resources, in their many shapes and forms, are around and available to support anyone in the particular challenges they may be facing.

4. **How do I know which resources are right for me?**

Answer: When considering which resources to seek out, think about your situation (e.g., where you live, what you can accommodate with your schedule), and what you're looking for in terms of support from a resource.

Closer 1 MIN



Facilitator: *You now have an understanding of the ways in which you can take action, both immediately in the face of a challenging situation and in the medium- to long-term future. Next time will be our final session and we'll review the key takeaways from all of the content we've covered.*



PART VI: CONCLUSION



Prep Time: 15 mins

Total Time: 45 mins

Materials:

- [Personal Attitudes Survey](#) – 1 copy per student
- [Personal Attitudes Survey Answer Sheet](#) – 1 facilitator copy
- [Identifying Resources Worksheet](#) – 1 copy per student
- [Journaling Worksheet](#) – 1 copy per student
- Writing utensil – 1 per student

Learning Objectives: At the end of this lesson, the student will be able to:

- Identify 4 suitable resources that can provide support
- Articulate their biggest takeaway from the course and the impact it will have on their behavior

Introduction 2 MINS



Facilitator: *Welcome back, everyone! Today is the last session of The Trevor Project's Mental Health Course. We've covered a lot over all of our sessions, so today is going to be about reviewing and solidifying this content. As always, before we start, I want to remind everyone of the rules for discussion we established in our first session. Does anyone want to make any changes?*

Amend the Safer Space Agreement based on students' feedback.

Session 5 Recap 10 MINS



Facilitator: *Last time we learned about some of the many available resources that can provide support. Now, you're going to consider the ones that might be suitable for you. I'm going to give you each a sheet to write down your thoughts.*

[Pass out a copy of the Identifying Resources Worksheet](#) to each student and a writing utensil if needed. Give students **7 minutes** to complete this task.



Facilitator: *You've just completed an exercise thinking about possible resources for yourself. At times, you may also find that you want a friend to get outside help. When you discuss this possibility in conversation, the other person may not always be open and in agreement. In these instances, you can remind them that there's no shame in getting help and there are people and organizations ready and available to provide support. Now let's watch today's video.*



Video 5 MINS

Show the sixth video (actually running time is: 4:54). If needed, check out our [troubleshooting tips for video issues](#) you may experience.

Survey Revisit 15 MINS



Facilitator: Do you remember the Personal Attitudes Survey you filled out in our first session? Now that you've gone through all of the course, you're going to fill it out again before you hear the answers and compare your first survey.

[Pass out printed copies of the Personal Attitudes Survey](#) and a writing utensil if necessary. Have students write their names at the top and give them **5 minutes** to complete the survey.



Facilitator: Now that 5 minutes have elapsed, I'm going to share the answers with you.

[Use the Survey Answer Sheet](#) to read aloud the answers to students one at a time. Once you have finished, pass out students' original survey responses and have them compare their answers.



Facilitator: Thank you for sharing your thoughts. Now I'm going to give you time to do some further self-reflection.

Post-Video Lesson 10 MINS

[Pass out a copy of the Journaling Worksheet](#) to each student. Give students **8 minutes** to complete this activity. Monitor students' work as needed.

For those students who are willing, have them share their answers in the final **2 minutes** either to the entire group or via a talk-and-turn with a person nearby.

Questions/Closer 3 MINS



Facilitator: Does anyone have any remaining questions? Thank you for all of your insights and participation throughout these 6 sessions. Remember: above all, you are capable of looking after your own mental well-being and being a source of support for others who may be struggling or in need of care and attention!