

About Self-Harm - Level 2 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

Viewing the Video:

Without Student Video Viewing Guide - (8 minutes)

With Student Video Viewing Guide - (9-11 minutes)

Student Activities:

Activity #1 Write About It - (10 minutes)

Activity #2 Group Activity - (20 minutes)

Activity #3 Extended Learning - (25 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning- Why do some teens self-harm?
- Ask students to "pair and share" with a classmate- What are positive ways of coping that do not include self-harm?

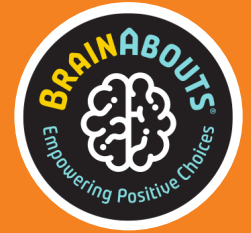
During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



For more information and resources on this topic, please visit BrainAbouts.Org.

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Brain Quiz Answer Key: (5-10 minutes)

1. True or False: Self-injury may be an early warning sign of suicidal thoughts and behaviors (Answer: True)
2. Self-talk is a powerful positive coping skill. Automatic Negative Thoughts (A.N.T.s) can make positive self talk challenging. Examples of A.N.T.s are: (Answer: d. all of the above)
3. True or False: Everyone who practices self-injury will eventually attempt suicide. (Answer: False)
4. Youth with a history of _____ are 3x more likely to have thoughts of suicide. (Answer: c. non suicidal self-injury)
5. The act of purposely hurting oneself as an emotional coping mechanism is: (Answer: d. self-injury)



Student Activity Options:

Activity #1 Write About It (10 minutes)

- a. Materials needed: journal or notebook paper and writing utensil.
- b. Directions: Write About It. What keeps you motivated to keep going even when times get tough? What helps you to cope with negative emotions? What will be your "go-to" coping strategies? Why?
- c. Criteria for success: students will identify up to 5 personal coping strategies and how they will utilize them. Examples of coping strategies: (Journal • Draw • Listen to soothing music • Meditate on positive quotes or messages • Pray • Do something kind for someone else • Go for a walk or run outside • Exercise or do something active.)

Activity #2 Group Lesson Activity (20 minutes)

- a. Materials needed: markers, colored pencils, and/ or pens, colored paper, scissors, and glue.
- b. Directions: people often use negative coping behaviors like self-harm, when they do not have positive coping skills. As a class, brainstorm positive coping skills. Have each student pick their top 5 coping skills from the brainstormed list and use paper and markers/pens to create artwork that includes their top 5 coping skills.
- c. Criteria for success: students are able to produce artwork that represents their top 5 coping strategies.

Activity #3 Extended Learning (25 minutes)

- a. Materials needed: technology or device to research quotes, journal/ notebook paper, and writing utensil.
- b. Directions: self-Injury is negative coping. Have students search the internet for quotes that promote positive coping using the keywords: quotes on (resiliency, optimism, positive attitude, self-love, faith, hope, etc.) Encourage students to write down their favorite quotes (5-10) and read them often. Have each student share their favorite positive quote with the class.