

# About Self-Harm - Level 1

## 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 options, 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 below.

- **Viewing the Video**

Without Student Video Viewing  
Guide - 4:37 minutes

With Student Video Viewing  
Guide - 8 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes  
Group Activity - 10 minutes  
Independent Practice - 10 minutes  
Extended Learning - 10 minutes

- **Brain Quiz - 5-10 minutes**

### Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Think about who makes up your family. Do you all have a Family Rule or maybe a few rules? What are they? Do you talk about them as a family?

Ask students to **"pair and share"** with a classmate, and/or have a brief class discussion

Remind students to **"preview"** the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about Check for Understanding (CFU) Question 1 - What should you do **IMMEDIATELY** if you or someone you know begins to talk abouts self-harm or suicide?

Pause the video to talk about Check for Understanding (CFU) (CFU) Question 2 - Why do you think it is important to never joke by saying things like "Go kill yourself" to others?

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### Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. The positive coping skills plan includes positive self-talk. Why do you think it is important to utilize positive self-talk? Include 3-5 examples of positive self-talk.

- **Independent Practice Activity (10) -**

- a. **Materials needed:** Positive Coping Skills Plan chart and writing utensils.
- b. **Directions:** Review the positive coping skills plan below. In the "At School" column, write who your safe person is and how you would go about finding them and talking to them should one of these things occur.
- c. **Criteria for Success:** Students are able to identify who their safe person at school is and how they can access that person when needed.

- **Group Lesson Activity (10 minutes) -**

- a. **Materials needed:** Chart paper or white board and markers.
- b. **Directions:** As a class, come up with a list of things at school that may cause students to feel depression, anxiety, anger, or loneliness. Together, come up with a way that we can support each other as a classroom family to try to avoid negative thoughts like self-harm.
- c. **Criteria for Success:** As a class, students are able to identify feelings like sad, angry, lonely, and hopeless as well as discuss how to help one another when they may be feeling this way.

- **Extended Learning Activity (10 minutes) -**

- a. **Materials needed:** Positive Coping Skills Plan chart and writing utensils.
- b. **Directions:** Take a few minutes to review your "At School" coping skills plan. Think about your home life and fill out the "At Home" column to reflect what your coping skills plan would look like at home. When you get home, ask your adults to look it over!
- c. **Criteria for Success:** Students are able to identify who their safe person at home is and how they can access that person when needed.

- **Brain Quiz Answer Key (5-10 minutes)**

1. C
2. Situations/thoughts and Feelings
3. True
4. False