



About Suicide - 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 - (7 minutes)
With Student Video Viewing Guide - (8-10 minutes)

Student Activities:

Activity #1 Write About It - (15 minutes)
Activity #2 Group Activity - (30 minutes)
Activity #3 Extended Learning Activity - (15 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:
- Does it surprise you that approximately 1 out of every 15 high school students report attempting suicide each year?
- What do you think are precursors to (reasons for) these statistics?
- Ask students to "pair and share" with a classmate what do you think are the most important keys to suicide prevention?

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](https://www.brainabouts.org).

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Brain Quiz Answer Key: (5-10 minutes)

1. True or False: Self-injury is never an early warning sign of suicidal thoughts and behaviors. (Answer: False)
2. Thinking about, considering, or planning suicide is called: (Answer: D. Suicidal Ideation)
3. Which behavior below is a Positive Coping Behavior? (Answer: C. Connecting with Positive Peers)
4. Automatic Negative Thoughts (A.N.T.s) can contribute to depression. Self-talk is a powerful positive coping skill. Examples of positive self-talk are: (Answer: D. All of the above)
5. Suicide is the _____ leading cause of death for adolescents. (Answer: B. 2nd)

Student Activity Options:

Activity #1 Write About It (15 minutes)

- a. Materials needed: journal or notebook paper and writing utensil.
- b. Write About It: suicide is a permanent solution to a temporary problem. Have students write about:
 - What does this mean? How will you encourage yourself through hard times? What are your “go-to” coping skills?Examples of Coping strategies:
 - Journal (Don't worry about spelling, punctuation, or what makes sense. Just write.)
 - Draw (Don't worry about what your drawing looks like or making mistakes. Just draw.)
 - Listen to soothing music.
 - Meditate on positive quotes/messages.
 - Pray.
 - Do something kind for someone else (Help a sibling with homework, play with a sibling, help with a chore.)
 - Go for a walk/run outside (Being in nature can help.)
 - Exercise or do something active
- c. Criteria for success: students are able to write 1-3 sentences about each of the following topics; suicide, self-encouragement, and coping skills.

Activity #2 Group Lesson Activity (30 minutes)

- a. Materials needed: technology for research, writing utensil, and notebook paper.
- b. Directions: instruct students to find stories of teens that made it through hard situations. Have students search the internet using the keywords: Teen stories of (resiliency, optimism, positive attitudes, self-love, faith, hope, etc..) Have each student share their favorite story within a small group. Have each group pick a story to share with the class.
- c. Criteria for Success: Students are able to select a key word to Google and share an appropriate story with their group.

Activity #3 Extended Learning Activity (20 minutes)

- a. Materials needed: chart paper, markers, notebook paper, and writing utensil.
- b. Directions: people often consider suicide when they feel hopeless that their situation will get better. Have the entire class brainstorm situations that may feel hopeless. Now, tell the class to imagine that a friend told you that they are experiencing one of the brainstormed situations and are considering suicide (sidenote: you should always inform a trusted adult). Have each student write their friend a letter encouraging them to have hope that their situation will improve.
- c. Criteria for success: students are able to write a 3-5 sentence letter that appropriately encourages a peer.