

# 02\_ Unit 2: Suicide Prevention

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **1 Week**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course is designed to assist students in developing the skills necessary to make healthy and responsible decisions and foster an understanding of how those decisions affect their overall health and wellness. Students will also review the changes that occur in the human body during adolescence.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Unit 1 – Suicide Prevention Duration 1 Week

In Lifelines Prevention, students participate in role-playing exercises that teach them what to do when faced with a suicidal peer. The exercises feature an emphasis on seeking adult help and frank discussions on the warning signs of suicide. In the process of teaching students how to help a friend, students who may be suicidal themselves will learn the importance of getting help as well.

Enduring Understandings:

- There are warning signs of a person who is considering suicide.
- Trusted adults should be told when a student thinks a friend is in trouble.
- School and community resources are available for anyone in distress.

Essential Questions:

- How can I tell when a friend is in trouble?
- How can I help a friend in trouble?
- What supports are available for people experiencing mental health issues?

## **CONTENT AREA STANDARDS**

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NJSLS-Comprehensive Health and Physical Education

- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to

peers and other specific target audience (e.g., dimensions of health).

- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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### **STUDENT LEARNING TARGETS**

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- View/Discuss Bully the Movie or Wonder the movie.
- Identify basic facts about suicide
- Identify possible personal reactions to a situation involving a peer's suicidal behavior
- Examine the ways in which our feelings about suicide influence our actions
- Explain the 3 basic suicide intervention steps
- Describe how to implement the steps of a successful peer intervention
- Define traits of helpful people
- Identify school resources and procedures for responding to suicidal students
- Discuss suicide facts, perceptions, and resources
- Discuss the dangers of keeping secrets related to a peer's mental health
- Identify specific warning signs of suicide in themselves and others
- Organize warning signs around the FACTS acronym
- Role play scenarios to help a peer in distress
- View a dramatization of a suicide intervention and identify the steps taken, characteristics of helpful people, and discuss community resources available

### **Declarative Knowledge**

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Students will understand that:

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## **Procedural Knowledge**

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Students will be able to:

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## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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Teacher Created Worksheets

Self-Evaluations

## **Summative Assessments**

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Test

Quiz

Film Reflection

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Glencoe Health Book

Bully The Movie

Wonder

Teacher Approved Internet Sites

SAC Counselor

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.