



LEARN Saves Lives: Suicide Prevention Training



FOREFRONT

SUICIDE PREVENTION

*Please complete the pre-training
survey here:*

https://redcap.link/fis_learn_pre



LEARN TRAINING IMPLEMENTATION TIPS

- **FACILITATOR NOTES:** *Italicized information includes tips for the instructor. (e.g., reminders to keep the audience moving, animated slide, timing of activities etc.)*
- **ACTIVITY:** These sections include additional audience engagement.
- Slides with a purple Q# indicate that there is a corresponding question on the participant worksheet

Hi, welcome to today's training on preventing youth suicide.

My name is ___, my pronouns are ___, I am in the ___ grade. This is my ___ year as a student LEARN volunteer. This topic is important to me because... *[Please keep introductions brief - 1 sentence]*

This training is made possible by Forefront Suicide Prevention located at the University of Washington in Seattle. The Forefront in Schools Program helps communities across Washington by providing suicide prevention programming to schools.

[Give 5 or more minutes to complete the digital pre survey. Only use paper surveys if there is no internet.]
Before we begin...

- We'll give everyone a few minutes to complete the pre-survey.
- This survey asks you to create a simple ID code to keep your pre and post survey information linked and private.

Here are 2 ways to connect to the digital survey:

1. **WEB BROWSER** - Copy/paste the URL link into your browser.
2. **Cell PHONE/SCHOOL DEVICE** - Using your camera, focus on the QR code until it brings up the survey.

This data helps our school monitor strategic goals and prevention planning. It also helps Forefront inform state leaders, funders, and ongoing research.

We want to acknowledge that...

- We are here as trained peer educators who are passionate about this topic.
- We are not clinical or content experts in mental health and suicide prevention.

Our agreements

This training covers a topic that can be challenging

If you need to step out or take a break, our counselors are ready to listen

- Suicide is a serious public health issue
- Please respect other views, beliefs, and opinions
- Be ready to participate and be open to learning new information and skills
- Take care of yourself



LEARN



Here are some group guidelines to help everyone feel safe during and after this presentation.

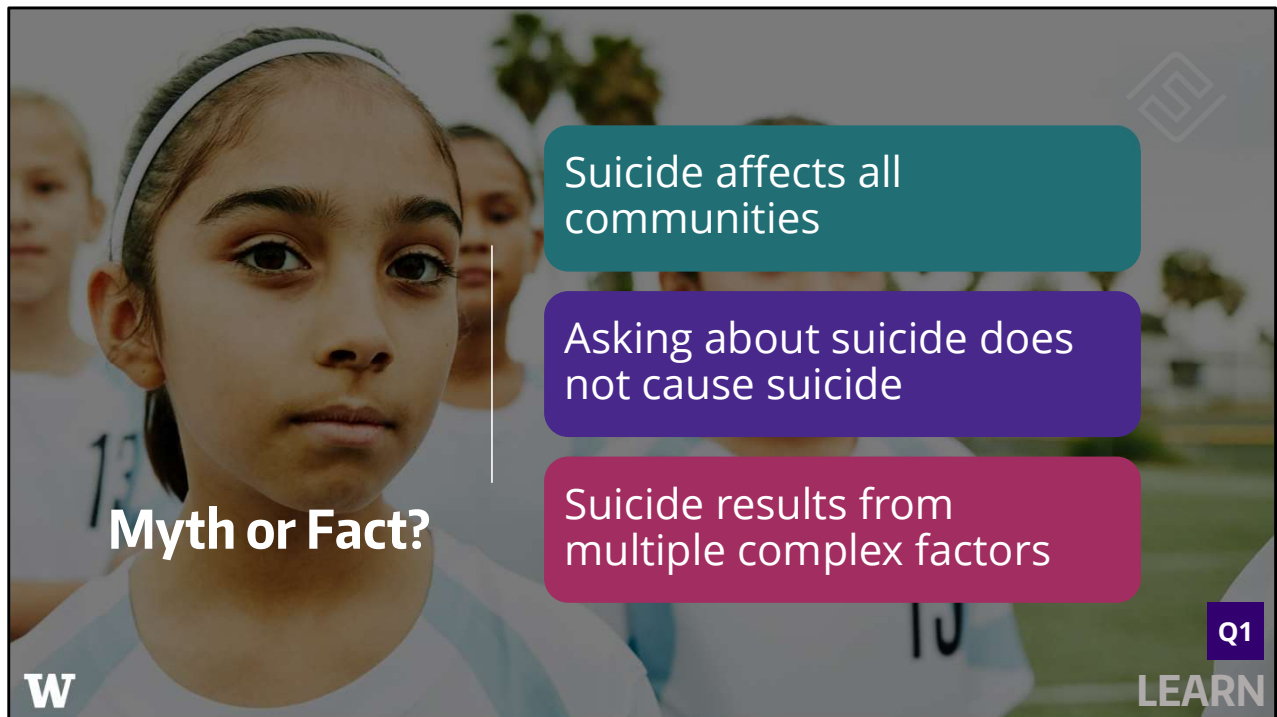
Some students may have personal or recent experiences with suicide.
We know that this topic can be challenging.

During this presentation, we will agree to:

- Honor that suicide is a serious public health issue.
- Be respectful of other views, beliefs and opinions.
- Be ready to participate and open to learning new information and skills.
- Take care of ourselves during and after this presentation.

If you need to leave the presentation, our counselors are ready to listen.
Please let an adult from our classroom walk you to the counseling office.

We have several activities in this presentation, so please be ready to participate!
For now, please put away your devices.



Some of you may be wondering, “What does the topic of suicide have to do with me?” There are lots of myths about suicide and many things we still don’t know.

Which of these statements do you think is true? Check those boxes on Question 1 of your worksheet.

The correct answer is, these are ALL true.

The truth is, a lot of us are or will be affected by this issue. It's really helpful to know that:

- Depression, anxiety, and substance use are all risk factors for youth suicide.
- Mental illness and substance use disorders are treatable, and many suicides are preventable.
- Because these challenges can surface at a young age, prevention plays an important role.
- This issue affects everyone, so our staff and parent community also get this training.

People of any background can be at risk for suicide, no matter our identity.

- Members of marginalized groups are at higher risk due to being treated poorly and/or insensitively.

Asking about suicide doesn’t cause suicide:

- We know that asking about suicide does NOT cause suicide.
- In fact, asking can actually reduce the amount of distress that someone is experiencing.

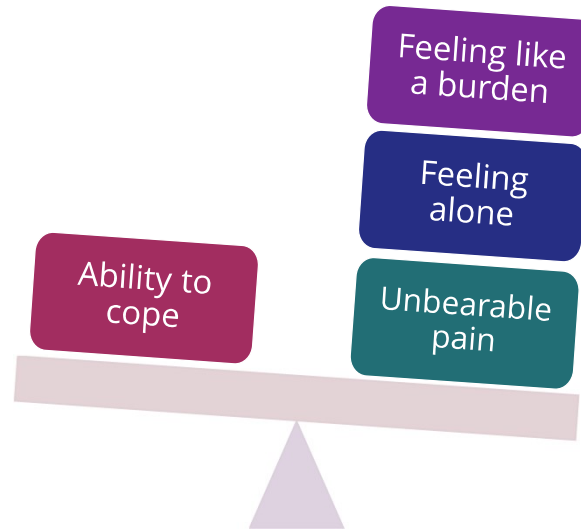
Many stories about suicide tend to focus on one cause.

- But the reality is, most suicides involve multiple complex factors.
- We also know that a death by suicide impacts entire communities.

Suicidal thinking

Suicide isn't always about wanting to die.

It's about wanting to end overwhelming pain.



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LEARN

So, what causes someone to consider suicide?

Contrary to what many people believe...

- Suicide isn't always about wanting to die.
- It's about wanting to end overwhelming pain.

Think of it like a teeter-totter or a scale.

[use your hands to demonstrate, moving up and down with differing weights]

When someone's pain, suffering, and/or hopelessness outweigh their ability to cope, they may consider suicide.

These feelings can occur for all people.

- Even when they seem to be doing well on the outside.
- Even those who have a strong community who cares about them.

Language matters



Instead of saying
“committed suicide”,
Let’s say **“died by suicide”**
or **“took their own life”**

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LEARN

Next, we’re going to talk about how we can help reduce some of that pain.
One way we can care for our community is to change our language.

When suicide loss happens, we often hear, read, or say that someone ‘committed’ suicide.

ACTIVITY

I’d like to hear from a few of you. Why do you think this change of language is important?

[Give 10 seconds of wait time, then call on a few students if no one volunteers]

- The word “committed” can associate suicide with a sin, crime, or other wrongdoing.
- Saying committed can be really hurtful to those who’ve lost someone to suicide.

Thanks for sharing your ideas!

[Offer this example if no one mentions it.]

- ‘Committed’ can sound positive, like being committed to a relationship or exercise program.

So, HOW we talk about suicide can actually help reduce some of that pain.

Instead of saying “committed,” let’s say “died by suicide,” or “took their own life.”

SUMMARIZE

- We want to remove any judgement from our language.
- This will go a long way toward helping reduce stigma around suicide and mental health.
- Saying “died by suicide” is a simple change we can all make. Let’s gently remind each other if we forget.

What protects us against suicide?

- Connections to friends, family, culture and community
- Limited access to lethal methods (e.g., firearms, medications, drugs)
- Coping and problem-solving skills
- Access to physical and mental health care

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Suicide can be a complex topic. Knowing about risk and protective factors is important!

- Experts are still learning about factors that can act as a buffer against suicide.
- The good news is that we can all learn to build in more protective factors in our lives.

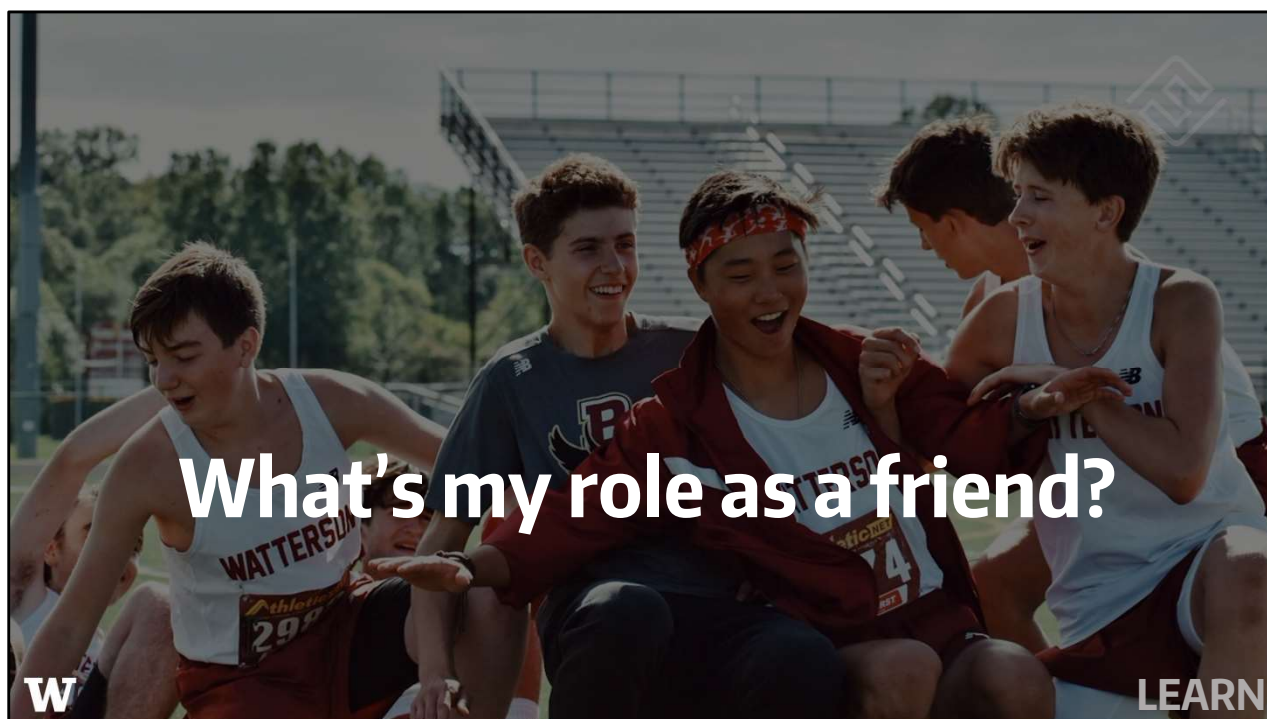
So, what protects us against suicide?

- Connections to friends, family, culture, and community.
- Limited access to lethal methods. (e.g., firearms, medications, drugs)
- Coping and problem-solving skills.
- Access to physical and mental health care.

ACTIVITY

On Question 2 of the worksheet...

Check off each protective factor, then circle any that feel especially important to you.



Your role as a friend is to learn how to recognize and respond to someone who may be considering suicide.

- Today you'll learn the signs, how to recognize common warning signs, how to respond, and where to get help.
- This information can and should be used for anyone in crisis.

Raise your hand if you've been trained in CPR.

What is the goal of CPR? Keep your hand raised to answer, or I can call on someone.

[give students time to respond]

Yes – thank you!

- Just like CPR, learning how you can help could actually save someone's life.
- We can't just assume someone else will be the one to help.
- The goal is to help this person understand that help is available.
- Then you would let an adult take over who can line up next steps and care.
- Please remember, you are NOT responsible for someone taking their own life.

Our model:

Look for signs
Empathize & listen
Ask about suicide
Reduce the danger
Next steps

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LEARN

LEARN is the acronym we use to help remember these potentially life-saving skills.

- **L** stands for **Look for signs**
- **E** stands for **Empathize and listen**
- **A** stands for **Ask about suicide**
- **R** stands for **Reduce the danger**
- **N** stands for **Next steps**

In the next slide, we'll go through a few common warning signs for suicide.
The link to the downloadable LEARN cards is available in your participant packet.



Look for signs

Look for signs

Empathize & listen

Ask about suicide

Reduce the danger

Next steps



W

LEARN

We'll start with the L step, which stands for "Look for signs."

Many people who are considering suicide will show warning signs.

- Sometimes we might not be sure what those signs look like.
- Sometimes those signs are different for different people.

In the next slide, we'll go through a few common warning signs for suicide.

What are the warning signs?



Emotions & Feelings

- Feeling depressed, sad, anxious, irritable
- Feeling hopeless or alone
- Mood swings - very sad to very calm/happy
- Worrying about the future, perfectionism
- Emotional and/or physical pain

Actions & Behaviors

- Withdrawing, isolating
- Substance use
- Attendance issues
- Changes in sleeping/eating
- Joking about death
- Threats to harm self/others
- Reckless or risky behavior
- Self-injury

Experiences

- Significant life changes or conflict
- Previous suicide attempts or family history of suicide
- Personal and/or historical trauma
- Bullying, harassment
- Discrimination and/or racism
- Access to lethal means

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LEARN

Warning signs are clues or signals that someone could be at risk for suicide. One way to think about warning signs is to picture them in these categories:

- Emotions & Feelings
- Actions & Behaviors
- Experiences

Keep in mind that...

Not all warning signs are listed here and... not all signs are a cause for concern by themselves.

ACTIVITY

Let's look at some of these signs.

I'll read a few from each category.

- Which of these signs look the most familiar to you?
- What signs surprise you?

Raise your hand, or I can call on a few people.

[Give a few moments for think time]

Thanks for your comments!

So, when should we be concerned about signs?

- When signs are a change from someone's usual personality.
- When signs have increased.
- When signs appear related to a painful event, loss, or change.

Scenario: What are the signs?



A friend of yours who recently transferred from another school has started to open up about how much stress they're under. You've heard about the arguments at home for "being irresponsible, not telling the truth, and being a negative influence on younger siblings." Lately they've been acting pretty intense, even with friends. Their mood swings have lasted several weeks now. You've been wondering what else might be going on since they've also been really out of it at school and missing practice.

Q3 You look at your phone and see this post.
...Why should I care, this is all so pointless

W

LEARN

Let's see if we can identify warning signs in this situation.
Who would like to read the scenario out loud?

ACTIVITY

What are the warning signs we should consider?
I'll give everyone a few seconds to think about this scenario before calling on a few of you.

Now, write down a few of these warning signs under Question 3 on your worksheet.

Here are some things to keep in mind:

- These are all common signs of stress among teens.
- By themselves, they may not seem like a big deal.
- Notice when they become a pattern or are a big change from their typical behavior.

Next up, we'll talk about one of life's most important skills and how we can use it.

Look for signs

Empathize & listen

Ask about suicide

Reduce the danger

Next steps

W

Empathize & listen



LEARN

The next step is Empathize and listen.

When someone we care about says that they're really struggling with something, we sometimes aren't sure what to do or say.

- Empathy is about recognizing and acknowledging emotions in others.
- Empathy and listening play a very important role in suicide prevention.
- Empathy is also really important in deepening everyday relationships.

Next, we'll watch a video to learn more about empathy.

Brené Brown on empathy



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LEARN

FACILITATOR NOTE

The embedded video will start on click.

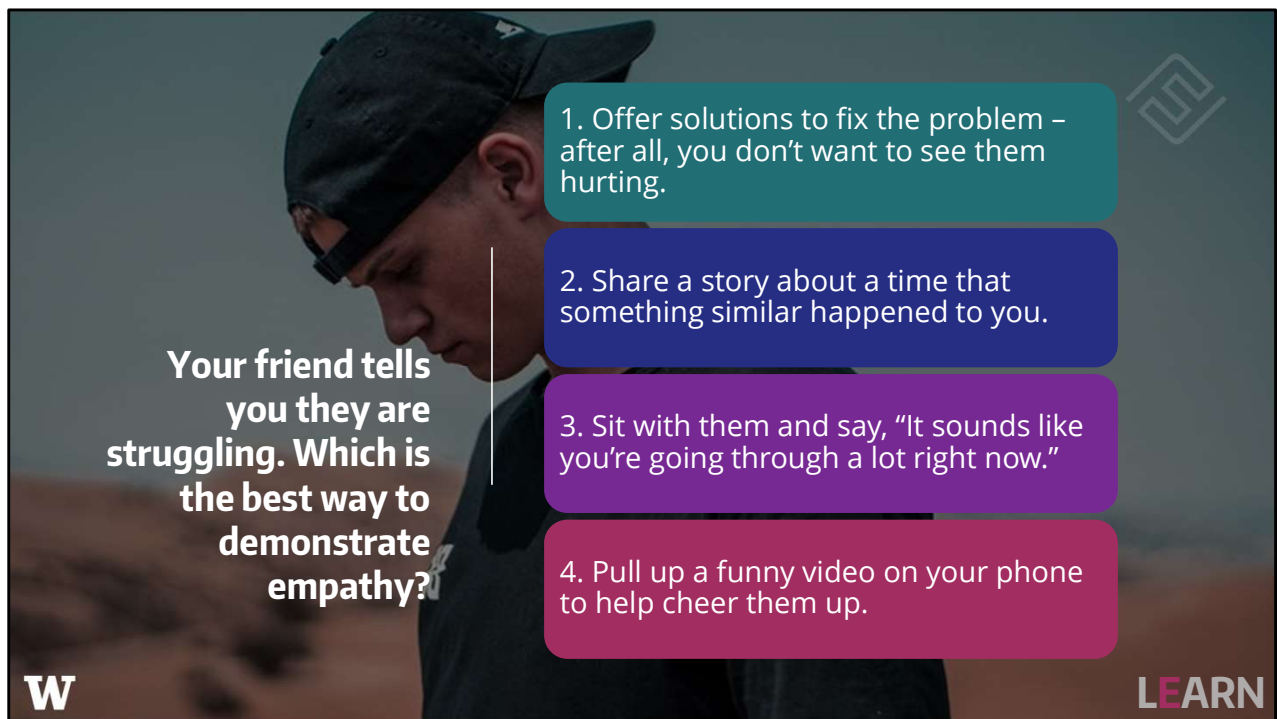
*If it does not work, click here for the streaming version: <https://vimeo.com/850974044/fc617ab57d?share=copy> *

Next, let's watch this video.

In this video, she'll talk about the definition of empathy, the difference between empathy and sympathy, and how empathy can create meaningful connection with other people.

Empathy is a choice. It often gets confused with sympathy, but...

- Sympathy is feeling for someone - "I hope you feel better."
- Empathy is feeling with someone - "You can share your situation with me."
- What she says at the end of the video applies so well to the topic of suicide.
- "I don't even know what to say right now, I'm just so glad you told me."



Let's say your friend just told you they're struggling with something really stressful.

ACTIVITY

Which of these 4 statements gives the best example of demonstrating empathy?

If you're not sure, think about a time when you were struggling and really wanted to be heard and validated.

Show your hand with a number from 1 to 4 depending on what you think is the best way to show empathy.

Being able to understand other's emotions is important.

- In the video we learned the best way to demonstrate empathy is #3 – giving someone your full attention by listening, then show them you are listening by reflecting back what you've heard.
- Options 1, 2, and 4 can be helpful, but they aren't examples of empathy.
- If you're not sure what the person wants, ask them what would be most helpful.

Empathy tips

Help others feel heard and valued

- Give your full attention
- Show that you're listening
- Listen without judgment

Use active listening skills

- Repeat, rephrase, and reflect
- Ask open-ended questions
- Keep an open mind

W

I'm so glad you told me.
You have a lot going on...
Hey, I'm here for you.



Even if we know what empathy is, using this skill can take practice.
It's also easy to miss or misjudge the depth of pain our friends and peers can be in.

Let's take a look at these empathy tips.

To help others feel heard and valued:

- Give your full attention.
- Show that you're listening.
- Listen without judgment.

Use active listening skills:

- Repeat, rephrase, and reflect what you've heard them say.
- Ask open-ended questions.
- Keep an open mind.

ACTIVITY

1. How is listening different from giving advice or trying to solve a problem?
2. Who would be willing to read the examples of helpful responses on the top right?

Thanks for reading those tips.

We know that empathy plays a strong role in preventing suicide.

- Empathy leads to listening. Listening builds connection.
- People who've survived suicide attempts say listening is what they needed most.

Next, we'll look at a scenario to better understand empathy.

Showing empathy

Your friend says...

**I'm tired of trying to be perfect.
I just can't do this anymore.**

Q4

What could you say to show them empathy?

Example: "It sounds like you're going through a lot right now."

W



Here's a situation that calls for some empathy.

What if your friend says, "I'm tired of trying to be perfect. I just can't do this anymore."

Here is one way we could respond using empathy.

"It sounds like you're going through a lot right now."

ACTIVITY

Now, think back to the empathy tips on the previous slide.

- What would be another way we could show empathy?
- What would you want to hear from a friend/peer if you were the one having a problem?

Who would like to share their own idea of how to respond with empathy?

For Question 4 on your worksheet, write down an example of showing empathy.

Showing empathy is a way to let friends know that you see them, and that you care.

Look for signs

Empathize & listen

Ask about suicide

Reduce the danger

Next steps

W

Ask about suicide



LEARN

We've learned how to identify someone in distress and build a genuine connection. Now, let's move on to the A step, "Ask about suicide."

Here are a few things we know.

- Asking about suicide does not put the idea in someone's head.
- Asking directly and compassionately can help relieve people's pain and distress.
- Many people will be honest if asked in a direct and compassionate way.

Ask directly



- Be courageous and direct
- Avoid vague language

Are you thinking
about suicide?

Are you thinking
about killing
yourself?

W

LEARN

This next skill can be uncomfortable. It will take some practice.

So... how do we ask someone about suicide?

- The best advice is to ask directly.
- This means being courageous, direct, and avoiding vague or judgmental language.

Here are examples of how to ask:

- *Are you thinking about suicide?*
- *Are you thinking about killing yourself?*

If we can't say the word, neither can they. When we ask directly, we...

- Communicate that we're open and willing to discuss a complex topic.
- Invite the person to be honest.
- Show that we care about them and what happens to them.
- Give them an opportunity to share their burden and not feel so alone.

If these feel too difficult to say, here is another way to ask:

- *"Are you thinking of ending your own life?"*
- The important thing is to be direct and avoid vague or judgmental language.

How do I ask about suicide?



Sometimes when people are...

they're thinking about suicide.

Are you thinking about
suicide?

**Insert any warning signs
you see here!**

Examples of Warning Signs:

Isolating from friends

Feeling alone

Upset after a breakup

Hopeless about their future

Feeling like giving up

W

LEARN

We've talked about the importance of using direct language.
Now we'll learn a way to bring it up in a conversation.

Forefront recommends asking about suicide using this method:

"Sometimes when people are _____, they're thinking about suicide. Are you thinking about suicide?"

For example:

"Sometimes when people are isolating from friends, feeling alone and upset after a breakup they're thinking about suicide. Are you thinking about suicide?"

Using this phrase is really helpful because...

- Saying "people" and "they" helps to normalize their experiences and thoughts.
- The warning signs you've heard or observed become part of the ask.
- It shows you've been listening to what they are going through.

ACTIVITY - (Time: 1 minute)

Now, turn to a partner and practice this prompt out loud.

1. Practice asking the question using signs from the menu on the slide.
2. Then, switch roles so that you and your partner both get a chance to practice.

DEBRIEF

How did it feel to say the word "suicide?"

Remember, if you can't say the word suicide yet, try saying...

- "Are you thinking about ending your life?"
- "Are you thinking about killing yourself?"

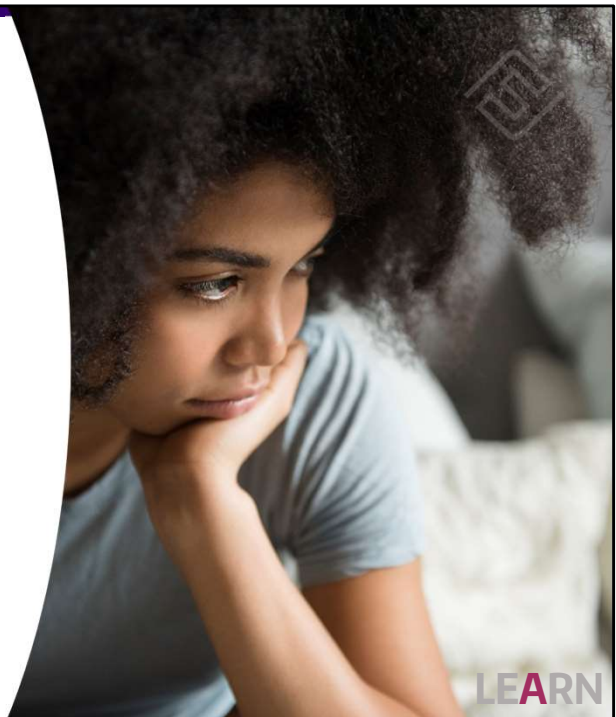
What if they say **no**?

- Stay neutral and non-judgmental
- Let them know you care

Still concerned?

- Gather more information
- Ask again, then say...
"If you were thinking about suicide, who would you talk to?"
- Move on to the R and N steps

W



So, what if they say No?

Do they really mean “no” or are they just not ready to tell anyone?

Either way, we want to:

- Stay neutral and non-judgmental.
- Let this person know you care.

What if we’re still concerned?

- Gather more information.
- Ask again, then say... “If you were thinking about suicide, who would you talk to?”
- Move on to the R and N steps.

Here are some other things to keep in mind:

- Find out who they trust and what kind of support they have.
- Help them know that it’s OK to talk about it.
- Let them know you are open to talking about this topic.

Even if they say no:

- Keep a neutral expression - avoid looking relieved if they do say no.
- Remember, not everyone is ready to talk - especially right away.
- Either way, you’ve just given a clear message that it’s OK to talk about suicide.

What if they say **yes**?

- Stay neutral and non-judgmental
- Take it seriously
- Thank them for their honesty
- Acknowledge the pain they are in
- Move on to the R and N steps

Q5 They ask you not to tell anyone.
How could you respond?

W



What if they say Yes?

- We want to try to stay calm. Acting surprised can get in the way of helping.
- Sharing these feelings with someone can relieve the pressure, pain and shame they may be feeling.
- This can help to reduce suicide risk.

ACTIVITY

How would you respond if they say yes, but ask you not to tell anyone?

Who would like to read the example of how to answer this on Question 5 of your worksheet?

[See example response below]

"I understand you wanting to keep this private, but your safety is the most important thing right now.

"I need to be sure you are safe."

Now let's take a moment to think, then we'd like to hear some of your own ideas.

Who would like to share another way to respond?

Thanks for sharing!

SUMMARIZE

Here are some things to keep in mind:

- Always tell a school counselor or trusted adult. No exceptions!
- Getting this person help is worth risking a friendship.
- It's better for someone to be mad at you than to keep suicide a secret or take on a burden you can't hold.

And... don't forget about yourself!

- You matter just as much, so make sure you get support for yourself.

- Reach out to someone you trust or one of the resources listed in this training.



[Video will play on click]

Meet Ella. Ella was a local high school student who was very involved in her school's Forefront in Schools program.

In this video she talks about her own struggles with suicide, and what was helpful from the people who supported her.

[Play video - 1 minute]

Forefront gets a lot of questions about Ella today – she's a healthy and thriving college student, we're grateful that she was willing to share her story.


Look for signs

Empathize & listen

Ask about suicide

Reduce the danger

Next steps



Reduce the danger

W
Q6
LEARN

The R in LEARN stands for “Reduce the danger.”

This step is about taking practical action to help keep someone safe.

Reducing the danger includes...

- Always bringing your concerns to the counseling center or other crisis professionals.
- Telling a trusted adult about access to lethal means.
- Reporting concerning content online.

To learn more about reporting concerning content online, see the link on Question 6 in your worksheet. It will show you steps on how to anonymously report concerns.

Here are some important things to keep in mind:

- You are not responsible for removing access to lethal means on your own.
- Always involve a trusted adult in situations involving lethal means.

FACILITATOR NOTE

The questions and concerns about seeing online suicidal content comes up a lot.

Please reserve more time in another class period to address this concern more fully.

Important follow up questions



Have you
thought about
how you might
end your life?

Do you have
access to those
methods?

Have you
thought about
when you
might do this?

REMEMBER: ALWAYS TELL A TRUSTED ADULT

W

LEARN

They've just said YES, so...

- Asking clarifying questions is recommended.
- This is a crucial time to ask for specific information.

Here are a few questions you can start with.

- Have you thought about how you might end your life?
- Do you have access to those methods?
- Have you thought about when you might do this?

Asking these follow-up questions will...

- Help to understand this person's level of risk.
- Help gather necessary information that you would pass on to a trusted adult.
- Help determine whether or not this is an emergency.

Asking about lethal means can help save lives, but...

- Not everyone is comfortable asking these questions. That's OK.
- If you do ask, always pass this information on to a trusted adult for next steps.

Look for signs

Empathize & listen

Ask about suicide

Reduce the danger

Next steps

W

Next steps



LEARN

The N in LEARN stands for “Next Steps.”

Next steps are about connecting a person in crisis to resources that can help. Remember, always tell a trusted adult if you are concerned about someone.

ACTIVITY

What keeps people from asking for help or getting help?
Raise your hand or I can call on a few of you.

Here are some other situations that can get in the way of asking for help:

- Lacking financial means, not having insurance, lack of transportation.
- Hurtful stereotypes.
- Cultural beliefs.
- Issues with our healthcare system.

Next, we’ll talk more about getting help for someone we’re concerned about.

Report concerning signs



Worried about someone's concerning content online? Contact safety teams who will connect this person to help.

Search "Lifeline - Support on Social Media," or click the three dots and follow the prompts

Q8

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LEARN

Here's a situation where reporting information is crucial. This is a real message found at a school in Washington. The message says, "I'm committing suicide on April 21st Bye. No Joke."

ACTIVITY - [Form small groups or set this up as a quick go-around - Total time: 5 minutes]

In your group or with a partner, discuss and fill in your answers to Question 8 on your worksheet. Decide who will share your responses with the rest of the class.

Q1 - What actions would you take if you saw this message at school?

Answer: Tell an adult staff. This needs immediate action. Identify the adults you would you seek out at school.

Q2 - What if you saw the person writing it and they said, "It's just a joke."

Answer: Sometimes when people write or joke about suicide, they're considering it. Tell an adult immediately.

Q3 - What stops us from taking immediate action in these kinds of situations?

Answer: We're afraid of getting this person in trouble, peer pressure to fit in so we go along with the "joke."

Q4 - Are people who talk and write about suicide really serious?

Answer: We won't know if we don't ask, but yes, they can be. Ask an adult to step in if you feel unsure.

Thanks for sharing your ideas!

- The suggestions and ideas that came up during this activity are significant. This is a really difficult situation.

So, what if we see something online?

- We want you to know that concerning posts on social media sites can be anonymously reported.
- The person who posted will get a friendly response with options for help.
- Search: "Lifeline - Support on Social Media."

Adults who can help

Finding Help

Who are the trusted adults in our school - in our community?

Q9

Tough Situations

What if they refuse to talk to a counselor or other adult?
What should we do?

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LEARN

This is our final activity.

We'll identify some additional supports and discuss another tough situation.

FINDING HELP ACTIVITY - (Time: 1 minute)

This can be done in small groups or a quick go-round. Ask your audience.

- Who are trusted adults that you consider family or community?
- Name one quality they have that means the most to you.

TOUGH SITUATIONS ACTIVITY - (Time: 3 minutes)

For Question 9 on your worksheet...

Your friend doesn't want to talk about thoughts of suicide with a school counselor or other adult.

- Discuss with a partner, then take turns practicing how you would respond.
- Write down your ideas on your worksheet.

What ideas and responses did you come up with for this situation?

[If the statements below are not mentioned, please include them with the other ideas]

Let's also keep in mind these responses that we covered earlier.

- "I understand you wanting to keep this private, but your safety is the most important thing right now."
- "I need to be sure you are safe."

Why is it important to always tell an adult?

I'll call on a few people who have not raised their hand yet.

In our school, the supports are: _____. Who can write these on the board?

If that adult is in the room have them introduce themselves at the end of the training.

Helpful resources in a crisis



Suicide & Crisis Lifeline:

- Press 1 for veteran services
- Oprima 2 para español
- Press 3 for the Trevor Project
- Press 4 for Native and Strong in Washington



Crisis Text Line: Text "HEAL" to 741741

- Mande AYUDA para español

Trans Lifeline:
1-877-565-8860

The Trevor Project:
1-866-488-7386



LEARN

Part of the N step is getting the person you are concerned about to professionals who can assist. Here are several resources for crisis support.

988 is a national initiative that will connect you with a trained crisis counselor to discuss suicide, mental health and substance use crises, and any other emotional crises.

Every situation will be different, but keep in mind...

- Emergency room care is not always necessary.
- 988 will respond to anyone in crisis.
- Collaboration, monitoring and linking to crisis resources are all key to helping people stay safe.
- Let trusted adults or crisis line staff decide what next steps can be taken to help make sure this person is safe and not alone during a crisis.

Crisis Text Line now offers service in Spanish.

- Did you know that Washington State's keyword is 'HEAL'?
- Texts are free and they won't show up on a phone bill.
- Find more resources here. <https://www.crisistextline.org/resources/>
- Trans Lifeline and The Trevor Project are great resources for trans/nonbinary youth and LGBTQ+ youth.

Remember, it's OK to test out any of these crisis lines just to practice. Non-emergency calls are welcome.

School and community resources



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LEARN

ADULT FACILITATORS

[Please update this slide with school, community and other resources you would like to highlight. This should be done in partnership with counselors, administrators, and volunteers]

Here are some school and community-based resources we want you to know about.

They can be found... (i.e., on our school website, on the back of Student and Staff ID cards...)

Did you know that Washington now requires schools to provide the following?

- Behavioral health resources to students, families and staff. - (HB 1373)
- Suicide prevention & crisis intervention organizations are listed on student & staff ID cards - (HB 2589)

5 safety tips - We can do this!



**Add 24-hour
crisis
resources
into your
devices**



**Let adults
know about
any access to
lethal means**



**Check in with
your friends
regularly**



**Seek out
counselors,
crisis lines,
and trusted
supports**



**Report
concerning
content when
you see it
online**

**Interested in helping with our school's suicide prevention efforts?
Ask your trainer how you can get involved.**

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Here are some safety tips we can all practice, starting today.

- Add 24-hour crisis resources into your devices.
- Let adults know about any access to lethal means.
- Check in with your friends regularly.
- Seek out counselors, crisis lines, and trusted support people.
- Report concerning content when you see it online.

Thank you for listening today!

- Let us know if you have any questions or just want to talk more.
- If you're interested in helping our school with suicide prevention efforts just let us know!

Next, we'll ask you to complete two brief surveys.

- Forefront has a survey to help improve this training.
- The self-reflection card is to help our school community.

Please complete both exit tickets!



1- Forefront Post Survey

https://redcap.link/fis_learn_post



2- Self Reflection Card

This information is confidential – it will only be shared with our school's student support staff.

PLEASE READ ALL DIRECTIONS BEFORE COVERING THIS SLIDE!

NOTE: ONLY USE PAPER SURVEYS IF YOU CANNOT ACCESS THE INTERNET

Adult coordinators can download the survey and reflection card template from Forefront's web portal.

Your feedback from this training matters!

- We have 2 very important tasks before we end this presentation.
- One is to help Forefront and the other is to help are friends, peers and ourselves.

1- FOREFRONT SURVEY

- Please complete Forefront's Post survey.
- It will ask you to create a simple ID code to keep your survey linked and private.

For paper collection: Pass paper surveys to the front of the room and place into a mailing envelope.

For digital collection: Use the QR code/link to complete the survey.

2- STUDENT REFLECTION CARD

- Some students like to receive help for themselves or a friend after this training.
- This information will help connect students who want to talk to a school counselor.
- Fold your card in half. This information is confidential and will only be shared with school counselors.

For paper collection: Ask an adult in the room to collect folded cards and put in an envelope for school counselors.

For digital collection: Create a link to this form where names/responses will only be seen by school counselors.




Place Forefront paper surveys (pre and post) in a large envelope.

Mail as soon as possible to Forefront Suicide Prevention – PO Box 354900 | Seattle WA 98195



Thank you!

Visit us at: intheforefront.org

   intheforefront

PO Box 354900
Seattle WA 98195

We want to hear from you!
If you have feedback or questions, please
reach out to Forefront in the Schools.

Email: ffront@uw.edu



Danela's Testimony



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FACILITATOR NOTE:

If there is time, play this young person's testimony.

Video will start to play automatically.

Danela is very passionate about suicide prevention and getting the message of help and hope to young people.

In this testimonial, she shares why suicide prevention is important to her.

- What would you add
- What makes suicide prevention important to you?

Another Example of Empathy



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FACILTATOR NOTE:

If your school has more time, or you've seen Brene Brown talk about Empathy before, consider using this example from the movie 'Inside Out' to demonstrate skillful empathy and validation. You could also use it after the elephant slide to deepen the examples provided before practicing this skill.

If embedded video does not connect on click, use this link to view the streaming version:

<https://youtu.be/QT6FdhKriB8?t=6>

Raise your hand if you've seen the movie 'Inside Out.'

Let's watch a quick clip and notice what happens for BingBong, Joy and Sadness.

This clip gives helpful examples of:

- Empathy and what it means.
- The difference between empathy and sympathy.
- How empathy can create meaningful connections with people.