

Lifelines Prevention
Hilldale High School - Grade 9 & 12

Parents and Guardians:

As you may know, suicide is one of the top three causes of death for young people ages ten through twenty-four. Because we at Hilldale take the safety and well-being of our students very seriously, we are planning on providing some basic information about youth suicide and, more importantly, teaching them what to do if they are worried about themselves or a friend.

We set strict standards for the suicide-prevention programs that we have investigated

- They needed to show their effectiveness through research.
- They needed to send accurate messages about suicide that are grade-level appropriate.
- They needed to emphasize the importance of help-seeking behavior.

We also recognized that a program needed to be comprehensive. We are a school community, and as such, we care about the welfare of all our members. We know we couldn't teach our students that it's okay to ask for help if everyone in the community—administrators, faculty, staff, and parents/guardians—didn't know what to do if a student approached them as a trusted adult to talk about this sensitive topic.

Lifelines Prevention, the program we have selected, exceeds these criteria. Research has demonstrated that programs presented only once have little lasting impact, the Lifelines Prevention curriculum is designed to be delivered in **four** forty- to forty-five-minute modules that reinforce messages about help-seeking. The interactive curriculum teaches basic information about potential warning signs for suicide, but its emphasis is on what to do if a student is worried about either themselves or a friend. And Lifelines Prevention doesn't stop in the classroom. It includes resources for our administrators to help us assess our ability to ensure student safety in a variety of situations. The program also includes training for our resource and support staff, the members of our crisis intervention team, and our faculty. Scan QR Code for more information.



Questions or concerns, please contact 918-683-0273:

Elementary: Lisa Tuck (x266) or Natasha Santana (x270)

Middle School: Michelle Wise (x252)

High School: Madison McMurtrey (x229) or Candice Elrod (x251)

ALL students must sign and return this form.



Please Sign and Return to School Counselor (If not returned, students are opted out)

Student First & Last Name _____

Grade _____

_____ I **DO** give permission for my child to attend.

_____ I **DO NOT** give permission for my child to attend.

Parent/Guardian Signature & Date

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One of the main objectives of this curriculum is to encourage our students to identify trusted adults in their lives to whom they can turn if they have concerns about themselves or their friends, we want to provide you with an outline of the four class sessions so that you know what is going to be presented and to make it easier for you to talk with your child about these important lessons.

9TH GRADE

Session 1: When Is a Friend in Trouble?

Through classroom discussion, a brief quiz, and a true-or-false questionnaire, students will learn accurate and relevant information about youth suicide. An exercise that explores feelings about responding to a suicidal friend introduces the concept of help-seeking and the danger of keeping suicidal confidences.

Session 2: How Do I Help a Friend?

Through a discussion guided by a handout and video scenarios, students will begin to explore specific intervention steps to use when responding to suicidal friends. An additional handout will help them identify suicide warning signs

Session 3: Where Can I Go to Get Help?

Students will view the dramatization of a real-life suicide intervention undertaken by three students in Maine, using the skills they learned in the Lifelines Prevention curriculum. Through a classroom activity, students will identify the qualities of helpful people. A discussion will also review in-school and community resources.

Session 4: How Can I Use What I've Learned?

Session 4 uses scripted role plays to practice intervening in suicidal behavior. A help-seeking pledge further commits students to taking action for themselves and others, and clarifies the limits of their responsibility. A Lifelines Card serves as a review and a resource.

12TH GRADE

Session 1: Do You Need a Crystal Ball?

By the end of this session, students will be able to explain the reasons for a unit on the transition after high school & identify their assumptions about the transition after high school.

Session 2: How to Get from Here to There

By the end of this session, students will be able to explain how their expectations about life after high school may be unrealistic. Students will be able to assess the extent of their current support system and identify where to find resources for help after high school.

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If any of your child's answers to these questions worry or confuse you, please reach out to the school counselors. They would be happy to talk with you.

We appreciate you devoting your time and energy to help extend the learning in the classroom about the importance of help-seeking to your child's life outside the school. We know that suicide prevention needs to start early, and all of us have a role to play on the school's prevention team.