



# A PROMISE FOR TOMORROW

A YOUTH CURRICULUM UNIT FOR THE AWARENESS  
AND PREVENTION OF YOUTH SUICIDE

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WORKING TO GIVE OUR YOUTH  
A PROMISE FOR TOMORROW

FACILITATOR GUIDE



# A PROMISE FOR TOMORROW: A CURRICULUM UNIT FOR THE AWARENESS AND PREVENTION OF YOUTH SUICIDE

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## FACILITATOR GUIDE

### SCHOOL PERSONNEL RESOURCE INFORMATION:

This form can be used to list resources for school staff to respond to student mental health needs. The staff member should call any local numbers to determine if the numbers are correct and if the agency provides services for youth.

Your Local Crisis Line: \_\_\_\_\_

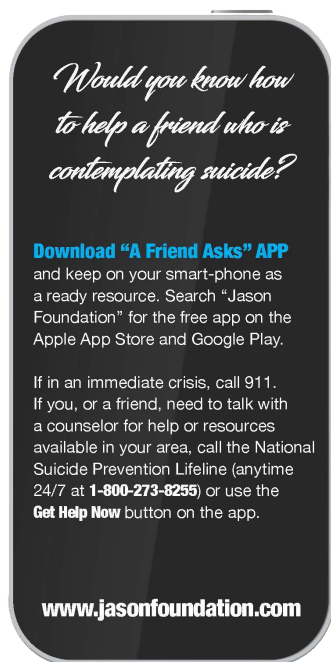
Your Local Mental Health Center: \_\_\_\_\_

Other Local Agencies: \_\_\_\_\_

National Resources: National Suicide Prevention Lifeline: 1-800-273-TALK (8255) or 988

National Suicide Prevention Crisis Text "JASON" to 741741

The Jason Foundation, Inc. (JFI) is an educational organization dedicated to the awareness and prevention of youth suicide. JFI believes that awareness and education are the first steps to prevention. We encourage you, students, parents, and all school staff to download the "A Friend Asks" smartphone app to help provide the information, tools, and resources to help someone struggling with thoughts of suicide. Access the app and more information about the Jason Foundation at: <https://www.jasonfoundation.com>



THANK YOU FOR  
GETTING INVOLVED!

## TO THE FACILITATOR

You have taken an important step to help the young people you interact with. In this packet, you will find a complete “teacher-friendly” lesson plan to present a multi-session program on awareness and prevention of youth suicide.

### BEFORE FACILITATING THE MATERIAL:

- **REVIEW THE MATERIALS AHEAD OF TIME.** We ask that you study the materials closely so that you may be able to present the lessons in a relaxed manner. This should take around 20 minutes for each of the two lessons.
- **CONSIDER NOTIFYING PARENTS.** Your school may or may not have a policy in place about notifying parents when topics outside of the regular curriculum are discussed at school. We encourage schools to inform parents that the curriculum will be taught.
- **UNDERSTAND THAT TALKING ABOUT SUICIDE DOES NOT INCREASE RISK.** You may have some reservations about presenting material on the sensitive subject matter of suicide. Many people believe that talking about suicide will encourage suicide attempts. Research has shown this to be false. In fact, the opposite is true. Talking about suicide provides the opportunity for communication. This can lead those experiencing suicidal ideation to get the help they need.
- **RECOGNIZE THE SENSITIVE NATURE OF THE TOPIC.** Discussing suicide has the potential to be triggering for some students. It can be a complex topic, especially if a student has had someone they know die by suicide, if they have attempted suicide themselves or if they are experiencing suicidal ideation. Make sure someone is present in the building to provide counseling should this occur.

**IT IS IMPORTANT TO NOTE** – This curriculum is NOT a crisis intervention program. It is NOT intended as a tool to be utilized in the aftermath of a suicide or suicide attempt. The Jason Foundation recommends waiting 4 – 6 months after a known suicide or attempt before implementing a student curriculum. During those times, emotions may be ultrasensitive, and it is a time for professional counseling rather than teaching prevention methods. We suggest waiting several months between a suicide incident and any presentation of prevention materials. You should check with your local mental health counselors to determine the appropriate time after a suicide or suicide attempt to present a positive peer-support prevention program for your students. Instead of presenting the prevention program to the students/young people immediately after an incident, this may be an excellent time for a Jason Foundation staff development program for your teachers and school personnel or a suicide awareness and prevention seminar for parents. Upon completing the student awareness program, we ask that you complete the Curriculum Evaluation and ask your students to complete the Student Assessment and return these forms to us. These are essential tools for the assessment and evaluation of our program.

## IMPORTANT - DISCLAIMER

The information contained in this video presentation (“Video Content”) is the creation of The Jason Foundation, Inc. (“JFI”).

The Video Content has been made available for informational and educational purposes only. JFI does not make any representation or warranties with respect to the accuracy, applicability, fitness, or completeness of the Video Content. JFI does not warrant the performance, effectiveness or applicability of any sites listed or linked to any of the video content.

Although The Jason Foundation, Inc. feels that its programs are well-formatted and directly address the problem of youth suicide, there is no single way to combat the problem. Understanding this variability in youth suicide, we must stress that there are no implied or otherwise suggested statements that this program can guarantee it will prevent suicides or suicide attempts from occurring. **Professional help** should be sought whenever there is a possibility of suicidal ideation. **Never** try to solve the problem without obtaining (local, if possible) **professional help**.

JFI hereby disclaims any and all liability to any party for any direct, indirect, implied, punitive, special, incidental or other consequential damages arising directly or indirectly from any use of the Video Content which is provided as is, and without warranties.



### TO CONTACT THE JASON FOUNDATION:

**Mail:**

The Jason Foundation, Inc.  
18 Volunteer Drive  
Hendersonville, TN 37075

**Phone:** 615-264-2323

**Fax:** 615-264-0188

**Email:** [contact@jasonfoundation.com](mailto:contact@jasonfoundation.com)

**Web:** [www.jasonfoundation.com](http://www.jasonfoundation.com)

## INFORMATION ABOUT THE JASON FOUNDATION

### WHAT WE ARE:

The Jason Foundation, Inc. is a non-profit organization dedicated to the prevention of youth suicide through educational programs.

### WHO WE ARE:

The Jason Foundation, Inc. (JFI) consists of corporate officers, corporate staff, board of directors, business and personal partners, and hundreds of caring volunteers. Our many volunteers include educators, students, parents, business professionals, physicians, nurses, government officials, coaches, clergy, celebrities, and others. JFI utilizes a broad spectrum of passionate volunteers to spread the positive message that youth suicide is preventable.

### WHY WE ARE IN EXISTENCE:

Youth suicide is the third leading cause of death for our youth ages 10-24 and the third leading cause of death for our college-age youth. (CDC WISQARS) Our goal is to help young people realize that suicide is not an answer to life's problems and disappointments. Our mission is the prevention of youth suicide through awareness and education.

### WHEN WE WERE FORMED:

Clark Flatt founded The Jason Foundation on October 1, 1997 – less than three months after the tragic death of his son, Jason C. Flatt. Realizing that approximately one hundred families or more each week lose a son or daughter to suicide, Clark committed to fighting the “Silent Epidemic” we call suicide.

### WHERE WE ARE:

The Jason Foundation's corporate office is located in Hendersonville, Tennessee, just out of Nashville. However, JFI's programs are used across the United States and several foreign countries.

### HOW YOU CAN HELP:

Educate yourself about the prevention of youth suicide. Don't be afraid to discuss the subject with others. One person can make a difference.



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## IMPLEMENTATION STRATEGIES AND SUGGESTIONS

The program “A Promise for Tomorrow” presents a positive look at how students can help friends who may be depressed or having suicidal thoughts. Research tells us that four out of five youth who completed suicide gave “clear warning signs” before the attempt. This curriculum aims to provide information and strategies needed to be a lifesaving influence.

The program is designed for grades 7-12 and is based on a two-lesson format for the traditional high school schedule of 50-to-60-minute classes. These can be presented as two separate lessons or back-to-back to accommodate an extended block class of 90 minutes or longer. Each lesson provides a script for the facilitator to introduce sections and facilitate discussion. These are indicated in italics. This is a suggested narrative. Feel free to adapt the narrative using your own words.

We encourage you to read the entire unit several times before presenting the lessons. It is essential to be familiar and comfortable with the topic to promote discussion. Due to the sensitive nature of the subject matter, we recommend that no grades be given for student discussion participation. In some cultures, and for some students, the topic is not one they feel comfortable discussing in an open forum. Some students may be so uncomfortable discussing the issue due to personal situations or views that they do not want to participate. As necessary, these requests should be honored, and an alternative study plan should be offered. It is also essential for the facilitator to establish specific “ground rules” for the discussion, including respecting privacy by not using names and respecting those offering personal stories or opinions.

The atmosphere in the classroom should be kept light. Keep the instructional flow going, discussion times under control, and end each session on a positive note. Avoid using scare tactics. It is not necessary to share common methods of suicide or to describe the aftermath of a suicide. Scaring people will not deter those experiencing suicidal ideation, and it may keep students from sharing their feelings and opinions openly. Additionally, do not glorify the act of suicide or memorialize someone who died by suicide.

To reiterate, this program should never be used in response to a recent suicide or known suicide attempt in your school or group. Now is the time for professional counseling and intervention, not a prevention program, if this has occurred. If there has been a recent suicide incident, you should wait several months before presenting this program. Check with local mental health counselors to determine an appropriate length of time to wait. You may also want to consult with your counseling staff before presenting this program.

Also included are pledge cards and A Friend Asks app cards for use in lesson two. The use of these cards is optional and may be offered as a voluntary extension of classroom activities. You may request additional cards to accommodate your entire class by calling The Jason Foundation office nearest you, accessing the website at <https://www.jasonfoundation.com>, or emailing [contact@jasonfoundation.com](mailto:contact@jasonfoundation.com).

## “A PROMISE FOR TOMORROW” LESSON PLAN

### UNIT DESCRIPTION:

This is a two-lesson unit based on a 50 minute or one-hour class schedule. Alternatively, you can use both lesson plans back-to-back to accommodate block schedules.

### GOAL:

To provide students with knowledge, skills, and strategies that will enable them to help a friend (or themselves) who may be depressed or considering suicide.

### OBJECTIVES:

1. Students will learn current statistics and common myths about youth suicide.
2. Students will learn about some of the main warning signs of suicidal thoughts.
3. Students will become aware of ways to help a friend who is depressed or may be considering suicide.
4. Students will become aware of resources to help depressed or suicidal friends.
5. Students will create a plan of action to help a friend contemplating suicide.
6. Students will have the opportunity to take the B1 Pledge.

### MATERIALS:

A DVD player and TV or a computer or laptop, LCD projector, screen or smartboard, and a dry erase board, or flip chart are needed for these lessons.

\*Lessons can be presented through DVD or streaming at <https://www.jasonfoundation.com>.





## LESSON OUTLINES

### LESSON 1

#### **INTRODUCTION**

- Facilitator-led Introduction
- Video Introduction
- Pre-Assessment – Worksheet #1

#### **SECTION 1 – Facts and Myths**

- Video Section 1
- Discussion

#### **SECTION 2 – Risk Factors and Warning Signs**

- Video Section 2
- Discussion
- Wrap-Up

### LESSON 2

#### **SECTION 3 – Vignette: Warning Signs**

- Video Section 3
- Discussion

#### **SECTION 4 – Vignette: Recognizing Behavioral Changes**

- Video Section 4
- Discussion

#### **SECTION 5 – Vignette: Supporting a Friend**

- Video Section 5
- Discussion

#### **SECTION 6 – Vignette: Supporting a Friend continued**

- Video Section 6
- Discussion

#### **SECTION 7 – How to Help a Friend, Creating a Plan of Action**

- Distribute B1 Pledge Cards, and A Friend Asks App cards
- Video Section 7
- Plan of Action Development – Worksheet #2
- Action Plan Sharing

#### **SECTION 8 – Additional Resources and Ways to Help**

- Video Section 8
- Post-Assessment – Worksheet #3 or Student Assessment
- Wrap Up

## STUDENT EVALUATION

Before beginning and for student evaluation purposes, please have students complete a pre-assessment. Upon completion of the curriculum, please have the students complete a post-assessment. When to distribute these is included in the lesson plans. Worksheets for this purpose are in the back of this guide.

## PRE-ASSESSMENT

“Youth Suicide – What do you Already Know: Pre-Assessment” can be used to determine prior knowledge.

## POST-ASSESSMENT OPTIONS

1. “A Promise for Tomorrow Student Assessment” can be used to assess student knowledge and understanding. It can also be used for a grade if needed.
2. “Youth Suicide – What do you Already Know: Post-Assessment” can be used to evaluate increased knowledge. (The post-assessment includes the same questions as the pre-assessment.)



## LESSON 1

### **Say to the group:**

*Sometimes we must study some challenging topics to prepare to help ourselves and our friends for life's challenges. Today we are going to begin to look at one such topic. Today, we will learn skills and strategies that will enable you to help a friend who may be depressed or considering suicide.*

*Remember that the topic's sensitive nature can stir up unexpected emotions or thoughts. Please know that if this happens, there are adults in this building that are always here to help you work through anything that may come up. Please let us know if you need to talk to someone.*

**(Name the school counselor and other professionals in the building equipped to help, should a student be triggered).**

### **Start the DVD presentation now - Introduction**

The Introduction section will automatically stop at the end of that section.

### **After the Introduction, say:**

*Before we begin to learn how to help our friends, let's find out what we already know.*

**Distribute "Youth Suicide – What do you Already Know Pre-Assessment." Have individual students circle their responses without discussion. Collect the Pre-Assessment.**

## **SECTION 1 - Facts and Myths**

When they have finished, **Play Section 1 and let it play until the end.**

**After Section 1**, discuss the following and list answers on a flip chart or whiteboard:

- *What new information did you learn about youth suicide?*
- *Knowing that without evidence, many deaths are reported as accidents, do you agree with the experts who believe there are more suicides than are reported?*
- *In what ways do you think someone might share thoughts or feelings that they are thinking about suicide? (They may say something like "I'd be better off dead!" or "You won't have to worry about me much longer." Sometimes they will say, "I am going to kill myself.")*
- *How do you think talking about feelings and what causes those feelings can help a person in trouble? (Identify the problem, discover solutions, realize you are not alone, etc.)*
- *What are some ways you think you might be able to help a friend who you believe may be thinking about suicide?*

**Say to the group:** *Let's move on to learn how to recognize if a friend may be having suicidal thoughts or needs help.*

## **SECTION 2 - Risk Factors and Warning Signs**

**Play Section 2 and let it play until the end.**

**After Section 2**, discuss the following and list answers on a flip chart or whiteboard:

*Let's list words that describe how you feel on those lousy days. (Possible responses: lonely, bored, tired, misunderstood, frustrated, etc.)*

- *Do you think everyone feels down at times?*
- *Did you act differently when you felt sad or down than usual?*
- *How were you different?*
- *Did anyone notice the change in your behavior?*
- *Did you tell anyone how you were feeling?*
- *Who were you willing to talk to about your feelings?*
- *Who were you not willing to talk to about your feelings?*
- *How will you know if your friend is just having a bad day or if there is something more? (general responses or examples of suicide threats, previous suicide attempts, sudden changes in behavior, signs of depression, final arrangements).*
- *What are some things a friend might say to indicate they are having thoughts of suicide?*
- *Why do you think a friend might make a suicide attempt? (the most common reason is to see if anyone notices that they are in pain).*
- *What are some sudden changes in behavior to look for?*
- *Depression can present in many ways. What are some ways a depressed person might feel or act?*
- *What are some examples of making final arrangements?*

### **Say to the group:**

*In the next lesson, we will create a plan of action to help a friend who may be contemplating suicide. For now, who do you think are some trusted adults you could approach for help?*

### **WRAP UP**

#### **Say to the group:**

*Today we have discussed suicide facts, myths, and signs of concern. This awareness is the first step in helping a friend who may be struggling. We have an opportunity to make a difference, and in the next lesson, we will learn more specific ways to help, what to say and not say, where to go for help and additional ways we can make an impact.*

## LESSON 2

This lesson will show students vignettes that take a closer, more personal look at what a student with suicidal ideation may be going through. You will play a vignette in each section and then engage students in discussion questions. Questions are listed, with examples of possible answers listed in parentheses. This is not an exhaustive list of possible responses but will give you ideas on what to look for in the discussion.

### **Say to the group:**

*In this lesson, we will view scenarios portraying some of the warning signs we have learned about. Then we will learn specific tactics we can use to help a friend. By the end of this lesson, we will have created a plan of action to help a friend.*

### **SECTION 3 - Vignette: Warning Signs**

#### **Say to the group:**

*In the following four sections, you will see videos of youth struggling with thoughts of suicide and their friends who are trying to help them. In this first video, look for early warning signs.*

**Play Section 3 and let it play until the end.**

**After Section 3,** discuss the following and list answers on a flip chart or whiteboard:

*How do you think Mark was feeling based on his dialogue? (overwhelmed, trapped, hopeless, depressed, misunderstood, feeling as if nothing in his life matters).*

*What things did you notice about Mark and Jan that may be warning signs? (Mark – lack of care about anything in his life, declining grades. Kathy - withdrawing from friends, anger/irritability, changes in personality).*

### **SECTION 4 - Vignette: Recognizing Behavioral Changes**

#### **Say to the group:**

*This section highlights changes in Jan's and Mark's behavior. In this clip, pay attention to interactions between Jan and her mother and Mark and his father.*

**Play Section 4 and let it play until the end.**

**After Section 4,** discuss the following and list answers on a flip chart or whiteboard:

*How did Mark's and Jan's parents react to the change in their behavior? (Anger, accusations, focus on external behavior, demanded changes).*

*Do you think their parents were in tune with what was going on in the lives of their teenagers? (No).*

*(if no) What makes you think they weren't? (Never asked how they were feeling or tried to get to the bottom of their behavior changes).*

*What would have been a positive way for each parent to deal with the changes in their teenager? (Ask questions, try to find out WHY there have been changes instead of demanding change, ask how they are feeling, react warmly instead of in anger, express care, concern, and love).*

## **SECTION 5 - Vignette: Supporting a Friend**

### **Say to the group:**

*This section draws attention to additional warning signs and supporting a friend. Pay attention to these warning signs and how Cathy tried to help Jan.*

### **Play Section 5 and let it play until the end.**

**After Section 5**, discuss the following and list answers on a flip chart or whiteboard:

*What other things did Jan and Mark do or say that could be possible warning signs?*

*(Mark – cutting, isolation, not showing up at the mall, giving away his laptop, skipping band practice, tried to give away his guitar, “You don’t have to kill me for it. I can take care of that myself”, “nothing matters anymore. It doesn’t matter if I’m here or not”, I don’t care anymore” Jan - thanked Cathy for being a good friend, made her a playlist, skipping class, skipping the game).*

*What do you think made Jan and Cathy such good friends? (They had common activities, talked, hung out, listened to each other).*

*Did Cathy realize her friend was in trouble? If yes, how did she know? (Yes, she did. Cathy knew because Jan was acting differently than usual; Jan told Cathy she was upset but asked her not to tell anyone).*

*What did Cathy do when she realized Jan was acting and talking strangely and differently? How do you feel about what Cathy did? (Cathy talked to Jan. She encouraged her to speak to someone, but she didn’t tell an adult).*

## SECTION 6 - Vignette: Supporting a Friend Continued

### Say to the group:

*In this video, observe the ways Tom tried to help Mark and what made a difference in Mark's and Jan's outcomes.*

### Play Section 6 and let it play until the end.

**After Section 6**, discuss the following and list answers on a flip chart or whiteboard:

*What do you think made Mark and Tom such good friends? (Tom asked Mark what was going on and got him to open up).*

*Did Tom realize his friend was in trouble? If yes, how did he know? (Yes. He asked him. He noticed the signs – giving things away, not showing up to planned activities, cutting, skipping band practice, not showing up where he said he would, isolation, etc.)*

*What did Tom do when he realized Mark was acting and talking strangely and differently? How do you feel about what Tom did? (Tom talked to Coach Parks to talk to Mark).*

*How did Coach Parks handle the information Tom had obviously shared with him? Do you think the way he dealt with the situation was appropriate? (Coach Parks approached Mark to open up and talk to him about his problems).*

*What made the difference in Mark's and Jan's outcomes? (Mark's friend told an adult, Jan did not tell an adult).*



## **SECTION 7 - How to Help a Friend, Creating a Plan of Action**

**Before section 7 begins, distribute B1 Pledge Cards, and A Friend Asks App Cards**

**Say to the group:**

*These cards will be used during this section and are yours to keep.*

**Play Section 7 and let it play until the end.**

**After Section 7, say to the group:**

*The B1 Pledge cards are yours to sign and keep with you as a promise to be there for your friends if you see them struggling. You could be the person that might help prevent the very unnecessary death of a friend. Sometimes we do all we can, and it still does not help, but we must TRY!*

*This pledge card is an invitation to participate in the Jason Foundation's B1 Program. "Someone you know may need a friend-B1". It would be a very good thing for you to promise you will always be here for each other no matter what the future holds.*

**Show the card and read from the front and back:**

**FRONT:**

*Learn How you can B1 for a friend.*

**INSIDE:**

*Someone you know may need a friend...B1.*

*By being a part of the B1 Project, you can help take some of the "silence" away from the "Silent Epidemic" of youth suicide. Help your friends who may be struggling by learning about the problem and making a plan to help.*

*Be Aware – Be aware and understand the problem of youth suicide.*

*Be Able to Identify – Be able to identify signs of concern in a friend who may be hurting. Look for these warning signs in your friends.*

*Be Prepared to React – Be prepared with a plan ready in case your friends display warning signs of suicide.*



**BACK:**

*I promise to do my best to Be Aware, Be Able, and Be Prepared when a friend needs my help. Pledge to B1.*



## Someone you know may need a friend...



By being part of the B1 Project, you can help take some of the “silence” away from the “Silent Epidemic” of youth suicide. Help your friends who may be struggling by learning about the problem and making a plan to help.



### **BE AWARE**

Be aware and understand the problem of youth suicide.



### **BE ABLE TO IDENTIFY**

Be able to identify signs of concern in a friend who may be hurting. Look for these warning signs in your friends.



### **BE PREPARED TO REACT**

Be prepared with a plan in place in the event that your friend displays warning signs of suicide.

[b1.jasonfoundation.com](http://b1.jasonfoundation.com)

**Now distribute notebook paper or “Plan of Action” Worksheet. Say to the group:**

*Based on what we learned today, write a “plan of action” you would use if a friend were thinking about suicide and needed your help. What would you say? Where would you go for help? How would you handle your relationship with your friend?*

**After students complete their plan of action, ask them if anyone would like to share their plan with the class.**

## SECTION 8 - Additional Resources and Ways to Help

### Play Section 8.

**After Section 8,** Distribute “Youth Suicide – What do you Already Know Post-Assessment” or “A Promise for Tomorrow” Student Assessment Form. Collect the assessments at the end of the presentation.

### To end the unit, say to the group:

*Through A Promise For Tomorrow, we have learned suicide facts, myths, signs of concern, and how to help a friend. I hope this has been helpful for you in learning to recognize and respond to a friend who may be contemplating suicide. Please talk to the school counselor or me if you have any other questions about this unit.*



## END OF LESSON 2

After the presentation, please complete the Facilitator Curriculum Unit Evaluation and mail all assessments to The Jason Foundation 18 Volunteer Drive, Hendersonville, TN 37075, or scan and email to: [contact@jasonfoundation.com](mailto:contact@jasonfoundation.com)

## OPTIONAL EXTENSION ACTIVITIES

1. Implement a Schoolwide B1 Project – use information and resources at <https://b1.jasonfoundation.com> and receive B1 materials from The Jason Foundation by calling 615-264-2323.
2. Design a school-wide Suicide Prevention Week. Create posters and other visual presentations to share throughout the school.
3. Write a dialogue between two friends, one who is sad, depressed, and contemplating suicide and the friend this young person has confided in and turned to for help.
4. Research medical advances in the treatment of depression and suicidal ideation. (Helpful links can be found on The Jason Foundation website at <https://www.jasonfoundation.com>).
5. Join and publicize the #iwontbesilent social media campaign. Find out more at <https://iwontbesilent.jasonfoundation.com> and contact The Jason Foundation for materials by calling 615-264-2323.
6. Download the free smartphone app, “A Friend Asks” at <https://www.jasonfoundation.com>.





# THERE IS A "SILENT EPIDEMIC" SWEEPING THROUGH OUR NATION.

This "Silent Epidemic" is youth suicide!

Make a Difference and **DOWNLOAD** the APP "A Friend Asks"



The Jason Foundation

## FACTS:

- A friend, especially an informed friend, can help make a difference for someone who may be struggling with thoughts of suicide.
- Suicide is a leading cause of PREVENTABLE death.
- Suicide is the SECOND leading cause of death for middle and high school age youth (ages 12-18).
- Suicide is the SECOND leading cause of death for college age youth (18-22).
- Suicide is the SECOND leading cause of death for youth ages 10-24.
- Nationally, over ONE out of SIX young people "seriously considered suicide" in the past TWELVE months.



## "A Friend Asks" APP

A free smart-phone app to help provide the information, tools, and resources to help a friend (or yourself) who may be struggling with thoughts of suicide.

## Download "A Friend Asks" APP

and keep on your smart-phone as a ready resource. Search "Jason Foundation" for the free app on the Apple App Store and Google Play.

If you are in an immediate crisis, call 911. Call the **National Suicide Prevention Lifeline** (anytime 24/7 at 1-800-273-8255) or use the **Get Help Now** button on the app if you, or a friend, need to talk with a counselor for help or resources available in your area. The Crisis Text Line is a free 24/7 text line where trained crisis counselors support individuals in crisis. Text "JASON" to 741741 to reach the Crisis Text Line.

[www.jasonfoundation.com](http://www.jasonfoundation.com)

# Youth Suicide: What do you already know?

## Pre-Assessment

Circle the correct answer:

1. Suicide is the \_\_\_\_\_ leading cause of death among young people between the ages of 10 and 24?  
A. First                      B. Second                      C. Third
2. It is estimated that over \_\_\_\_\_ young people between the ages of 10 and 24 die by suicide each year in the United States?  
A. 200                      B. 100,000                      C. 6,500
3. We lose a young person to suicide approximately every 90 minutes.  
A. True                      B. False                      C. Don't Know
4. Which of these things can you do to help a friend who is at risk of suicide?  
A. Promise to keep their feelings confidential. Talk them through their difficult time. Tell them what to do to feel better. Tell them these feelings will pass and not to worry about them.  
B. Be aware and understand that suicide is a problem. Be able to identify a friend who may be hurting. Be prepared to act in the event that one of your friends indicates they are thinking about hurting themselves.  
C. Let them know that these feelings are not permanent. Let them know that it is just a phase that will go away. Tell them that most adults don't understand these kinds of thoughts.
5. Talking to a person about suicidal feelings will cause them to attempt suicide.  
A. True                      B. False                      C. Don't Know
6. People who are contemplating suicide almost always tell someone beforehand.  
A. True                      B. False                      C. Don't Know
7. Giving away prized possessions along with changes in behavior should never be considered a warning sign for suicidal feelings.  
A. True                      B. False                      C. Don't Know
8. Most young people never attempt suicide or suffer from suicidal thoughts.  
A. True                      B. False                      C. Don't Know
9. Suicide is never preventable.  
A. True                      B. False                      C. Don't Know
10. If a friend tells me that they are thinking about suicide, I must tell a responsible adult even if my friend becomes angry with me.  
A. True                      B. False                      C. Don't Know

# A Promise for Tomorrow

## Plan of Action Worksheet

### Ways I can be a friend:

What are some ways you can be a good friend to someone who is struggling?

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What would you say to a friend that you are concerned about? List some statements you could say or questions you could ask.

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### Places I can go for help:

Name as many resources as you can think of that you would go to if you needed help for a friend in trouble. These can be people you trust, organizations, apps, crisis services (call or text), etc.

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### How I can handle difficult scenarios:

What will you do if a friend expresses wanting to harm themselves, but asks you to keep it a secret?

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What will you do if you talk to an adult about a suicidal friend, and the adult does not take you seriously or follow up with your friend?

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What will you do if you suspect a friend is having suicidal thoughts but does not tell you?

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# Youth Suicide: What do you already know?

## Post-Assessment

Circle the correct answer.

- 1. Suicide is the \_\_\_\_\_ leading cause of death among young people between the ages of 10 and 24?**  
A. First                      B. Second                      C. Third
- 2. It is estimated that over \_\_\_\_\_ young people between the ages of 10 and 24 die by suicide each year in the United States?**  
A. 200                      B. 100,000                      C. 6,500
- 3. We lose a young person to suicide approximately every 90 minutes.**  
A. True                      B. False                      C. Don't Know
- 4. Which of these things can you do to help a friend who is at risk of suicide?**  
A. Promise to keep their feelings confidential. Talk them through their difficult time. Tell them what to do to feel better. Tell them these feelings will pass and not to worry about them.  
B. Be aware and understand that suicide is a problem. Be able to identify a friend who may be hurting. Be prepared to act in the event that one of your friends indicates they are thinking about hurting themselves.  
C. Let them know that these feelings are not permanent. Let them know that it is just a phase that will go away. Tell them that most adults don't understand these kinds of thoughts.
- 5. Talking to a person about suicidal feelings will cause them to attempt suicide.**  
A. True                      B. False                      C. Don't Know
- 6. People who are contemplating suicide almost always tell someone beforehand.**  
A. True                      B. False                      C. Don't Know
- 7. Giving away prized possessions along with changes in behavior should never be considered a warning sign for suicidal feelings.**  
A. True                      B. False                      C. Don't Know
- 8. Most young people never attempt suicide or suffer from suicidal thoughts.**  
A. True                      B. False                      C. Don't Know
- 9. Suicide is never preventable.**  
A. True                      B. False                      C. Don't Know
- 10. If a friend tells me that they are thinking about suicide, I must tell a responsible adult even if my friend becomes angry with me.**  
A. True                      B. False                      C. Don't Know

# A Promise for Tomorrow

## Student Assessment

### Student Information

Please complete this form to the best of your ability. It is NOT a test. Please do not include your name, but we do request that you include your school/organization. The information you provide will be used to help The Jason Foundation with modifications or revisions to our programs.

**School or Organization:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

### Questions

1. **Name as many warning signs for suicidal thoughts as you can.**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  
2. **What are the three B's of the B1 Project?**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
3. **What would you tell a friend who asked you to "promise not to tell anyone" about them having suicidal thoughts?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. **Name two resources (people or places) you would go to if you needed help for a friend in trouble?**
  1. \_\_\_\_\_
  2. \_\_\_\_\_

### Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# A Promise for Tomorrow Curriculum Evaluation

## Facilitator Information

Name: \_\_\_\_\_ School: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Number of Students: \_\_\_\_\_  
Date Taught: \_\_\_\_\_

## Questions

Please take a few moments to evaluate the A Promise For Tomorrow curriculum. We will use your input to update and revise our program to better serve students. Mail the evaluation to The Jason Foundation, Inc., 18 Volunteer Drive, Hendersonville, TN 37075. Alternatively, fax to 615-264-0188 or scan and email to [info@jasonfoundation.com](mailto:info@jasonfoundation.com).

1. Was the curriculum relevant to the needs of your students? Yes or No
2. Were the facilitator instructions clear and easy to follow? Yes or No
3. Were all of the materials needed to present this program included in the curriculum? Yes or No

If not, what additional materials are needed? \_\_\_\_\_

4. Would you recommend this curriculum to other educators? Yes or No
5. What part of the program did you like the best?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What part of the program did you like the least?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How could we improve our program to better meet the needs of your students?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## RESOURCES AND REFERENCES

### Poster List

The following posters are included with the curriculum on Disc 2 and downloadable. These can be printed for your use in your school.

The following posters are included:

- B1 Project
- A Friend Asks App
- Suicide Prevention Crisis Text Phone and Text Lines

### Crisis Support Team

School counselors (administrators), church leaders, and youth leaders can find themselves unsure of the actions that should or should not be taken in today's world of devastating events that sometimes happen in our schools, churches, or youth organizations. These tragic events can range from suicides or suicide attempts to auto-related injuries, death, and school violence. While larger schools, school districts, and even large churches may have adequate resources, we have found that many times the people in charge of handling these events feel alone and lack a good "sounding board" for advice when trying to mitigate the impact of these tragedies in the surrounding communities.

That is why The Jason Foundation has collaborated with Acadia Healthcare to provide the Crisis Support Team (CST). Not to be confused with clinical treatment or direct counseling, CST will provide telephonic assistance via clinical professionals that will listen and share insights when handling such events in the best clinical way. This service is not crisis counseling for individuals but rather guidance for administrators or leaders responding to groups dealing with adverse events.

CST is a free community service offered by The Jason Foundation and Acadia Healthcare. Connection to a clinical advisor typically occurs within 24 hours of contacting the Team; however, weekends or holidays can delay the response to the first working day following the holiday or weekend.

To access the Crisis Support Team, visit <https://www.jasonfoundation.com/cst/>.



## OTHER JASON FOUNDATION PROGRAMS

(All of The Jason Foundation, Inc. programs are available at no cost to schools and organizations.)

### Parent Community Seminar

This presentation is designed to enhance parental and community awareness of youth suicide. The program provides information about signs of concern unique to the parent-child relationship and gives helpful resources and information about how to help an at-risk son or daughter. This presentation is available on DVD or may be presented by a Jason Foundation representative.

### Staff Development Training Modules

The Jason Foundation, Inc. offers programs for educators, law enforcement personnel, health professionals, and others who work closely with young people. These training programs give the staggering statistics associated with youth suicide, identify several signs of concern or warning signs of possible suicidal ideation, and explore resources to help depressed or suicidal youth. Also included are risk factors or behaviors that could be identified in the student/teacher relationship. These training modules are available in two formats – a facilitator-led group presentation or a self-study unit in DVD format or online at <https://www.jasonfoundation.com>.

### Parent Resource Program

The Parent Resource Program (PRP) is a program created by The Jason Foundation, Inc. (JFI) to better educate parents, teachers, youth workers, and other adults in the community about the alarming statistics of youth suicide, the signs of concern, and risk factors. The PRP provides valuable information and can assist parents, teachers, and others with questions or concerns about youth and suicide. The PRP is located on JFI's website: <http://www.jasonfoundation.com/prp/>. The link to this program may be placed on a school or agency website for easy access.

### Coaches and Athletic Personnel Training

Coaches are in a unique position to have a lasting impact on the young people that they encounter daily. This training delves into the problem of suicide among student-athletes the unique pressures that they face and presents information from several experts on the subject. Access the training at: <https://www.jasonfoundation.com/get-involved/educator-youth-worker-coach/coaches-training/>.

### Coaches Assistance Program

C.A.P is here to provide the education and help that coaches and athletic personnel may need to recognize the signs and symptoms of suicide. Information is also provided to help guide and support athletes through stressful life situations. To learn more about the Coaches Assistance Program, visit: <https://www.coachesassistanceprogram.com/>.

## **First Responders Training**

First Responders are in a unique position to have a lasting impact on the community. Suicide currently ranks as the third leading cause of death for youth ages 10 – 24. More First Responders lose their life to suicide than in the line of duty. Police Officers, Firefighters, and EMS Workers are more likely to suffer from PTSD than the general public. The Jason Foundation is proud to offer our First Responders Training Module: Addressing Suicide with Youth in the Community and within the Profession. This training aims to provide First Responders with the knowledge, skills, and resources to better recognize the signs of concern and elevated risk factors for suicidal ideation in youth within their community and among coworkers and fellow first responders. Access the First Responders training at: <https://www.jasonfoundation.com/get-involved/first-responders/>.

## **B1 Project**

The B1 Project started as a collaborative effort between The Jason Foundation and Rascal Flatts. The purpose of the B1 Project is to give young people the information and resources to “Be Aware, Be Able, and Be Prepared” for their friends who may be struggling with suicidal thoughts. With the theme “Someone you know may need a friend – B1”, the program encourages young people to listen to their friends and be prepared to act should it be necessary. To learn more about the B1 Project, visit <https://b1.jasonfoundation.com>.

## **A Friend Asks App**

A free smartphone app to help provide the information, tools, and resources to help a friend (or yourself) who may be struggling with thoughts of suicide. Download the app at <https://www.jasonfoundation.com/get-involved/student/a-friend-asks-app/>.

## **The Jason Flatt Act**

Passed in over 40% of the states, The Jason Flatt Act is the most comprehensive suicide prevention law in the country, requiring educators to have training in youth suicide awareness and prevention. Visit our website for the complete list of participating states. Educating teachers on recognizing signs of concern and elevated risk factors is a significant step in saving young lives. The Jason Flatt Act works within a state’s current continuing education requirements by mandating youth suicide prevention training. Although The Jason Flatt Act does not require teachers to use specific programs, many states and school districts use JFI’s staff development modules to satisfy the requirement. Please refer to your local school district with questions regarding requirements for staff development programs. Find out more at <https://www.jasonfoundation.com/about-us/jason-flatt-act/>.

## **Learn more about The Jason Foundation, Inc. / Order Materials**

Please visit our website, <https://www.jasonfoundation.com>, for more detailed information and to order materials. Our website is designed to educate the public about the awareness and prevention of youth suicide by providing information and resources. Information pertinent to students, educators, and parents is included, along with links to additional resources. You may also contact us by email at [contact@jasonfoundation.com](mailto:contact@jasonfoundation.com).

## ADDITIONAL RESOURCE LINKS

We suggest checking the addresses before distributing them to students, teachers, and parents. Linked sites are not under the control of The Jason Foundation. The Jason Foundation, Inc. is not responsible for the contents of these sites. JFI is providing the sites only as a convenience, and the inclusion of any link does not imply endorsement of the site by The Jason Foundation.

### **The Jason Foundation**

<https://www.jasonfoundation.com>

### **American Association of Suicidology**

Listing of local crisis centers by state, resources, statistics.

<https://www.suicidology.org>

### **Center for Disease Control (CDC)**

Data and statistics (some by state) and information on suicide under “A-Z Index.” Click on Suicide or Youth Risk Behavior Surveillance System (YRBSS).

<https://www.cdc.gov>



## REFERENCES

Statistical data was primarily obtained from the following sources:

**Center for Disease Control (CDC)**

<https://www.cdc.gov>

**American Association of Suicidology**

<https://www.suicidology.org>

**American Foundation for Suicide Prevention**

<https://www.afsp.org>

**American Psychiatric Association**

<https://www.psychiatry.org>

**Mental Health America**

<https://www.mhanational.org>

**Academy of Child & Adolescent Psychiatry**

<https://www.aacap.org>

**National Center for Injury Prevention & Control**

<https://www.cdc.gov/injury>

**Children's Safety Network**

<https://www.childrenssafetynetwork.org>

# THANK YOU FOR BEING PART OF THE SOLUTION!



## THE JASON FOUNDATION STORY

The Jason Foundation's origin can be traced back to the life of one young man, Jason Flatt. Jason was a lively, athletic, and bright sixteen-year-old excited about recently attaining his driver's license. He was a good student and looked forward to the upcoming football season. However, all of this excitement and anticipation ended on July 16, 1997, the day Jason took his own life. It took only one moment of a brash, irrational decision to take a son, a brother, and a friend from those who loved him. The lives of Jason's family and friends would never again be the same.

Following the initial shock of Jason's death, his family settled into the realization that he was gone; however, there were still questions unanswered. Why Jason? What made him take his own life? Trying to find a reason why this tragic event was not foreseen or clearly understood, we began to look into the problem of youth suicide for the answers. After discovering the overwhelming statistics about the prevalence of youth suicide, a frightening realization that any teenager could be at risk for suicidal thoughts or actions emerged. There was a clear need for more information and more resources for help to deal with youth suicide, including a lack of organizations dedicated to facing this "Silent Epidemic." Jason's family and friends resolved that the silence about the epidemic of youth suicide would go on no longer, and thus, The Jason Foundation, Inc. was born.

Just three months after Jason's death, with the enormous efforts of many, The Jason Foundation, Inc. began its official organizational work in October of 1997. The organization's mission was to take a leading role in the awareness, education, and prevention of youth suicide. One of the first endeavors to accomplish this mission was to develop educational seminars aimed at parents, youth, and specific organizations that work with youth. These educational seminars were designed to provide information and statistics about the problem of youth suicide. Additionally, these programs empower individuals by teaching them ways of dealing with someone who might be suicidal. The youth seminar evolved into the "A Promise for Tomorrow" educational program to reach the large target audience of young adults effectively and efficiently. This self-contained educational program has been developed to work within a school curriculum or other organizational settings that want to break the silence about youth suicide. It now serves as a complete teaching plan with multimedia-coordinated lessons and real-life situations to educate students about the problem of youth suicide and how breaking the silence can save a life, even their own.

The "A Promise for Tomorrow" program, as well as every other program and activity of The Jason Foundation, Inc., is dedicated to the memory of my brother, Jason Flatt, and to all the young people who have lost their tomorrows to this Silent Epidemic of youth suicide.

John A. Flatt, M.D.

SR. Corporate Vice President

