

GRADE 9 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



LIFE IS PRECIOUS  
Facilitator Materials

# LIFE IS PRECIOUS

## Grade 9 - Classroom Session

### INTRODUCTION

This high school session is designed to provide the Compass Child Protection Children's program for parishes or schools.

A review of the material and content directions for parents are sent home with the young people so that parents can discuss these concepts with their own children.

A feedback form is also sent to the parents, with instructions to return it to the classroom teacher.

### SESSION OVERVIEW

Suicide is difficult to talk about, and a lot of teens struggle with thoughts of ending their life. This session on Life is Precious helps students think about and talk about their lives, why life is precious, and why suicide is not a way out. Teens learn about ways in which they can help someone who is struggling and get help. Awareness about suicide can go a long way in supporting people going through a hard time, and sometimes even prevent the occurrence of suicide.

### GOALS

*The goals of this session are to teach students the following:*

- Affirm that life is precious and worth fighting for.
- Identify suicidal thoughts and behaviors
- Get help if they observe these in a friend.

- Have open conversations with their parents about suicide and dealing with tough situations.

## MATERIALS

- Seating arrangements
- Activity books for all the students
- Pens
- PowerPoint presentation, computer and presentation equipment.
- Bible
- Whiteboard with markers
- Large envelope for parent packet

## PREPARATION

**Print** this lesson plan; **study** it thoroughly; **prepare** to teach it using your own words and examples.

**Download** the PowerPoint

**Download** and **duplicate** the Activity Book, one for each student.

**Print** 5 copies of the dialogue at the end of the facilitator materials document.

**Download** and **duplicate** the Parent Handout and insert them in the Parent Packets.

## LESSON PLAN

### A. Opening

Have [Slide 1](#) open before students enter the classroom. Give each student a name-tag with their first name printed in large block letters.

Seat the students in groups of 3 to 5, each at a table.

Say,

Welcome to today's session. Today we will talk about how each of our lives is precious.

Life can be hard on days and on others we love living. Take a look at the emoticon chart in your activity book and circle any emotion that you are feeling today.

(Allow time for students to raise hands or indicate)

Say:

At any moment, we feel a range of emotions. Sometimes the emotions are intense. Sometimes we may feel contrasting emotions- we can feel elated and crushed at the same time. Emotions are powerful and can overwhelm and overtake our thoughts. When we are in the middle of intense emotions, it's hard to think clearly and hold on to what's true.

Let's consider these words from the Bible that remind us of some truths that we must remember at all times.

Say:

[Click Slide 2:](#)

Psalm 139: 13- 14.

You formed my inmost being;  
you knit me in my mother's womb.

I praise you, because I am wonderfully made;  
wonderful are your works!  
My very self you know.

God created you, you are precious. He knows us and made us just as we are for a purpose.

Click Slide 3:

Another important verse to consider is Jeremiah 29:11

“For I know well the plans I have in mind for you—  
oracle of the Lord—plans for your welfare and not for  
woe, so as to give you a future of hope.”

These words give us hope on the days when we don't feel strong and confident. They help us remember that our life is precious and our life has a purpose. This is also true of every person around us- our friends, neighbors, family, teachers. Each of their lives is precious, and each of their lives has a purpose.

## B. When Life is Hard

**Note for Teacher:** At the end of each story, ask the students to respond to the reflection question.

**Say:**

When life is hard, it's difficult to remember that life is precious. We are going to look at and talk about some stories of people who had some difficulties in their lives.

Click Slide 4-5:

**Say:**

Sam was one of the strongest players on the basketball team. The whole team was counting on him to win a match against another school. On the day of the match, Sam was distracted and made many mistakes. He played poorly, and

his team lost. Sam feels horrible and that he doesn't deserve to be a part of the team. He wishes he never had to face his teammates, coach and schoolmates again.

**Ask:**

What are some of Sam's emotions?

*Allow for time to answer*

What are some things he may be believing that are not true?

*Allow for time to answer*

Think about this- When have you felt that your performance may have let someone down?

*Allow for time to consider.*

**Say:**

When we put ourselves in another person's shoes it helps us understand what they are feeling, and helps us learn to respond in the way that we would like to be treated.

Let's take a look at another story.

**Click Slide 6-7:**

**Say:**

Amy's parents are getting a divorce. She can't imagine what life would be like. Amy is constantly thinking about all the events over the past year. As she considers the fights her parents have been having, she notices that many of them are related to her. She starts feeling like she is the cause of the divorce. She wonders if her family would be happier without her.

**Ask:**

What are some of the emotions that Amy may be feeling?

*Allow for time to answer*

What are some things that she may be believing that are not true?

*Allow for time to answer*

**Say:**

Here's another story...

**Click Slide 8-9:**

**Say:**

Esther loved dancing and injured her knee in an accident. Despite months of physiotherapy, she is not able to build up her coordination and strength. The physiotherapist has said that she may never be able to dance again. Esther is very sad and does not want to talk to anyone. She prefers to stay in bed all day, and do nothing.

**Ask:**

What are some emotions that Esther may be feeling?

*Allow for time to answer*

What are some things that she may be believing that are not true?

*Allow for time to answer*

Think about this- When have you felt like your dreams or plans would not work out?

*Allow for time to consider.*

**Click Slide 10:**

**Say:**

In all of these scenarios, the teens were feeling sad and wanted to "give up." You might have come across the word

“Suicide.” Suicide is when a person gives up and they end their life. People who attempt suicide are very hurt and in a lot of emotional pain. They try to escape that pain by ending their life.

These people need friends and community who love them and encourage them not to give up.

Let’s look at one more story.

**Say:**

**Click Slide 11-12:**

Micah had a girlfriend and they were having a lot of fun hanging out. Micah had not told his parents about her. One day his girlfriend broke up with him and said that she did not want to be friends anymore. Micah was heartbroken. He did not feel like sharing it with his friends at school, and he did not tell his parents. Micah was very sad, and also felt alone.

**Say:**

Sometimes, like in Micah’s story, a person is going through a hard time, but they are doing so alone. They may even be hurting themselves or having suicidal thoughts, and others may not know. It is important to know some signs of suicide so that you can know if someone is at risk for it. If you notice these signs, you can help that person get the help and support they need. Let’s open the page in your activity book called “Signs of Suicide.”

**Click Slide 13:**

**Read:**

- Talking or writing about suicide.
- Expressing suicidal ideas through art.
- Comments that life is meaningless.



- Statements of feeling trapped or suffering unbearable pain.
- Feeling as a burden to loved ones.
- Staying by themselves rather than hanging out with family or friends.
- Obtaining or boasting about a weapon.
- Giving away prized possessions.
- Contacting loved ones to say “goodbye.”
- Researching methods to commit suicide.

#### Click Slide 14:

Any person who has one or more of these signs needs support and help. Even if they are not planning suicide, these signs indicate emotional distress that a person is going through. It is also possible that sometimes, the signs may not be recognizable at all, or that a person may be very good at hiding their pain.

### C. Responding to Warning Signs

#### Say:

Maybe you have already come across a person who had any of these behaviors we mentioned above. Or maybe as we are going through this, you are reminded of someone you know. Here’s what you can do if you notice these warning signs.

#### Click Slide 15:

GET HELP!

Planning suicide is just one symptom of many more complicated emotional struggles. You must report the situation to a teacher, parent, school principal, priest or other adult who can help the person to get through the difficult time.

While it is important to be kind and gentle, don’t attempt to be the only support for that person. They need a community around them, and might even need help from a counseling professional.

**Ask:**

In Micah's story that we just heard, his parents didn't know about his girlfriend. Micah did not want any adult to know the whole story. If you were his classmate what should you do?

*Wait for responses.*

**Say:**

You must still get help. Life is very precious and suicide can't be reversed. Micah may be thinking many things that are not true, and may not know how to help himself. You must tell an adult about Micah's struggles so that he can get support.

**Ask:**

When life is hard, it's easy to feel alone. When you are kind, and caring to a person who is lonely, they feel encouraged and confident in handling the challenges they are facing.

What if you go through a very difficult situation and feel like giving up? What would you do?

*Wait for responses.*

**Say:**

Yes, you must get help and talk to someone you can trust.

**Click Slide 16:**

If someone is feeling hopeless, helpless, thinking of suicide, contact the National Suicide Prevention and Crisis Lifeline online, or call or text 988.

There are professionals on these phone lines who can talk to you and give you advise on getting through the hard situation.

**Say:**

(OPTIONAL: Do this if students are carrying phones)  
Take out your cellphones and add this number to your phone now.

**Ask:**

If you ever come across someone who has hurt themselves and their life is in danger, what should you do?

*Wait for responses.*

**Say:**

**Click Slide 17:**

First, you must call 911 /988, then you must get help from adults or anyone around you.

Today we talked about how life is precious and how you can help someone who does not remember that.

Now, let's all stand up for the bible reading and prayer.

## **D. BIBLE READING AND PRAYER**

**Click Slide 18:**

**Say:**

Lord, you have probed me, you know me:

you know when I sit and stand;

you understand my thoughts from afar.

You sift through my travels and my rest;

with all my ways you are familiar.

**Click Slide 19:**

Even before a word is on my tongue,

Lord, you know it all.

Behind and before you encircle me

and rest your hand upon me.

Such knowledge is too wonderful for me,  
far too lofty for me to reach.

Where can I go from your spirit?

From your presence, where can I flee?

Psalm 139:1-7

Let's read together the prayer in your activity book.

Dear God, Thank you for loving us so much. Thank you for being with us always. Help us to remember that we are never alone, and that you help us in our time of need. Help us to be a friend to those around us and encourage them through hard times.

Amen.

GRADE 9 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



LIFE IS PRECIOUS  
Activity Book

# HOW DO I FEEL?



# Scenarios

## Scenario 1:

Sam was one of the strongest players on the basketball team. The whole team was counting on him to win a match against another school. On the day of the match, Sam was distracted and made many mistakes. He played poorly, and his team lost. Sam feels horrible and that he doesn't deserve to be a part of the team. He wishes he never had to face his teammates, coach and schoolmates again.

## Scenario 2:

Amy's parents are getting a divorce. She can't imagine what life would be like. Amy is constantly thinking about all the events over the past year. As she considers the fights her parents have been having, she notices that many of them are related to her. She starts feeling like she is the cause of the divorce. She wonders if her family would be happier without her.

## Scenario 3:

Esther loved dancing and injured her knee in an accident. Despite months of physiotherapy, she is not able to build up her coordination and strength. The physiotherapist has said that she may never be able to dance again. Esther is very sad and does not want to talk to anyone. She prefers to stay in bed all day, and do nothing.

## Scenario 4:

Micah had a girlfriend and they were having a lot of fun hanging out. Micah had not told his parents about her. One day his girlfriend broke up with him and said that she did not want to be friends anymore. Micah was heartbroken. He did not feel like sharing it with his friends at school, and he did not tell his parents. Micah was very sad, and also felt alone.

# Signs of Suicide

- 
- ! Talking or writing about suicide.
  - ! Feeling as a burden to loved ones.
  - ! Staying by themselves rather than hanging out with family or
  - ! Giving away prized possessions.
  - ! Researching methods to commit suicide.
  - ! Expressing suicidal ideas through art.
  - ! Comments that life is meaningless.
  - ! Statements of feeling trapped or suffering unbearable pain.
  - ! Obtaining or boasting about a weapon
  - ! Contacting loved ones to say “goodbye.”



# Prayer

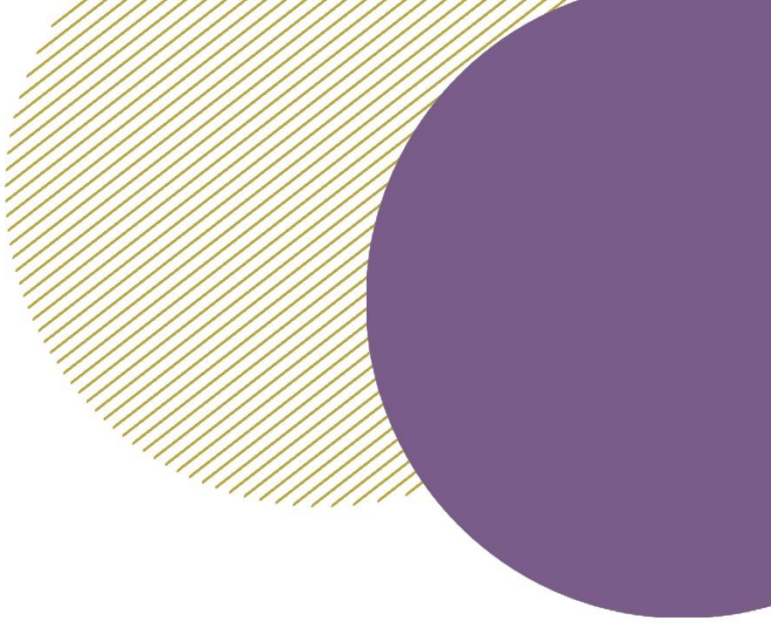
## Psalm 139: 1-7

Lord, you have probed me, you know me:  
you know when I sit and stand;  
you understand my thoughts from afar.  
You sift through my travels and my rest;  
with all my ways you are familiar.  
Even before a word is on my tongue,  
Lord, you know it all.  
Behind and before you encircle me  
and rest your hand upon me.  
Such knowledge is too wonderful for me,  
far too lofty for me to reach.  
Where can I go from your spirit?  
From your presence, where can I flee?

Dear God, Thank you for loving us so much. Thank you for being with us always. Help us to remember that we are never alone, and that you help us in our time of need. Help us to be a friend to those around us and encourage them through hard times.

In the name of the Father, the Son and the Holy Spirit.

Amen.



GRADE 9 - CLASSROOM

# COMPASS CHILD PROTECTION CHILDREN'S PROGRAM



LIFE IS PRECIOUS  
Parent Handout

# Life is Precious

## Grade 9 - PARENT FOLLOW-UP SESSION

*with children who attended the parish/school session.*

### Instructions for the Parents

Your child attended a lesson which talked about the sensitive topic of suicide in a gentle and positive way, around the theme “Life is Precious.”

You are encouraged, sometime within the next week, to set aside 30 minutes for a discussion on this material with your child. This packet contains information to guide your conversation, as well as a step-by-step guide with suggestions.

### Session Overview:

- The teacher introduced that life is precious with a reference to verses in the Bible- Psalm 139: 13-14 and Jeremiah 29:11.
- The teacher discussed various stories of teens going through a hard time in their life.
- The teacher introduced the term suicide and explained some warning signs they may notice. Ways in which they could get help were explained.
- At the end of the session, the class read the Bible verse **Psalm 139: 1-7**, followed by a prayer.

## Background Information for Parents:

Suicide is an action directed at oneself that ends their life. A person may experience suicidal thoughts, attempt or commit suicide when they are in deep physical or emotional pain. A person who considers, attempts or carries out suicide does not necessarily want to end their life, but rather wants to end their internal feelings of struggle and pain.

## Information and Strategies that were taught to your child during their class:

Suicide was defined as when someone “gives up” and ends their life. It was explained that people do this when they go through a hard time, and they don’t see a way out.

A person may be going through a hard time, and doing so alone. They may even be hurting themselves or having suicidal thoughts, and others may not know. It is important to know the signs of suicide so that you can know if someone is at risk for it. If you notice the signs, you can help that person get the help and support they need.

- Talking or writing about suicide.
- Expressing suicidal ideas through art.
- Comments that life is meaningless.
- Statements of feeling trapped or suffering unbearable pain.
- Feeling as a burden to loved ones.
- Staying by themselves rather than hanging out with family or friends.
- Obtaining or boasting about a weapon.
- Giving away prized possessions.
- Contacting loved ones to say “goodbye.”
- Researching methods to commit suicide.

Any person who has one or more of these signs needs support and help. Even if they are not planning suicide, these signs indicate emotional distress that a person is going through.

Here's what you can do if you notice these warning signs.

**GET HELP!**

Planning suicide is just one symptom of many more complicated emotional struggles. You must report the situation to a teacher, parent, school principal, priest or other adult who can help the person to get through the difficult time.

While it is important to be kind and gentle, don't attempt to be the only support for that person. They need a community around them, and might even need help from a counseling professional.

What if you go through a very difficult situation and feel like giving up? What would you do?

You must get help and talk to someone you can trust.

You can also contact National Suicide Prevention Lifeline online or 1-800-273-TALK (8255) *Students may have added this number to their phone.*

If you ever come across someone who has hurt themselves and their life is in danger, what should you do?

First, you must call 911, then you must get help from adults or anyone around you.

## PARENT-CHILD DISCUSSION

Following are thoughts and questions to help supplement and support your conversation with your child:

### 1. Discuss dealing with life's challenges:

Say:

Today in class, your teacher discussed about how life can be challenging. You did an activity where you thought about how you feel today.

How did you feel then? Is there anything you would like to share? How are you feeling now?

*Help your child share openly.*

Let's look at the scenarios that you discussed in class. What are your thoughts on these? Have you ever met someone who has been in similar situations?

*Go over each scenario on the page "scenarios" and discuss them with your child. Talk about what they would do if they or their friend was having a hard time like that. Remind them to get help from an adult and not take it up on their own.*

### 2. Talk about the Suicide:

Your teacher introduced the word suicide. Have you heard it before? What are your thoughts on it?

*Let your child explain suicide in their own words, and add or clarify as needed.*

Let's review this list on the signs of suicide. Have you seen a friend or a classmate or anyone else displaying any of these signs?

*Go through the signs one by one, taking time to discuss any as needed. It is also possible that sometimes, the signs may not be recognizable at all, or that a person may be very good at hiding their pain.*

*You may add from your personal experience or people you have met in your life. (Be careful not to share anything confidential)*

### 3. Talk about how life is precious:

*Go through the bible verses in the activity book. Talk about how your child is precious to God and to you. Talk about how God's presence is with them, and also how you are there with them to support them through any difficult things in life.*

### 4. End with a prayer:

Now it is time to pray, and ask for God's protection and help in difficult times. Pray for strength to help others who may be going through a difficult time. You might use the prayer in the activity book.

# LIFE IS PRECIOUS

Grade 9 – Classroom Session

**Your feedback is valued!**

*We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.*

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real life application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?