



HEADQUARTERS CIVIL AIR PATROL  
UNITED STATES AIR FORCE AUXILIARY  
105 South Hansell Street  
Maxwell AFB, Alabama 36112

17 September 2018

To the CAP Community,

The October resiliency lesson plan and attachments come to you as the second phase of General Smith's request that we "excel in our service to our members." In September we are teaching all cadets the CAP's Five Pillars of Wellness and Resilience, using it to define a life best prepared to achieve personal excellence. In October we introduce the pillars to all CAP members and families with an emphasis on the resilience component.

This October lesson goes beyond "living in wellness" to using the pillars as a source of strength during stress and when crisis occurs in an individual's life. We will all learn the skills for recognizing the signs of crisis in an individual's life, using the ACE response for thoughts of suicide in our peers and using the national crisis hotlines where we can get immediate assistance for ourselves and for others. More importantly, we will come together as squadrons and flights to build the Pillar of Relationship in our CAP community. In this pillar we underscore the importance of communication, social support, connectedness and teamwork. These things will provide the resilience we seek as we serve our fellow members and the excellence we strive for as we serve the nation in our CAP units. Please use this material to facilitate open communication and bonding in your unit.

At the end of October there will be several opportunities to provide feedback to the National Task Force to improve this program. We hope that the October Down Day will be an annual event with changing emphasis elements that strengthen the relationships in our units and grow individual resilience from the stresses of life and our missions.

Thank you again for your support as we work to be one Civil Air Patrol.

A handwritten signature in brown ink that reads "John M. Knowles".

JOHN M. KNOWLES, Colonel, CAP  
Chair, Resiliency and Suicide Prevention Task Force

**Wingman Down Day OCT 2018:**

# **Suicide Awareness**

## **Lesson Plan & Attachments**

Prepared by the CAP Resiliency & Suicide Working Group

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## Lesson Plan

# Wingman Down Day OCT 2018: Suicide Awareness

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**NOTE:** An abundance of empirical evidence from CAP briefings and Character Development lessons on these topics suggests that discussions will be more open with honest sharing when cadets and adults conduct this program separately. If possible separate the groups after the Icebreaker and conduct the same lesson plan with each. Small units may not have the facilitators to do separate briefings, and they should be aware that cadets may be less likely to discuss their “reality” in the presence of their parents or senior members.

## Summary

1. Subject(s): Suicide Awareness
2. Target Audience: Cadets, Senior Members, Parents, and other interested CAP Stakeholders:
3. Objective:
  - a. To provide information to reduce the stigma around discussing suicide;
  - b. To teach the warning signs that may help identify someone at-risk of suicide;
  - c. To provide critical tools in case someone is in danger from suicide.
  - d. To review / introduce CAP Five Pillars of Wellness and Resilience
  - e. Discuss the concept of stress as a continuum leading to crisis
  - f. Discuss how the Five Pillars can support resilience
5. Time Allotment: 90 minutes, including break.

## Implementation

### Outline

1. Preparation & Logistics
2. Greeting & Assembly
3. Icebreaker & Hotwash
4. Video & Lesson
5. Break
6. Guided Discussion
7. Survey & Dismissal

### Procedure

1. Preparation & Logistics
  - a. Identify local resources that participants can use or suggest to others, when there is a crisis. These resources should be written onto a chalkboard, posted on a bulletin board, or written onto the available Wingman Down Day poster.
  - b. Print the Ask, Care, Escort (ACE) pocket cards for the expected number of participants. These should fit Avery Business Card templates (10 each per sheet), for easy separation.
  - c. Print the CAP wellness pamphlet for each participant. This is a 2-sided, tri-fold document that has a menu of options for reducing stress and increasing wellness.
  - d. Attachment A is the list of 2018 Wingman Down Day print-ahead materials.
  - e. Ideally, some snacks should be made available during the break.
    - i. A volunteer or group of volunteers can be asked to bring something, or participants can be asked to bring their own snacks ahead of time.

- ii. If participants are bringing their own snacks, there should be some extras available for any participants who cannot or do not bring their own.

## 2. Greeting & Assembly

- a. The presenter for the Down Day, and/or the Commander should greet every participant as they arrive.
- b. This sets an appropriate tone for the presentation and events surrounding it.

## 3. Icebreaker & Hotwash

- a. The Icebreaker can be conducted by the main presenter, or delegated to an assistant that is briefed in advance on how the icebreaker and hotwash are accomplished.
- b. The Icebreaker is Attachment B of this Lesson Plan
- c. This Icebreaker should be conducted in a relatively open space, but a classroom, auditorium, or room with chairs can be used if necessary.
- d. This Icebreaker requires no additional materials.

## 4. Video & Lesson

- a. If you choose to not or cannot use the selected videos, please use the Lecture Outline in Attachment C.
- b. If you choose to use the selected videos, please use the outline in Attachment D.


## 5. Break

## 6. Guided Discussion

- a. Organize the room into a circle of chairs, without desks, tables, or podiums between anyone in the room.
- b. Refer to the Guided Discussion Script in Attachment F.

## 7. Survey & Dismissal

- a. Ask participants to complete the anonymous survey and return them to the presenter.

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- b. Please tally the surveys and enter the results per the instructions in Attachment G.
  - c. The Commander or presenter should individually thank each participant for attending the Wingman Down Day.

## Lesson Plan Attachment A

# Print Ahead Documents

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Document	# Needed	Format	Notes
ACE Cards	1 per Participant	<ul style="list-style-type: none"> <li>• Avery 28371 or similar</li> <li>• 2-Sided</li> <li>• 10 cards per sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Available in Color and Black/White;</li> <li>• Available in PDF</li> </ul>
Wellness Pamphlet	1 per Participant	<ul style="list-style-type: none"> <li>• 8.5" x 11"</li> <li>• 2-Sided</li> <li>• Tri Fold Pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Available in PDF</li> </ul>
Warning Signs Worksheet	1 per Participant	<ul style="list-style-type: none"> <li>• 8.5" x 11"</li> <li>• 1-Sided</li> </ul>	<ul style="list-style-type: none"> <li>• Available in PDF</li> </ul>
Survey	1 per Participant	<ul style="list-style-type: none"> <li>• 8.5" x 11"</li> <li>• 1-Sided</li> </ul>	<ul style="list-style-type: none"> <li>• Available in PDF</li> </ul>
Survey Tally Sheet	1 per Presentation	<ul style="list-style-type: none"> <li>• 8.5" x 11"</li> <li>• 1-Sided</li> </ul>	<ul style="list-style-type: none"> <li>• Available in PDF</li> </ul>
Local Resources Poster	1 per Presentation	<ul style="list-style-type: none"> <li>• 11" x 17"</li> <li>• 1 - Sided</li> </ul>	<ul style="list-style-type: none"> <li>• Optional</li> <li>• Includes write-in section for local resources</li> <li>• Color and Black/White versions in the same PDF</li> </ul>

# Lesson Plan Attachment B

## Line Up Icebreaker

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### Resources Needed:

1. A relatively open space.
  - a. Suitable for forming a line with all participants, or
  - b. Suitable for forming lines of participants that have been broken into groups.
2. No additional materials needed.
3. 10-15 Minutes for the activity, and 3-5 minutes for the hotwash.

### Implementation


#### Explanation


1. The participants (or groups of participants) will have to listen to directions and line up according to the order directed.
2. The instructions may get more complicated as the game progresses.
3. The facilitator can make it even more challenging by making the participants form lines without speaking, or blindfolded (using spotters) etc.
4. If a single line is formed, you may wish to tell participants they are competing for the “world-record” time, to create a sense of urgency.
5. If multiple groups are forming lines, you can tell the groups they are competing against on another do accomplish the task fastest.

#### Procedure

1. Break the participants into groups of less than 10, if necessary.
  - a. It is preferable to have mix ages, genders, and break up cliques for this activity.
  - b. Seniors and Cadets can be in the same groups.
2. Ask the group to form a new line in order of:
  - a. Height, from smallest to tallest.
  - b. Birthdays, from January through to December.



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- c. Shoe size, from smallest to largest.
  - d. Length of time in CAP.
  - e. Alphabetical first names (A-Z).
  - f. Alphabetical mothers first names.
  - g. Alphabetical grandmother's first names!
  - h. Any other appropriate characteristic you wish to use.
3. Add challenges if the group is successful such as:
- a. The group must form their next lines silently.
  - b. The group(s) must form their next lines with their eyes closed.
  - c. Any other safe addition that increases the complexity of the activity.
4. After several rounds of lining up, have the participants come together for the hotwash
5. Hotwash. Ask the following questions, or come up with similar ones for your participants. There are no “Right” answers, but you may wish to guide the participants to answers that emphasize the importance of communication, teamwork, and deciding what success looks like for them.
- a. What just happened?
  - b. What was your plan for the activity? How did you come up with it?
  - c. What challenges did you face?
  - d. What did your team have to do or believe to be successful?
  - e. What positives can you take away from the activity?
  - f. What would you do differently next time?
  - g. How did you feel when you were initially briefed?
  - h. How well do you feel you contributed as an individual to the task? What was your role?
  - i. Do you feel you communicated well as a team?
  - j. What changes would you make in how you communicated?
  - k. Did you listen to others in the team?
  - l. Did everyone have some input?
  - m. Did everyone understand the plan? If not, why not?
  - n. Did anyone take the lead during the activity?

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- o. Who was responsible for the success or failure of the activity?
  - p. What is a goal? Does reaching your goal determine success?
  - q. How do you achieve your goals?
  - r. How did you come up with your idea or solution to the problem?
  - s. Did your team try different ideas? If so, why did you change your approach? What can you learn from this?
  - t. How important was planning? Did everyone have a role during the challenge?
  - u. Did the group have a clear action plan and how did you come up with this?
  - v. Why is goal setting important?
6. Thank the group for their active participation, and let them know that communication, teamwork, trust, and identifying what success looks like will play a role in what we will be discussing the rest of today's Wingman Down Day.
7. Dismiss the group to the seats they will be in for the video and/or lesson portion of the presentation.

## Lesson Plan Attachment C

# Lecture Notes (no video)

*If the presenter chooses to not use videos, please use the notes below to guide the presentation.*

1. Suicide is a difficult topic to talk about, but the National Commander asked a team to come together to find out how to equip CAP members with the skills to be more resilient and stay safe.
  - a. The 5-Pillars of Wellness lesson in September was the first step in building these skills in our members.
    - i. From our Foundation as “One Civil Air Patrol” we lift up our twin goals to “excel in service to our nation and to our members.”
    - ii. The goals are carried by members who are living in wellness with resilience.
    - iii. Five focus areas provide our wellness and

resilience: Mind, Body, Relationships,  
Spirit, and Family.

- iv. CAP has identified four activities that support each of the pillars though more are available.
- v. Wellness is defined for us as: “Wellness is living with good ‘habits’ so that we are equipped to achieve personal excellence, sustaining us during times of stress and making us resilient to the difficulties of life.”
- vi. Stress is change. When changes accumulate or put “pressure on us” or when one of the pillars experiences a very radical change or disruption, CRISIS occurs. At this point we feel PAIN (mental or physical or emotional).
- vii. When the “pain” seems unbearable, some people may want to take drastic measures

to end it. They may want to end their life.

b. Today's Wingman Down Day is the second step, and we will be talking about Suicide Awareness and Prevention.

c. You are all important members of the team, and we want you to stay safe, and we want to help you keep your Wingman safe.

d. Is everyone here going to be OK to be a part of this presentation? *(Wait for any participants that may have concerns, address as necessary)*

## 2. STATISTICS -

a. The first section we will talk about asks,

- “How big is this problem?”
- Why are we concerned?”
- What are some groups that we think might be at higher-risk for suicide?
- Which one of the Five Pillars is “under stress” in these individuals?

*(Allow Participants to answer before sharing.)*

*There are no wrong answers, but some suggestions are included.)*

- ii. People with Mental illness (including PTSD)
  - Mind Pillar
- iii. Youth who are bullied by peers or adults
  - Relationships Pillar
- iv. Alaska Native and Native American People
  - Relationships Pillar
- v. People with Relationship Problems
  - Relationships Pillar
- vi. People with Financial Problems
  - Mind Pillar
- vii. People with Substance Abuse Problems
  - Body Pillar
- viii. LGBTQ Youth
  - Relationships Pillar
- ix. People with a serious illness
  - Body Pillar
- x. Being Exposed to another person's

## suicidal behavior

- Mind Pillar

xi. People with Mental illness (including PTSD)

- Mind Pillar

b. Suicide rates increased in nearly every state from 1999 through 2016

c. We often see mental health conditions as the only cause of suicide. But suicide is rarely caused by any single factor.

d. Factors can include relationship problems, substance misuse, a recent crisis...

e. Or job, financial or legal stress.

f. More than half of people who died by suicide did not have a known mental health condition.

g. Men are more likely to die by suicide than women, but women are more likely to attempt suicide.

Men are more likely to use deadlier methods, such as firearms or suffocation. Women are more likely than men to attempt suicide by poisoning.

- h. American Indians and Alaska Natives tend to have the highest rate of suicides, followed by non-Hispanic Whites. African Americans tend to have the lowest suicide rate, while Hispanics tend to have the second lowest rate.
- i. Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions.
- j. *“Suicide does not discriminate. People of all genders, ages, and ethnicities can be at risk. Suicidal behavior is complex and there is no single cause.” -*  
<https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>
- k. Suicide also is not about being unable to face your problems, or that your problems are too big, or not big enough. As we have heard, there are **MANY** factors that go into this issue.



- I. Are there any questions about how big a problem suicide is, before we move on?
3. WARNING SIGNS - Now that we understand that suicide is a problem that affects many different people, let's talk about the warning signs that we can look for in ourselves and our Wingman. We will complete a worksheet after we talk about a few of these factors.
  - a. Talking about wanting to die or wanting to kill themselves
  - b. Talking about feeling empty, hopeless, or having no reason to live
  - c. Making a plan or looking for a way to kill themselves, such as searching online, stockpiling pills, or buying a gun
  - d. Talking about great guilt or shame; extreme self-hating thoughts
  - e. Talking about feeling trapped or feeling that there are no solutions

- f. Feeling unbearable pain (emotional pain or physical pain)
- g. Talking about being a burden to others
- h. Using alcohol or drugs more often
- i. Acting anxious or agitated
- j. Isolation from friends and loved ones
- k. Changing eating and/or disrupted sleep patterns
- l. Showing rage or talking about seeking revenge
- m. Taking great risks that could lead to death, such as driving extremely fast
- n. Talking or thinking about death often
- o. Displaying extreme mood swings, suddenly changing from very sad to very calm or happy
- p. Giving away important possessions
- q. Saying goodbye to friends and family
- r. Putting affairs in order, making a will
- s. Does anyone have any thoughts about Warning Signs that they would like to share? (*Allow Participants to answer*)

- t. Please take a moment to make sure you have completed the Warning Signs worksheet.*
  - u. Review the worksheet answers with the group, using the answer key.*
- 4. WE CAN HELP - We have talked about how big this problem is, and what signs we can look out for. Now we will talk about what to do if we seen someone showing signs.
  - a. So, your friend's been showing some of the warning signs of suicide, and you're worried. Follow the Three Steps of "ACE" to help your friend, and save a life.
  - b. Step 1: ASK. Ask your friend, "Are you thinking of killing yourself?" It's a tough question, but you need to ask it.
  - c. Step 2: CARE. Show your friend you care by taking them to a safe place, and listening to whatever it is they have to say. Don't be judgemental, or too quick to give advice. Most of

the time, people just need to say what they are thinking and feeling out loud.

d. Step 3: ESCORT. If your friend gave any hint that they are thinking of killing themselves, call 911 or take them to the Emergency Room. For counseling or guidance, bring them to a chaplain, mental health professional, or a supervisor. **NO MATTER WHAT**, escort your friend to some sort of help. Do not leave your Wingman alone.

e. Being a Wingman is extremely important.

Memorize ACE: “Ask, Care, Escort,” so you’ll be prepared to intervene, and save a life.

a. *Hand out the ACE cards to participants, point out the Lifeline and Text Line numbers on one side, and ACE steps on the other.*

5. TOOLS: Here are some tools that you can put in your toolkit if you ever have to face a situation dealing with suicide.

- a. The National Suicide Prevention Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. Their phone number is 1-800-273-8255.
  - i. The Spanish Language Lifeline phone number is 1-888-628-9454.
  - ii. You can also go to <https://suicidepreventionlifeline.org/> to see more about this resource.
- b. If someone is in crisis, and cannot make a phone call for support, there is also the Crisis Text Line.
  - i. Every texter is connected with a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving. All of Crisis Text Line's Crisis Counselors are volunteers, donating their time to helping people in crisis.

- ii. The number to Text is 741741.
- c. Being able to withstand the stress in our lives is important, and we can do things beforehand to help prevent feeling overwhelmed when stress happens.
  - i. The CAP Wellness Pamphlet is a customizable plan for how YOU want to keep your “5 Pillars of Wellness and Resilience” strong.
  - ii. Please take a few minutes to review this pamphlet and think about which options work best for you.
- d. Local Resources: are available to us as CAP members and members of our local community.
  - i. Let’s brainstorm who we can talk to when we need help, and share those ideas with each other.

- ii. Take recommendations from the participants, and write them down. A whiteboard/chalkboard would be ideal.*
- iii. Ensure that a photo is taken before these recommendations are erased/removed, so they can be shared later.*

#### **6. END OF LECTURE**

- a. This concludes the lecture portion of this presentation.*
- b. Invite participants to take a 10-15 minute break, and (if available) to enjoy refreshments.*

## Lesson Plan Attachment D

# Lecture Notes (with video)

*If the presenter is able to use videos, use the notes below to guide the presentation.*

1. We will begin with a video from the National Commander, introducing us to this topic.
  - a. Play Gen Smith's video (2:51 min):  
<https://vimeo.com/287743392>
  - a. The 5-Pillars of Wellness lesson in September was the first step in building these skills in our members.
    - i. From our Foundation as "One Civil Air Patrol" we lift up our twin goals to "excel in service to our nation and to our members."
    - ii. The goals are carried by members who are living in wellness with resilience.
    - iii. Five focus areas provide our wellness and



resilience: Mind, Body, Relationships,  
Spirit, and Family.

- iv. CAP has identified four activities that support each of the pillars though more are available.
- v. Wellness is defined for us as: “Wellness is living with good ‘habits’ so that we are equipped to achieve personal excellence, sustaining us during times of stress and making us resilient to the difficulties of life.”
- vi. Stress is change. When changes accumulate or put “pressure on us” or when one of the pillars experiences a very radical change or disruption, CRISIS occurs. At this point we feel PAIN (mental or physical or emotional).
- vii. When the “pain” seems unbearable, some people may want to take drastic measures

to end it. They may want to end their life.

b. As General Smith said, today's Wingman Down Day is the second step, and we will be talking about Suicide Awareness and Prevention.

c. You are all important members of the team, and we want you to stay safe, and we want to help you keep your Wingman safe.

d. Is everyone here going to be OK to be a part of this presentation? *(Wait for any participants that may have concerns, address as necessary)*

2. STATISTICS - The first section we will talk about asks,

"How big is this problem? Why are we concerned?"

a. Play CDC June 2018 Suicide Statistics Video (0:56 min) <https://youtu.be/E6Sjn3na9Is>

b. Ask the group to think about the following questions and come up with answers:

*(Allow Participants to answer before sharing.*

*There are no wrong answers, but some suggestions are included.)*

- How big is this problem?
  - Why are we concerned?
  - What are some groups that we think might be at higher-risk for suicide?
  - Which one of the Five Pillars is “under stress” in these individuals?
- ii. People with Mental illness (including PTSD)
    - Mind Pillar
  - iii. Youth who are bullied by peers or adults
    - Relationships Pillar
  - iv. Alaska Native and Native American People
    - Relationships Pillar
  - v. People with Relationship Problems
    - Relationships Pillar
  - vi. People with Financial Problems
    - Mind Pillar
  - vii. People with Substance Abuse Problems
    - Body Pillar
  - viii. LGBTQ Youth

- Relationships Pillar
- ix. People with a serious illness
  - Body Pillar
- x. Being Exposed to another person's suicidal behavior
  - Mind Pillar
- xi. People with Mental illness (including PTSD)
  - Mind Pillar
- c. More than half of people who died by suicide did not have a known mental health condition.
- d. Men are more likely to die by suicide than women, but women are more likely to attempt suicide. Men are more likely to use deadlier methods, such as firearms or suffocation. Women are more likely than men to attempt suicide by poisoning.
- e. American Indians and Alaska Natives tend to have the highest rate of suicides, followed by non-Hispanic Whites. African Americans tend to

have the lowest suicide rate, while Hispanics tend to have the second lowest rate.

- f. Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions.

- g. *“Suicide does not discriminate. People of all genders, ages, and ethnicities can be at risk. Suicidal behavior is complex and there is no single cause.” -*

<https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml>

- h. Suicide also is not about being unable to face your problems, or that your problems are too big, or not big enough. As we have heard, there are **MANY** factors that go into this issue.
- i. Are there any questions about how big a problem suicide is, before we move on?

3. **WARNING SIGNS** - Now that we understand that suicide is a problem that affects many different people, let's talk about the warning signs that we can look for in ourselves and our Wingman. We will complete a worksheet after we talk about a few of these factors.
  - a. Play the PsychAlive Warning Signs Video (10:02 min): <https://youtu.be/0hY6dJkV8l8>
  - b. Does anyone have any thoughts about Warning Signs that they would like to share? *(Allow Participants to answer)*
  - c. Please take a moment to make sure you have completed the Warning Signs worksheet.
  - d. *Review the worksheet answers with the group, using the answer key.*
4. **WE CAN HELP** - We have talked about how big this problem is, and what signs we can look out for. Now we will talk about what to do if we seen someone showing signs.

- a. Share The Wingman Project's ACE Video (1:11 min)  
<https://youtu.be/J88u6ErfOGI>
  - b. *Hand out the ACE cards to participants, point out the Lifeline and Text Line numbers on one side, and ACE steps on the other.*
5. TOOLS: Here are some tools that you can put in your toolkit if you ever have to face a situation dealing with suicide.
- a. The National Suicide Prevention Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals. Their phone number is 1-800-273-8255.
    - i. The Spanish Language Lifeline phone number is 1-888-628-9454.
    - ii. You can also go to <https://suicidepreventionlifeline.org/> to see more about this resource.

- b. If someone is in crisis, and cannot make a phone call for support, there is also the Crisis Text Line.
  - i. Every texter is connected with a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving. All of Crisis Text Line's Crisis Counselors are volunteers, donating their time to helping people in crisis.
  - ii. The number to Text is 741741.
- c. Being able to withstand the stress in our lives is important, and we can do things beforehand to help prevent feeling overwhelmed when stress happens.
  - i. The CAP Wellness Pamphlet is a customizable plan for how YOU want to keep your “5 Pillars of Wellness and Resilience” strong.



- ii. Please take a few minutes to review this pamphlet and think about which options work best for you.

d. Local Resources: are available to us as CAP members and members of our local community.

- i. Let's brainstorm who we can talk to when we need help, and share those ideas with each other.
- ii. *Take recommendations from the participants, and write them down. A whiteboard/chalkboard would be ideal.*
- iii. *Ensure that a photo is taken before these recommendations are erased/removed, so they can be shared later.*

## 6. END OF LECTURE

- a. *This concludes the lecture portion of this presentation.*
- b. *Invite participants to take a 10-15 minute break, and (if available) to enjoy refreshments.*

## Lesson Plan Attachment E

# Warning Signs Worksheet

- Page E-2 is the Answer Key for reviewing the worksheet that can be used with the Warning Signs Video, or with the Warning Signs Lecture.
- Page E-3 is the Worksheet for Participants.

<p>The CDC lists 12 warning signs:</p> <ol style="list-style-type: none"><li>1. Feeling like a burden</li><li>2. Being isolated</li><li>3. Increased anxiety</li><li>4. Feeling trapped or in unbearable pain</li><li>5. Increased substance use</li><li>6. Looking for a way to access lethal means</li><li>7. Increased anger or rage</li><li>8. Extreme mood swings</li><li>9. Expressing hopelessness</li><li>10. Sleeping too little or too much</li><li>11. Talking or posting about wanting to die</li><li>12. Making plans for suicide</li></ol>	<p>The National Institute of Mental Health lists 18:</p> <ol style="list-style-type: none"><li>1. Talking about wanting to die or wanting to kill themselves</li><li>2. Talking about feeling empty, hopeless, or having no reason to live</li><li>3. Making a plan or looking for a way to kill themselves, such as searching online, stockpiling pills, or buying a gun</li><li>4. Talking about great guilt or shame</li><li>5. Talking about feeling trapped or feeling that there are no solutions</li><li>6. Feeling unbearable pain (emotional pain or physical pain)</li><li>7. Talking about being a burden to others</li><li>8. Using alcohol or drugs more often</li><li>9. Acting anxious or agitated</li><li>10. Withdrawing from family and friends</li><li>11. Changing eating and/or sleeping habits</li><li>12. Showing rage or talking about seeking revenge</li><li>13. Taking great risks that could lead to death, such as driving extremely fast</li><li>14. Talking or thinking about death often</li><li>15. Displaying extreme mood swings, suddenly changing from very sad to very calm or happy</li><li>16. Giving away important possessions</li><li>17. Saying goodbye to friends and family</li><li>18. Putting affairs in order, making a will</li></ol>
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### Warning Signs Worksheet - Answer Key

*Please complete the phrases to describe warning signs that we can look for in our Wingman, to tell when they are having troubles, or might be at risk of committing suicide.*

1. Disrupted SLEEP patterns
2. ISOLATION from friends and loved ones
3. Losing INTEREST in things that MATTER to them.
4. Extreme self-HATING thoughts.
5. Feeling like they don't FIT-in or BELONG anywhere
6. Extreme self-DENIAL; giving up points of IDENTITY;  
lack of PLEASURE in life
7. Feeling like they are a BURDEN to others
8. Sudden or unexplained MOOD changes for the better
9. Actually TALKING about wanting to kill themselves
10. Looking for access to lethal means (not on the video)

## Warning Signs Worksheet

*Please complete the phrases to describe warning signs that we can look for in our Wingman, to tell when they are having troubles, or might be at risk of committing suicide.*

1. Disrupted \_\_\_\_\_ patterns
2. \_\_\_\_\_ from friends and loved ones
3. Losing \_\_\_\_\_ in things that \_\_\_\_\_ to them.
4. Extreme self-\_\_\_\_\_ thoughts.
5. Feeling like they don't \_\_\_\_\_-in or \_\_\_\_\_  
anywhere
6. Extreme self-\_\_\_\_\_; giving up points of  
\_\_\_\_\_; lack of \_\_\_\_\_ in life
7. Feeling like they are a \_\_\_\_\_ to others
8. Sudden or unexplained \_\_\_\_\_ changes for the better
9. Actually \_\_\_\_\_ about wanting to kill themselves
10. Looking for access to lethal means

## Lesson Plan Attachment F

# Guided Discussion

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1. Introduce this portion of the presentation:

- a. *This next half hour or so for today will be a guided discussion about the myths and facts of suicide.*
- b. *This is not a place to confront anyone, and no one will be forced to participate in the discussion.*
- c. *Is everyone comfortable with those ground rules?*

2. Attention Step:

You just heard there was a suicide in your buddy's unit. You didn't know the guy well, but you met and hung out with him a few times. You remember him because he broke his leg in a car accident a few months ago and the last time everyone hung out he got really upset and started crying about his girlfriend leaving him. All of you laughed it off when he said "I can't live without her," and told him to find another one. He hadn't hung out with you guys recently so you

didn't even know there was a problem. When you asked your buddy about him he said he hadn't seen him much and then out of nowhere you hear he died from suicide.

3. Read these statements, and ask the group to tell whether the statement is a fact or a myth.”

a. Suicide occurs with little or no warning and people who talk about it don't complete the Suicide. (*Myth or fact?*)

- The fact is, most people communicate warning signs by direct statements, physical signs, emotional reactions, or behaviors such as withdrawing from friends.

b. Don't ask if they are thinking about suicide – it will give them the idea. (*Myth or fact?*)

- The fact is, talking about suicide does not increase the risk.

c. Once a person is suicidal they are always

Suicidal. (*Myth or fact?*)

- The fact is, causes of suicide are treatable (depression, anxiety, PTSD). With proper support, we can recover from stress related issues.

d. Suicidal people are fully intent on dying. (*Myth or fact?*)

- The fact is, most suicidal people are undecided about living or dying, which is called “suicidal ambivalence.”

e. People kill themselves because of a single

Event. (*Myth or fact?*)

- The fact is, series of unaddressed stressors increase the risk factor of death by suicide.

- f. Once a person attempts suicide, the pain and shame they experience afterward will keep them from trying again. (*Myth or fact?*)
- The fact is, suicidal behaviors are indicators of serious issues that require immediate help. Our responsibility is to get the at-risk person help.
- g. Greatest numbers of suicides occur around holidays in November and December. (*Myth or fact?*)
- The fact is, the highest rates are in May and June. December shows lowest rate.
- h. Suicide is not preventable. (*Myth or fact?*)
- The fact is suicide is complicated, yet preventable.



i. Women are more likely to commit suicide than men? (*Myth or fact?*)

- The fact is, men are four times more likely to kill themselves than women. Women attempt suicide three times more often than men do.

#### **4. GROUP DISCUSSION QUESTION #1:**

What fact or myth was most surprising to you and why?

*(Allow time for several participants to answer)*

#### **5. GROUP DISCUSSION QUESTION #2:**

What factors potentially contribute to suicide? Do you remember some of the things we talked about before? This might include events that happen, or an individual's thoughts or feelings.

- a. Injuries
- b. Relationship issues
- c. Depression

- d. Feeling isolated
- e. Change in appearance
- f. Emphasis on feeling unfit
- g. Change in attitude towards self
- h. Fear of not belonging
- i. Facing legal, financial, or job trouble
- j. Shame

### **6. GROUP DISCUSSION QUESTION #3:**

What actions will you take if you see that your Wingman is having some of these problems?

*(Have participants specifically identify what course of action they would take.)*

- a. ACE
- b. Chaplain
- c. Commander
- d. Healthcare provider/ER
- e. Teacher
- f. CISM Officer

- g. Suicide Prevention Lifeline
- h. Crisis Text Line
- i. Other or local resource

## **7. SUMMARY/CONCLUSION**

- a. Sometimes those considering suicide will only display very subtle signs; we have to be alert to see them. Friends, family members, and leaders may see different signs or only a few of the signs.
- b. You should be alert if you recognize any signs or identify risk factors that may lead to suicide.
- c. Watch out for behavior change and take action.
- d. Almost everyone who dies by suicide gives some clue or warning.
- e. Do not ignore suicide threats.
- f. It is not up to you to judge whether the person is "serious" or not; it is up to you to act using the principles of A.C.E.
- g. Suicidal behaviors are serious indicators that require immediate help.

- h. Our responsibility is to get the at-risk person to help.

### **8. Closing Statement:**

- a. The National Commander is serious about helping CAP members and sees suicide prevention as the responsibility of the entire CAP community.
- b. Each of us, as fellow Airmen, family members, and friends are responsible for encouraging those who are troubled to seek help while their problems are still small, before they affect their relationships, work performance, career, mental health, or desire to live.
- c. Thus, suicide is prevented in your unit by addressing quality of life concerns and watching for “red flags” on a daily basis. Watching out for each other helps keep us ready to serve.

### **9. End of Guided Discussion.**

## Lesson Plan Attachment G

# Wingman Down Day Survey

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- Presenters, please tally the answers on returned surveys onto the Tally Sheet (G-2) and enter the results at <https://goo.gl/forms/RdkN1smnnRgrlfUU2>.
- Questions can be sent to [e.bos@orwg.cap.gov](mailto:e.bos@orwg.cap.gov).
- Page G-3 is the survey for participants

### **Presenter Tally Sheet**

*Presenters, please tally the answers on returned surveys onto this sheet and enter the results at <https://goo.gl/forms/RdkN1smnnRgrlfUU2>.*

*Questions can be sent to [e.bos@orwg.cap.gov](mailto:e.bos@orwg.cap.gov).*

1. I learned something useful from this presentation.
  - a. # of surveys marked True: \_\_\_\_\_
  - b. # of surveys marked False: \_\_\_\_\_
2. What I learned today will help me, help my family, or help my friends.
  - a. # of surveys marked True: \_\_\_\_\_
  - b. # of surveys marked False: \_\_\_\_\_
3. I know how to find and use the Suicide Hotline.
  - a. # of surveys marked True: \_\_\_\_\_
  - b. # of surveys marked False: \_\_\_\_\_
4. I know how to find and use the Crisis Text Line.
  - a. # of surveys marked True: \_\_\_\_\_
  - b. # of surveys marked False: \_\_\_\_\_
5. I know some local places I can go for help if someone is in crisis.
  - a. # of surveys marked True: \_\_\_\_\_
  - b. # of surveys marked False: \_\_\_\_\_

### **Participant Survey**

*Please answer these questions and return to the person who gave the Wingman Down Day presentation.*

1. I learned something useful from this presentation.
  - a. True
  - b. False
2. What I learned today will help me, help my family, or help my friends.
  - a. True
  - b. False
3. I know how to find and use the Suicide Hotline.
  - a. True
  - b. False
4. I know how to find and use the Crisis Text Line.
  - a. True
  - b. False
5. I know some local places I can go for help if someone is in crisis.
  - a. True
  - b. False

# Lesson Plan Attachment H

## Source Materials

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