

Subject/Grade: Health 9		Lesson Title: Introduction to tragic Death and Suicide		Teacher: Mr. Martinez	
Stage 1: Identify Desired Results					
Established Goals: (Learning outcome/s & indicator/s from curriculum)					
USC 9.7 - Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues ... an Introduction to the topic					
Understandings: (I can statements) Students will understand... - What suicide is - What tragic death is - How suicide impacts people - How suicide impacts Indigenous peoples			Essential Questions: Why is it important to raise awareness about suicide and suicide prevention? Who is impacted by tragic deaths? Can mental health and suicide		
Prerequisite Learning: - mental health awareness		Instructional Strategies: Direct			
Stage 2: Determine Evidence for Assessing Learning					
Formative assessment - Before the lesson, have students write a few sentences to a paragraph about who they think can be impacted by tragic death? What about suicide? (the individual? friends? family? community?) After lesson, have students write 2 new things about tragic death and suicide that they learned and 1 question that they have after going through this lesson.					
Stage 3: Build Learning Plan					

Set (Engagement): Length of Time: 5 - 7 mins (Emphasize that tragic death and suicide are sensitive topics to discuss so we must do so respectfully and with maturity) Before starting off, have students write down a few sentences about who they think can be impacted by tragic death and suicide? (family? friends? community?) Class discussion: Give definition of Tragic death - defined as an unexpected tragic event or situation that usually involves death and suffering - examples (DUI, suicide, illness, Overdose, Accident) Give definition of suicide - defined as the act or an instance of taking one's own life voluntarily and intentionally - explore causes (depression, mental health issues, drug addiction, tragic circumstances in one's life) Discuss with students what they think of these definitions, do they know anyone who has experienced these things? Ask students if these definitions align with their own ideas on these topics? Why or why not? Development: Time: 40 mins Print out article for students and then read it to them, after reading as a class highlight what the students think are 2-3 of most important sections (2-4 sentences) Discussion: The article speaks of the heightened risk to teenagers when exposed to suicide a phenomenon named "suicide contagion" What do you think could be done to combat these risks and help teens who have experienced suicide or tragic death around them? - things like raising awareness - having people to talk to / supports - being proactive with prevention strategies Talk to students about Indigenous peoples and how they are disproportionately impacted by suicide, the historical factors that have led to that and the failing of modern governments to appropriately address these issues with resources, funding and support Show youtube videos on this topic Closure: Time: 5-10 mins Students will get 5 - 10 minutes to write two new things they have learned about tragic death and suicide and 1 question they have after the lesson and hand it in when done.	Materials/Resources: - https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/we-need-to-talk-about-suicide-and-sudden-death - Highlighters -  Canada's Inuit battle high s... -  Canada's Indigenous Suicid... Possible Adaptations/ Differentiation: - Allowing students the use of voice to text programs on their computer for the final activity at the closure of the lesson Management Strategies: Keeping students engaged throughout article read Safety Considerations: Before lesson, and unit, speak with the students about the seriousness of the topic but also the importance of speaking about inside schools Ensure content of lesson is school appropriate
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Stage 4: Reflection	
<i>Professional Development Goal is...</i> - To work on my ability to manage my time well without referring to the clock or my watch too often	