

Love Like Lexi Project | Logic Model

<p style="text-align: center;">INPUTS</p> <p style="text-align: center;">What resources go into the LLL Project?</p>	<p style="text-align: center;">ACTIVITIES</p> <p style="text-align: center;">How do students and teachers interact with the LLL Project?</p>	<p style="text-align: center;">OUTPUTS</p> <p style="text-align: center;">What are the immediately observable effects of using the LLL Project?</p>	<p style="text-align: center;">OUTCOME & IMPACTS</p> <p style="text-align: center;">What will occur as a direct result of the activities and outputs?</p>
<p>STUDENT CENTERED</p> <ul style="list-style-type: none"> • Unique content/curriculum developed for grades 6-12th • Content structured around the five core competencies for SEL • 8 lesson (approximately 90 minutes each) learning experiences that include instruction, vocabulary and practice activities and feedback • Materials/Supplies (banners, buttons, classroom supplies, workbooks) • Empowering message signs on school property (pre & post assembly) • Site Coordinator • Volunteers/community supporters • Time • Monitoring and evaluation • Leadership and professional development tools • Service Project <p>TEACHER CENTERED</p> <ul style="list-style-type: none"> • District and Community Support • Resource Connections • Teacher/Leader's Guide for content/curriculum developed for grades 6-12th • Parental education and training • Curriculum facilitator training and development (approximately 2 hours depending on number of facilitators attending) • Mentoring and coaching support • Policies and guidelines <p>PARENT CENTERED</p> <ul style="list-style-type: none"> • Parent community support • Parent education training (1.5 hrs) • Resource Connection • Personalized messages on each lesson students receive • Materials/Supplies • Volunteer Opportunities 	<p>STUDENTS</p> <ul style="list-style-type: none"> • Live student assembly grades 6th-12th (approximately 60 minutes/middle & high school assemblies can be done separately) • Building resilience, self-awareness, suicide awareness and personal reflection through our interactive in-person student assembly • Students receive assigned instruction that is specific to their needs, reinforcing existing strengths and targeting areas of needed growth • Students to complete 8 lesson content/curriculum and it's activities and participate in response specific feedback in real time • Choose to LOVE, LEAD & LIVE commitment opportunity during student assembly (students sign a suicide prevention pledge) • LLL Service Project with all students • Community volunteering activities <p>TEACHER CENTERED</p> <ul style="list-style-type: none"> • Ongoing Professional Development • Work collaboratively with counselors, principals, supportive staff to address barriers to SEL goals • Provide teachers with specific suggestions for sharing the content/curriculum based on topics and course objectives • Personalized content to send parents • Internal & External support <p>PARENT CENTERED</p> <ul style="list-style-type: none"> • LIVE parent assembly (90 mins provided after school) • Access to course curriculum • Parent Nights for education and coaching • Parents involvement opportunities 	<p>STUDENTS</p> <ul style="list-style-type: none"> • Increased empathy for self and others • Increased knowledge of external and internal pressures which can affect their emotional health • Decreased suicide stigma • Increased help-seeking • Student engagement with the assembly and the SEL curriculum • Increased school engagement • Decreased social isolation • Increased sense of purpose • Increase in feelings of belongingness • Increase in awareness of one's struggles and others • Increased understanding of how suicide is not the answer • Increased self-worth • Positive Social Connections • Hope for the future <p>TEACHER CENTERED</p> <ul style="list-style-type: none"> • Gained confidence in the LLL content based on the unique needs of their students • Increased collaboration with parents, faculty and students • Decline in students anxiety and behavior problems • Increase in communication and support • Student emotional well-being • Decreased suicide stigma <p>PARENT CENTERED</p> <ul style="list-style-type: none"> • Increased communication within the home and family • Increased awareness of negative effects music, media and the culture on students emotional health • Decreased suicide stigma • Support system • Increased ability to manage stress, behavior problems & emotional needs 	<p>STUDENTS</p> <ul style="list-style-type: none"> • Increased emotional wellbeing • Improved interpersonal problem solving and coping strategies • Increased ability to feel and show empathy for others • Increased understanding of right and wrong • Increased social connectedness • Increased understanding of positive and negative consequences • Increased ability to establish and maintain healthier communities • Reduced bullying • Increased sense of self-worth, purpose and hope for future • Ability to cope and walk through failures and mistakes • Increased academic performance • Decreased suicide plans and attempts • Increased self-awareness (identifying & recognizing strengths, needs, values and self perception) <p>TEACHER CENTERED</p> <ul style="list-style-type: none"> • Increased community awareness of what is needed to prevent suicide • Improved community strength and resilience • Improved student resilience and wellbeing • Increased opportunities for social connection and participation • Increased academic outcomes <p>PARENT CENTERED</p> <ul style="list-style-type: none"> • Relationship skills (communication, social engagement, relationship building, conflict management) • Increased awareness of culture influences on students • Partnership to enhance student success & high-impact social change

BUILD IDENTITY + PURPOSE

ELECTIVE COURSE

LEXI'S STORY

ASSEMBLY

LOVE PROJECT

GIVE AWAY WHAT THEY RECEIVED



EQUIPPED TO:
LOVE, LEAD, LIVE #LLL

LOVE LIKE LEXI
PROJECT

Abstract

Objectives. We examined the effectiveness of the Love Like Lexi Project (LLL) program in increasing self-awareness (identifying & recognizing strengths, needs, values and self perception), sense of self-worth, purpose and hope for future. Studies confirm there is a correlation between self-worth/self-esteem and suicidal behavior.

Methods. 140 students in 1 middle school (grades 6th - 8th) in Columbus, Ga, were asked to complete a survey on what students individually learned through the Love Like Lexi Project. Self-administered questionnaires were completed by students approximately 2 weeks after program completion (all students had attended the Live Student Assembly and completed all lessons within the LLL workbook).

Results. Significantly high rates of sense of self-worth, purpose and hope for future. Greater knowledge and more adaptive attitudes about suicide were observed among students in this group as well. The modest changes in knowledge and attitudes explained the beneficial effects of the program.

Conclusions. LLL Project is the first school-based program to demonstrate a significant increase in student's perception of their self-worth, purpose and hope. The developed curriculum yielded statistically significant increases in empathy, belongingness and in the use of coping strategies among students.

Hopelessness is described as a feeling of despair. Most people experience despair after a death, trauma, or being separated from a person or thing. Most people often find obstacles in their life to be overwhelming at times and can turn to drastic measures. Leading people to believe dying is easier than living. The way hope is described in the dictionary is an optimistic state of mind that is based on an expectation or positive outcome with respect to events and circumstances in one's life or the world at large.

A relatively new approach to reducing the incidence of hopelessness among adolescents is found in Love Like Lexi Project (LLL), a school-based program. It incorporates 2 prominent building strategies into a single program by combining curricula to build students social emotional health as well as raise awareness of suicide and its related issues associated with hopelessness, no sense of belonging and performance pressure. The LLL Project promotes the concept that suicide is related to youth not knowing their life matters, that their is a purpose for their life and a lack of self-worth and hope for the future. Youth are taught to recognize the voice of suicide, and they

are taught the specific action steps necessary for responding to that voice. The objective is to awaken youth to this voice and equip them with the tools necessary to make a different choice.

The program's teaching materials consist of a live student assembly which includes a video and a discussion. The video features a student who lost the fight of choosing to live. The video depicts a teen who seemed to have it all but was overcome by the pressures of this world. Students then hear words of affirmation to equip them with their purpose, worth and identity. It also includes interviews (from Lexi's mom and friend) with real people whose lives have been touched by suicide. Students then have an opportunity if led to Choose to LOVE, LEAD & LIVE, by signing a suicide prevention pledge for all three LLL keys.

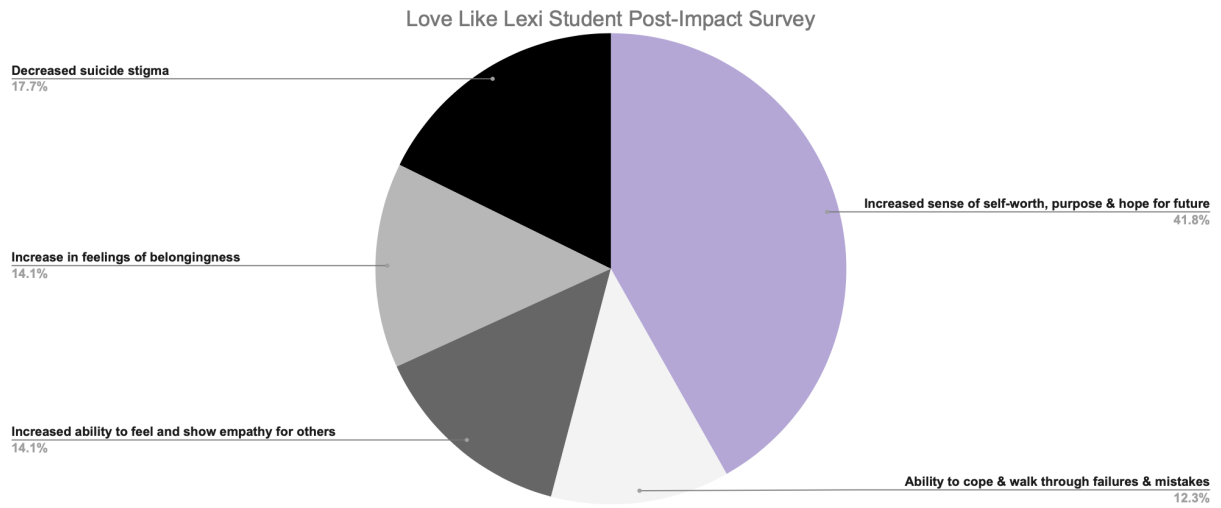
Once the Live assembly is completed, students then have the opportunity to take part in the unique content/curriculum developed for 6-12th grade students. The program can be implemented on a schoolwide basis by health educators, counselors or teachers with relative ease. The content is structured around the five core competencies for SEL (self-awareness, self-management, social awareness, relationship skills and responsible decision making). There are 8 lessons (approximately 90 minutes each) learning experiences that include instruction, vocabulary and practice activities and live feedback. The curriculum (workbook) is the toolbox needed to fill individuals with purpose, identity, hope and self-worth. The LLL program capitalizes on a key feature of this developmental period by teaching youth to have an increase in self-awareness (identifying & recognizing strengths, needs, values and self perception) and by empowering them to protect those values while maintaining a healthy community.

This article presents data from an outcome evaluation of the LLL program conducted during the 2021–2022 school year in 1 middle school in Columbus, Ga. The primary goal of our research was to assess the short-term impact of the program on student's social emotional health after completing the LLL Project. As well as any changed perception of suicide post LLL program completion.

METHODS

Our study included 140 students in 1 middle school (6th-8th grade) in Columbus, GA. As indicated by the outcomes noted on (Table 1), the students provided 220 responses when asked what they learned through the LLL Project. Out of the 220 responses (41.8%) responded to receiving an increased sense of self-worth, purpose and hope for the future. (17.7%) of the 220 responses were of a decrease in suicide stigma. (14.1%) of the responses showed students having increased feelings of belongingness as well as a (14.1%) increase in ability to feel and show empathy to others. Out of the 220 responses (12.3%) responded to being able to cope and walk through failures and mistakes.

Table 1.



In (Table 2) out of the 140 students we surveyed, 92 of the 140 students (65.7%) responded to having an increased sense of self-worth, purpose and hope for the future.

Table 2.

