

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

Mental State Chart

Mental State	Possible Reaction	Intervention Needed
Mental Wellbeing	Content and comfortable with the current situation	No intervention is needed
Mental Distress	Emotional reaction: upset, sad, angry, frustrated, disappointed, worried	The emotional reaction may subside in a short time, talking to friends or family may help
Mental Health Problem	Very strong emotional and physical reaction: Grieving, despair, anxious, hopelessness, anguish	Help can be obtained by talking to a close family member, trusted adult, or school counselor
Mental Illness	Depression, anxiety, social phobia, delusions, suicidal ideation	Requires therapeutic intervention from a professional

Adapted from *The Inter-Relationship of Mental Health States*, as presented by Dr. Kutcher

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

What Do You Know About Mental Health Concerns?

Directions: Working in small groups or with a partner, read each observation. Then determine if a mental health concern or mental illness may be suggested; decide whether help from a trusted adult may be needed and why.

Observation	Possible Indicator of Mental Illness? Help Needed? Why or why not?
1. You meet a new student. During English class, you notice that he seems restless. He frequently moves around in his chair, he looks around the room, opens his backpack, then he stares out the window. When he is asked a question, he doesn't seem to know what has been going on in class.	
2. You notice your friend has seemed unusually sad for the past few weeks and he has stopped hanging out on the weekends. When you tell him you are concerned, he tells you that he hasn't been sleeping well and doesn't have an appetite. He tells you he doesn't know why.	
3. During summer vacation, your sister shares that she is really worried about going back to school. When she thinks about going to school, she feels afraid and nervous. This has been going on for a few weeks.	

REMEMBER: If you or someone you know is struggling with mental health issues, you must seek help from a trusted adult or mental health professional. If you think someone is in immediate danger, call 911. Don't know how to talk about what's going on? Check the Resource Guide for texting options.

<p>4. A student in your class is very defiant. He often argues with teachers and other adults. He skips class a lot and frequently tries to start fights.</p>	
<p>5. Your friend often writes in her journal. When she is spending the night at your house, she leaves the journal open on the bed. You see the words, "I want to die." Out of concern, you read what she wrote. She discloses that she feels helpless and hopeless and is considering ending her life.</p>	
<p>6. Your neighbor is a few years older than you. You see each other occasionally when you get the mail. One day, she is very excited and happy. She tells you all about her plans to earn a bunch of money to go on an awesome trip. A few days later you see her again. She is walking slowing, looking down at the ground. When you ask how her travel plans are coming along, she quietly tells you that it doesn't matter. She will never go anywhere. It's all useless, there is no point in planning for a trip she will never go on.</p>	
<p>7. One of your teammates has started losing weight. When the coach gives out the new uniforms, she makes comments about looking overweight. She often makes negative comments about her appearance. She never eats anything during the pre-game meals.</p>	
<p>8. Your friend confides that he feels like his life is out of control and that there are times he doesn't know what is real and what is in his head. He starts telling you about people and things that don't make sense. He tells you about voices he often hears.</p>	

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

Mental Health Concerns and Mental Illness Definitions

Anxiety Disorder: Feeling extremely afraid, worried, or uneasy about a situation or thing. The feelings are so intense that it interferes with daily activities.

Bipolar Disorder: A mood or emotional disorder that causes extreme mood swings from an extremely happy or good mood (mania) to extremely sad, overwhelmed, or low mood (depression). This is far more extreme than the usual ups and downs of teenage life.

Conduct Disorder: Behaviors that are extremely destructive toward other people, animals, and property. Including failure to follow basic rules and comply with requests of others. Running away or skipping school may be the result of a conduct disorder.

Depression: Overwhelming feelings and emotions that include sadness and irritability for an extended period (usually two weeks or longer). Daily activities such as eating, sleeping, and going to school can be impacted by depression.

Eating Disorder: Distorted body image that results in dangerous, abnormal or extreme eating behaviors, including insufficient intake of food (anorexia nervosa), excessive eating (binge eating disorder), or purging after eating (bulimia) that results in improper nutrition. Someone does not need to be extremely thin to suffer from an eating disorder.

Schizophrenia: A serious mental illness resulting from a disconnection between thoughts, emotions, and behaviors that causes withdrawal from reality and relationships. Losing touch with reality results in delusions and living in a fantasy world, making it difficult to think, speak or interact with others in an organized way.

Suicide: Suicide is not a mental illness, however, it may result from mental illness. Suicide is defined as self-inflicted behavior with the intent to die. Suicidal ideation or ideology is thinking about, planning for, or considering suicide. Suicide is the second leading cause of death in youth age 10 – 24.

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

I Don't Want Anyone to Know

Directions: Read each scenario. Identify what the students are worried about. Then, discuss what incorrect assumptions are being made about mental health conditions.

Terrence: I just moved and had to go to a new school. I really want to make new friends. I don't think they know what it means to have bipolar disorder. If I tell them they will probably overreact every time I show any kind of emotion. I just want to have some new friends to hang out with, I don't want them to look at me like something is wrong with me.

Jayla: I know my friends say they want to help. But if they know what's going on, they are going to make excuses not to hang out with me. We usually go get pizza after practice. I know they will stop including me. I don't think they get it, this about a lot more than me not wanting to eat. They also don't get that I really need my friends right now.

Alex: Sometimes my heart is racing, my hands are sweating, and I have trouble breathing. I don't think I can leave my house. I have a great therapist and I feel like I am making a lot of progress. I heard my friends talking about how you have to be messed up to need a therapist. I know it's just that they don't understand, but I'm not going to tell them about what is going on with my mental health. I don't want them to judge me.

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

I'll Never Tell

Directions: Read each question and consider how someone your age might be feeling and thinking. Generate a list of answers to each question.

When it comes to mental health concerns, why might someone be reluctant to tell their parents what they are experiencing?

When it comes to mental health concerns, why might someone be reluctant to tell their friends what they are experiencing?

What if you are worried about a friend or someone you know? Why might you be reluctant to tell them you are concerned?

LESSON 1 - MENTAL HEALTH

Mental Health and Wellbeing

Time for Help

Directions: Read each statement. Consider the severity, intensity, and duration of the situation to decide if this is something that can be handled alone or if it is something that requires help. Identify the indicators that signal when help is needed. List options of who could help.

1. I had such a busy weekend. I can't believe it's Monday morning already. It so hard to wake up early for school.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

2. For the past few weeks, I just want to stay in bed. I can't deal with getting up and going to school.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

3. I am so nervous about going away to college. Since I got accepted last month, I keep worrying about what it will be like, who my roommate will be, and how I will handle the classes. Every time someone asks me about it, I feel sick to my stomach. I am so anxious; I can't sleep or eat.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

4. I am so nervous about telling my friends and family that I am gay. I get butterflies in my stomach when I think about it. I am nervous, but I'm ready.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

5. There are days that I feel invincible. I honestly believe that I can do anything. But then everything comes crashing down. When that happens, I am in a dark place and I don't see a way out.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

6. I was so excited about going to the first showing of the new action movie. When I heard it was sold out, I was so disappointed I thought I was going to cry.

Can handle alone

Needs help

If help is needed, what signaled the need for help?

Who could help?

Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health



DECREASING THE STIGMA OF MENTAL HEALTH

Directions: Project to lead class discussion on advocacy planning.

1. Identify a stigma or misconception associated with mental illness.
2. Think about how you want to combat this stigma. Is there a specific message you want to communicate?
3. Identify a target audience for your anti-stigma, positive information campaign.
4. Create a specific message for your target audience.
5. How will you promote your message? (For example posters, school news segments, classroom presentations)
6. What kind of support do you need to complete the project?
7. Create an implementation plan that includes who is responsible for each activity, the cost, timeline to implement, how long it will last, and any follow-up activities.

Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health

DECREASING THE STIGMA OF MENTAL HEALTH WORKSHEET

Directions: Consider the stigmas associated with mental illness. How can you be an advocate to decrease this stigma in your school by creating a positive information campaign?

Identify a stigma or misconception associated with mental illness.

Think about how you want to combat this stigma. Is there a specific message you want to communicate?

Identify a target audience for your anti-stigma, positive information campaign.

Create a specific message for your target audience.

How will you promote your message? (e.g., posters, school news segments, classroom presentations)

What kind of support do you need to complete the project?

Create an implementation plan that includes who is responsible for each activity, the cost, timeline to implement, how long it will last, and any follow-up activities.

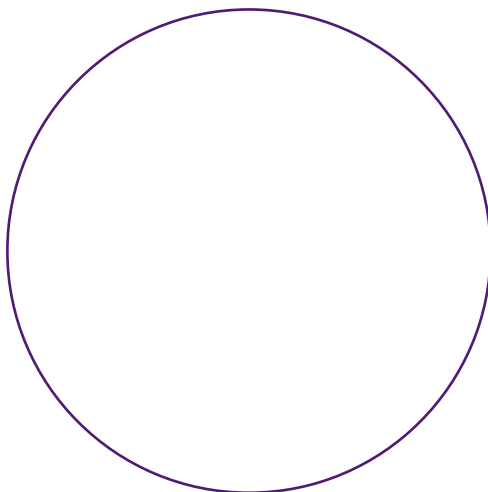
Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health

STEP OUT OF YOUR COMFORT ZONE

Directions: Read each statement. Consider your reaction. If you are comfortable in the situation, place the letter in the Comfort Zone circle. If you are not comfortable, place the letter outside of the Comfort Zone circle. The closer to the middle of the circle a letter is placed, the more comfortable you are with the situation.

Review your answers and assess your comfort zone. Consider how you might decrease stigma and increase your comfort level with mental health issues.



- A. Asking a friend what's wrong when they are crying.
- B. Talking to friends at lunch about how to help people think about mental illness the same way they think about a physical illness.
- C. Taking time to learn more about mental health.
- D. Reminding other people that it's not okay to use insensitive terms like crazy, nuts, or loony.
- E. Offering support to someone who comes to school with a broken leg.
- F. Offering support to someone dealing with anxiety.
- G. Telling a friend that you went to the doctor for a sprained ankle.
- H. Telling a friend that you are going to start seeing a therapist.
- I. Telling your friends that it is not okay to make fun of people with mental health challenges.
- J. Telling a friend that you are concerned and think they need help from a trusted adult.
- K. Telling your mom or dad that you think you might need help because of a mental health concern.

Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health

WORDS MATTER - STOP STIGMA

Directions: Our words and actions can promote or reduce the stigma associated with mental health and mental illness. Use the letters in the word STIGMA to identify words and actions that promote stigma, then use the letters in the word STOP to create statements to reduce stigma.

S

T

I

G

M

A

S

T

O

P

Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health

BREAKING THE ROADBLOCKS

Directions: Consider the stigma associated with mental illness. How can you be an advocate to decrease the stigma in your school?

Mental State	Possible Reaction
Your sister tells you that the new kid who moved into the neighborhood is always alone. She says, "I guess he's just nuts."	
I have been having so many bad days lately, no one will understand.	
I don't know why people can't be strong enough to just get over their mental health issues.	
I don't have a problem going to the doctor for the flu, but I am not going to a doctor for my mental health.	
I know she was diagnosed with anxiety. I just don't know what to say to her or how to act around her.	
I don't understand why we need to learn about mental health, I'm fine!	
I am so ashamed; I don't want anyone to know what I'm dealing with.	
Your friend always brags about how organized she is. She often says, "I'm just so OCD."	
I don't want to tell anyone what's going on, no one can help anyway.	

Lesson 2 - Mental Health

Understanding the Stigma Associated with Mental Health

WHERE DO I STAND?

Directions: Read each statement. Honestly consider your thoughts and opinions about each statement and write them in the spaces below.

It is okay for someone to seek help if they are struggling with a mental health concern.

It is okay to talk to a friend about a mental health concern.

If you need help with a mental health concern, you need to go to a trusted adult for help.

It can be helpful to seek treatment for a mental health concern.

I would be comfortable seeking help if I was struggling with a mental health concern.

I have a friend I could talk to about any mental health concerns I may experience.

I would go to a trusted adult if I needed help with a mental health concern.

I would seek treatment if needed for a mental health concern.

LESSON 3 - MENTAL HEALTH

State of Mind



Mental State Definitions

Mental Wellbeing: Being able to handle the stressful and unexpected things that happen in daily life; managing thoughts, feelings, and actions positively

Mental Distress: The emotional response to daily challenges that results in thoughts, feelings, and actions; mental distress can signal a person to develop or use strategies to face challenges

Mental Health Problems: The stronger or more intense emotional response to greater life challenges; help and support may be needed from a trusted adult

Mental Illness: Extreme difficulty or changes in thoughts, feelings, and actions that lasts over time and interferes with daily activities; a medical condition that requires diagnosis and help from a qualified helping professional

LESSON 3 = MENTAL HEALTH

State of Mind

State of Mind

Directions: Read each situation. Consider the potential Mental State: Mental Wellbeing, Mental Distress, Mental Health Problem, Mental Illness. Then, determine if help is needed and where it can be found.

Situation	Mental State	Help Needed?
Yesterday you had an argument with a good friend. You keep thinking about what happened and it makes you feel sad and worried.		
A member of your basketball team stops coming to practice. He has not been hanging out with his friends on the weekends for the past month. When you ask him about it, he tells you he just doesn't see the point of playing basketball anymore and he just doesn't care.		
Your friend tells you he is so frustrated and he hates school. He explains that he is failing three of his classes so there is no point in coming to school. He thinks he will just drop out.		

<p>You notice that a friend is losing weight. You never see her eating. She often makes comments about being overweight.</p>		
<p>For the past several weeks you have been feeling disconnected. You have no motivation. It is a struggle to wake up and get out of bed. You just want to stay in your room.</p>		
<p>Your friend is crying before school. When you ask what happened she tells you that her girlfriend broke up with her.</p>		
<p>A student in your class starts acting strangely. He doesn't have any close friends and is often alone. The other students have been laughing and making fun of him. You don't think his behavior is funny, you think it is scary.</p>		
<p>You decide to take a walk after school. You notice what a nice day it is and post a picture of a flower you see on your walk.</p>		
<p>Your friend likes to joke around and is usually upbeat. One morning she posts that she is having the worst day ever.</p>		

LESSON 3 - MENTAL HEALTH

State of Mind

How Do I React?

Directions: Write an activity or event that results in the emotion listed. Then determine and write your reaction to that activity or event. Your reaction can be positive, destructive, or both. When complete, review your reactions. Consider if there is a cause for concern that may require you to seek help from a trusted adult or helping professional.

EMOTION	Activity or Event	Positive Reaction	Destructive Reaction
Angry			
Afraid			
Anxious			
Calm			
Confident			
Disappointed			
Excited			
Glad			
Happy			
Lonely			
Nervous			
Relaxed			
Upset			

LESSON 3 = MENTAL HEALTH

State of Mind

Your Personal Compass

Directions: Read each statement. Then, consider your thoughts and feelings. Determine where they fall on your compass and mark the corresponding feelings with an X. Write in three typical activities or events in your day-to-day life by each of the last three compasses. Use the compasses to reflect on areas of potential concern. Think of the helping professionals and trusted adults you could go to if help is needed.

Sad

Unhappy, gloomy,
disappointed, lonely, upset

Happy

Excited, glad, joyful,
delighted, cheery, creative,
curious, motivated

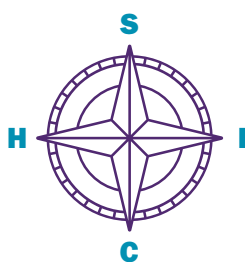


Intense

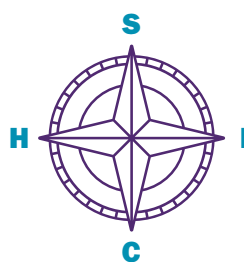
Anxious, angry, fearful,
nervous, irritated, afraid,
worried, uneasy

Calm

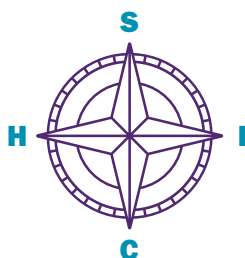
Relaxed, tranquil, restful,
quiet, composed



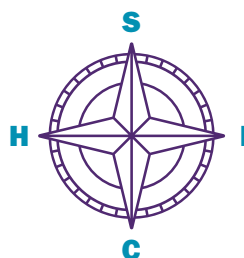
When I woke up
this morning.



During my first
period class.



When I was on
the way to school.



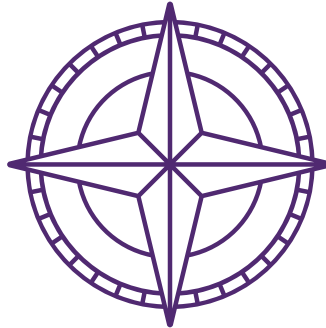
During lunch.

Sad

Unhappy, gloomy,
disappointed, lonely, upset

Happy

Excited, glad, joyful,
delighted, cheery, creative,
curious, motivated

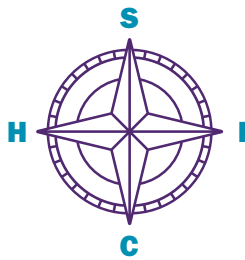


Intense

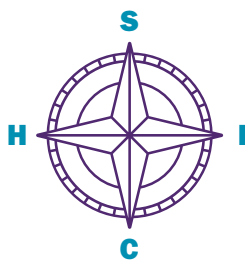
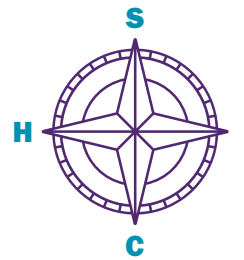
Anxious, angry, fearful,
nervous, irritated, afraid,
worried, uneasy

Calm

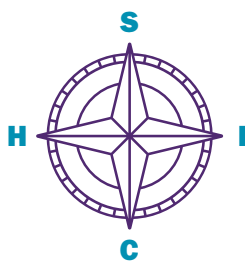
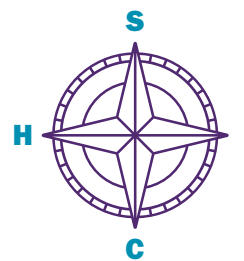
Relaxed, tranquil, restful,
quiet, composed



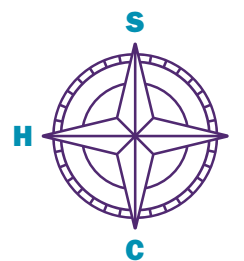
At the end of the
school day.



When I get home.



When I have to do
homework.



LESSON 3 = MENTAL HEALTH

State of Mind

The Colors of You

Directions: Look at each color and think of an emotion that it represents. The brighter the color, the more intense the feeling. Categories and examples are listed on the left. This list is to help generate ideas; you can include your own emotions within the category.

EMOTIONS	Less Intense	Intense	More Intense
Peaceful Emotions: Joyful, relaxed, quiet, serene, calm, still, comfortable, easygoing			
Acceptance Emotions: Trusting, hopeful, confident, happy, lucky, fortunate, glad			
Sadness Emotions: Grieving, down, gloomy, miserable, pitiful, unhappy, hopeless			
Fearful Emotions: Apprehensive, bad, frightened, scared, terrible, worried, anxious, stressed			
Anger Emotions: Enraged, annoyed, furious, mad, outraged, irritable, agitated			

Directions: Think about your typical day. List the activity or event that corresponds with each time period below. Next, place the time and activity in the colored box that most closely represents your emotions during that time period. More than one time and activity may go in one color box. When completed, review your state of mind at different times of day and during different activities. Consider if there are times or events that may indicate a cause for concern. If so, determine the helping professionals or trusted adults that you can turn to for help.

6:00 a.m. _____	12:00 p.m. _____	6:00 p.m. _____
7:00 a.m. _____	1:00 p.m. _____	7:00 p.m. _____
8:00 a.m. _____	2:00 p.m. _____	8:00 p.m. _____
9:00 a.m. _____	3:00 p.m. _____	9:00 p.m. _____
10:00 a.m. _____	4:00 p.m. _____	10:00 p.m. _____
11:00 a.m. _____	5:00 p.m. _____	11:00 p.m. _____

Less Intense	Intense	More Intense

LESSON 3 - MENTAL HEALTH

State of Mind

Check Your Wellbeing Gauge

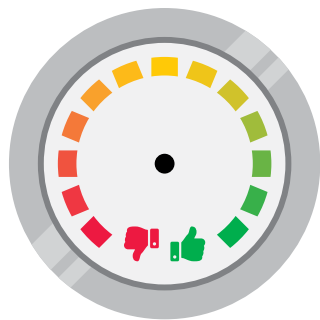
Directions: To help develop self-awareness, consider your thoughts and emotions during different times of day and during different activities. Draw the arrow on your gauge to mark your typical thoughts and feelings during those times.

The right or **green** side of the gauge indicates positive and productive thoughts and feelings.

The middle or **yellow** section of the gauge represents neutral thoughts and feelings.

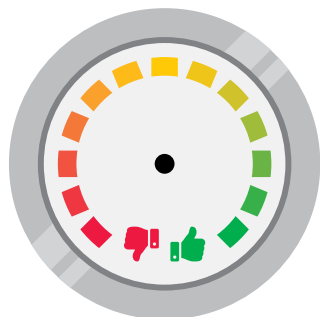
The left or **red** side of gauge indicates negative or destructive thoughts and feelings.

If your arrow is pointing in the red zone, consider how to improve your negative thoughts and feelings. List your ideas. Consider the severity, intensity, and duration of your reaction to determine if help is needed from a trusted adult or helping professional.



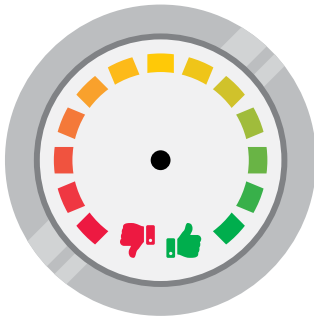
Starting my day.

Plan for improvement:



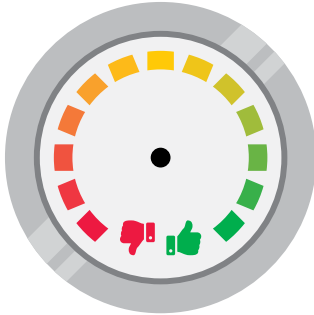
Getting enough sleep.

Plan for improvement:



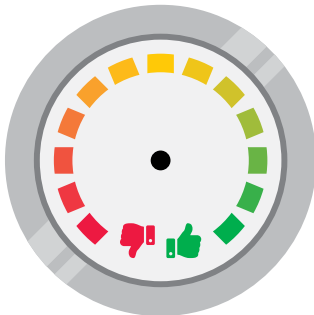
Thinking about life after high school.

Plan for improvement:



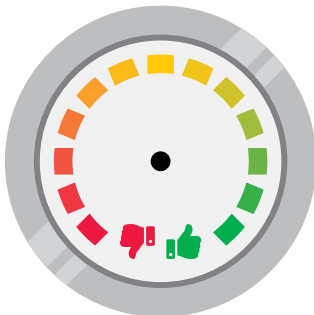
The end of my day.

Plan for improvement:



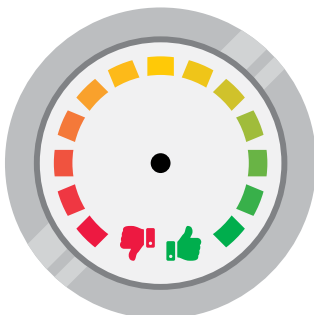
Eating healthy foods.

Plan for improvement:



My current physical wellbeing.

Plan for improvement:



My current mental wellbeing.

Plan for improvement:

Lesson 4 - Mental Health

Seeking Help

Red Flags – It's Time to Seek Help

Directions: Read each statement. If any of these statements describe something you or someone you know is experiencing, it is time to seek help from a trusted adult.

1. Feeling very sad or withdrawn for more than 2 weeks (e.g., crying regularly, feeling fatigued, feeling unmotivated).
2. Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing.
3. Not eating, throwing up or using laxatives to lose weight; significant weight loss or gain.
4. Severe mood swings that cause problems in relationships with friends and family.
5. Drastic changes in behavior, personality or sleeping habits (difficulty falling or staying asleep, sleeping all day, waking up early, or acting agitated).
6. Extreme difficulty in concentrating or staying still that can lead to failure in school.
7. Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes.
8. Abandonment or lack of interest in pastimes or activities.
9. Trying to harm or kill oneself or making plans to do so.
10. Out-of-control, risk-taking behaviors that can cause harm to self or others.
11. Repeated use and abuse of drugs or alcohol.

LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 1

You are talking to a friend before school. Everything seems to be fine, when he starts yelling and tells you to leave him alone. You realize that he has been getting angry a lot. Many of his other friends have stopped spending time with him.

ASK

CARE

TELL



LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 2

For the past several weeks your friend has been staying in bed and crying. She has not come to practice and has not been responding to your text messages.

ASK

CARE

TELL

LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 3

You go over to a friend's house to work on a project for school. You start talking about the project and all of the semester exams that are coming up. You notice that your friend looks upset. He explains that he is feeling totally overwhelmed, his heart is racing, and he is having trouble breathing.

ASK

CARE

TELL

LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 4

You have noticed that your friend has recently lost some weight. She rarely eats and when she does, she often goes directly to the bathroom. She often makes comments about her appearance and being overweight, and gets annoyed when people express concern about her health.

ASK

CARE

TELL

LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 5

Your friend is agitated and he has trouble sitting still. He tells you that he hasn't slept in a few nights. When he tries to get to sleep, he can't relax, he can't get things off his mind.

ASK

CARE

TELL



LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 6

Your friend stops hanging out with you and her other friends. When you invite her over, she always makes an excuse. She avoids talking to her friends at lunch. She dropped out of her dance classes.

ASK

CARE

TELL

LESSON 4 - MENTAL HEALTH

A.C.T. to Help a Friend: Scenario 7

Your friend makes a comment that she doesn't see the point to her life. She tells you that she feels like there is no way out and she has been thinking about suicide.

ASK

CARE

TELL



Lesson 4 - Mental Health

Seeking Help

Assessing the Risk

Directions: Read each statement and consider if it applies to you or someone you know.

1. I frequently think about death or dying.
2. Sometimes I feel like everyone would be better off without me.
3. I have considered how I would kill myself.
4. I have purposely tried to hurt myself.
5. I don't feel good about myself, I am not worth anything.
6. My sleeping has changed. I don't sleep well / I sleep all the time.
7. I feel differently. My mood, personality and behavior have changed.
8. My eating habits have changed.
9. I feel like I am losing control.
10. I don't think there is any hope for the future.

If any of the statements apply to you or someone you know, there is a risk of suicide. You must seek help from a trusted adult, a parent, a school counselor, or a crisis hotline. Do not overlook the risks – seek help!

Lesson 4 - Mental Health

Seeking Help

Notice the S.O.S.

Directions: Working with a partner or in a small group, read each statement and consider the S.O.S. – Sign of Suicide. Then consider what actions can be taken to help.

1ST PERIOD – P.E. CLASS

Ryan is dribbling the basketball on the edge of the court. Every day, Kyle, Jaylin, and Rico slap the ball out of his hands and begin to laugh. Today as they walk away, Ryan hears them say, “He is such a loser, he should just sit in the bleachers and watch!” Ryan thinks, “I can’t stand this anymore.”

2ND PERIOD – ENGLISH CLASS

Emily is sitting at her desk in the front of the class. Isabella and Jessie walk past her desk. Isabella says, “Did you hear about Emily? She set another track record at the meet on Saturday. She is having a great season. She is so perfect; all the teachers love her. She has it all!” Emily is thinking, “You have no idea how much pressure I am under. What if my times slip? What if I get a bad grade? What if I do something wrong? I don’t think I can take this pressure much longer!”

3RD PERIOD – SCIENCE CLASS

Meredith walks into class. It looks like she has been crying. Tara asks her what is wrong. Meredith says, “Haven’t you seen it? They started it all again. It’s all over social media. They keep posting stuff about me and telling all these lies. It’s awful!” Tara responds, “Don’t worry about that, no one believes all that stuff.” Meredith starts crying again and says, “I can’t take this anymore. The last time they started posting all that stuff I thought I could just ignore it and forget about it. But I couldn’t. There is no way I can make them stop, there is no way out of this. I can’t live like this anymore.” The teacher is reviewing for the next test. He explains that this test will count for a large portion of the semester grade. Meredith is listening carefully to the review and starts to worry that she may not be prepared. She takes careful notes.

4TH PERIOD – ART CLASS

Terrance is working on his drawing. The teacher praises his use of color and shading. Christina looks over and also compliments Terrance on his drawing. He says, “I’m going to finish it today and you can have it. In fact, you can have all of my drawings that the teacher has been collecting for the art show.” Christina is shocked, “That’s really nice of you, but you should keep them, they are so good.” Terrance looks down, “Nah, I want you to have it. That way you will have something to remember me.”

5TH PERIOD – MATH CLASS

Byron and Kevin have been friends since middle school. They used to hang out after school and on the weekends. Today Byron arrives late to class. He slowly walks to his desk, slumps down in his chair, and pulls up his hood. As the teacher is explaining the lesson, Byron just sits and stares into space. Kevin sits next him. When it is time to complete the worksheet, Kevin says, “Hey, what’s up? I haven’t seen you for a couple weeks. Where have you been?” Byron mumble, “I don’t know, I’ve just been at home...I don’t see the point in all of this anymore.”

6TH PERIOD – SOCIAL STUDIES

Devonte has been dating Chris for the past few months. Over the weekend, Chris broke up with Devonte. Devonte is really struggling with the breakup. When Mel says, “Hey Devonte, I know breakups can be really hard, but you will be okay. How can I help?” Devonte says, “Thanks, but there is nothing you can do, there is nothing anyone can do. I just want this pain to stop.”

Lesson 4 - Mental Health

Seeking Help

Misconceptions About Suicide

- Someone who threatens to die by suicide is just looking for attention.
- Asking or talking about suicide will increase the risk.
- You should never read a note when a friend asks you to keep a note unopened or unread.
- Very few teens actually die from suicide.
- Someone who attempts suicide was not really serious about wanting to die.
- It is dangerous to be around someone who has tried to die by suicide.
- You can always tell when someone is considering suicide because they will act sad.
- A lot of planning and preparation always takes place prior to attempting suicide.

Lesson 4 - Mental Health

Seeking Help

Looks Can Be Deceiving

- Halle Berry – Academy Award Winning Actress
- Princess Diana – Princess of Wales, Philanthropist
- Elton John – Singer and Songwriter
- Ronda Rousey – Mixed Martial Arts Champion, Olympic Medalist, Actress
- Anthony Bourdain – Traveling Celebrity Chef, Author, Journalist, TV Star
- Oprah Winfrey – TV Personality and Executive, Entrepreneur, Philanthropist
- Avicci – DJ and Producer

Lesson 4 - Mental Health

Seeking Help

Below the Surface

- **Halle Berry – Academy Award Winning Actress**
Halle Berry attempted suicide when her marriage to baseball player David Justice failed
- **Princess Diana – Princess of Wales**
Princess Diana reported that she attempted suicide to try to end her unhappiness during a difficult marriage
- **Elton John – Singer and Songwriter**
Elton John attempted suicide because of the stress and pressure of his fame
- **Ronda Rousey – Mixed Martial Arts Champion, Olympic Medalist, Actress**
Ronda Rousey considered suicide after she lost a mixed martial arts fight that ended her undefeated streak
- **Anthony Bourdain – Traveling Celebrity Chef, Author, Journalist, TV Star**
Anthony Bourdain had an incredible career and was loved and admired by many; privately, he battled and ultimately lost his fight with depression
- **Oprah Winfrey – TV Personality and Executive, Entrepreneur, Philanthropist**
Oprah Winfrey considered suicide after being sexually abused and becoming pregnant at the age of 14
- **Avicci – DJ and Producer**
Avicci experienced incredible success as an artist and producer, but struggled privately with addiction, stress, and depression, ultimately dying by suicide

Lesson 4 - Mental Health

Seeking Help

Notes of Appreciation



1. I appreciate:
2. I am grateful for:
3. I am thankful for:



1. I appreciate:
2. I am grateful for:
3. I am thankful for:



1. I appreciate:
2. I am grateful for:
3. I am thankful for:



Lesson 5 - Mental Health

Addiction

Dangers of Drug Use

Brain Development

- Lower intelligence
- Slower thinking and processing of information
- Slower reaction time
- Difficulty performing simple tasks
- Decreased impulse control
- Impaired judgement
- Difficulty learning and retaining information
- Impaired memory
- Mental disorders and mental illness

Physical Development

- Reduced growth rate
- Lower bone density
- Organ damage including heart & liver
- Disruption to brain development

Physical Health

- Cancer
- Heart Disease
- Lung Disease
- Weakened Immune System
- Disease – Hepatitis, HIV (intravenous drugs)

School and work

- Decreased importance of school/work
- Decreased performance in school/work
- Inability to focus

- Failing grades and failing classes
- Being fired from work

Legal Problems

- Arrest for purchase, possession, or selling drugs
- Arrest for being under the influence of drugs
- Arrest for driving under the influence
- Arrest for stealing to obtain money to buy drugs

Problems with Relationships with Family and Friends

- Ignoring obligations with family and friends
- Changing peer groups
- Disconnecting with previous activities
- Increased aggression, more willing to argue and fight
- Stealing money for drugs from family and friends
- Inability to enjoy activities without being high

Financial Problems

- Money needed to purchase drugs
- Money needed for legal expenses
- Housing may be denied after drug convictions
- Medical bills from treatment or medical issues caused by drug use

Lesson 5 - Mental Health

Addiction

The Stages of Addiction

1. TRYING – When a person tries or experiments with a drug for the first time. This experimentation may be due to pressure from friends and/or trying to fit in. It may be due to curiosity about what it is like to use the drug or to be rebellious. Most people can stop using the drug on their own at this stage. However, if the drug is being used in response to a problem or to “feel better,” help is needed to resolve the underlying reason for using the drug.



2. USING – When a person continues to regularly use the drug because of how it makes them feel. The use of the drug is part of daily life. The use of the drug is predictable (every weekend or when hanging out with friends) or under specific circumstances (when feeling sad, stressed, worried, or lonely). The drug interacts with the brain. The changes in the brain can last hours, days, weeks, or even months before returning to normal.



3. MISUSING – When a person continues to use the drug, despite harm it is causing. Tolerance can develop with misuse, requiring more and more of the drug to get the same effect. The person may begin to show changes in behavior and engage in risky behaviors or activities. A person may begin using the drug at times that are inappropriate - such as before or at school. The drug misuse can lead to failure to take responsibility for obligations with family, friends, school, or work. Tolerance is a sign of misuse and a red flag of addiction.



4. ABUSING – When the person must continue using the drug because they have a mental and/or physical dependence on that drug. Without the drug, withdrawal causes the person to feel anxious, sick, or to have a physical reaction. The person believes that the drug is needed to feel normal, and they use the drug at times that are not appropriate. At this stage, a substance abuse treatment program may be needed to stop using the drug.



5. ADDICTION – When the person is unable to stop using the drug. The need for the drug is so overwhelming it can cause serious problems, including health problems, money problems, and relationship problems. The person often denies that they have a problem with drugs. The need for the drug may motivate the person to do whatever is needed to get more of the drug, putting them at risk for dangerous behavior. Addiction requires the help of a professional addiction treatment program.

Lesson 5 - Mental Health

Addiction

The Brain and Addiction

- Using the drug causes the release of the hormone dopamine in the brain. Dopamine causes feelings of pleasure. The brain remembers these pleasant feelings and desires to repeat them.
- The brain is wired for survival. We need food and water to survive. Drugs can cause the brain to place the use of the drug at the same level of survival as food and water.
- Changes in the brain result in loss of good judgement, including the inability to think clearly, the inability to make good decisions, and the inability to control behavior.
- Changes in the brain cause a person to think the drug is needed to feel normal.
- The addiction to the drug causes the desire and craving for the drug to be the most important thing in a person's life. The drug is more important than family, friends, school, work, health, and even happiness.
- The addiction to the drug is so strong that it interferes with the ability to recognize that an addiction has developed and that the drugs are controlling all aspects of a person's life.

Lesson 5 - Mental Health

Addiction

What Do They Have to Lose?

Directions: Read each student's biography. Determine the consequences of each stage of addiction.

Devon is an 11th grade student. He plays on the school soccer team and is also on a club team. He has several Division 1 colleges interested in him. He studies and works hard to get good grades.

Consequences: Trying

Consequences: Using

Consequences: Misusing

Consequences: Abusing

Consequences: Addiction

Aniyah is a 10th grade student. She has always wanted to go to college to become a nurse. Her father has suffered from cancer and she has spent a lot of time in hospitals. She decided she wants to become a nurse to help other people.

Consequences: Trying

Consequences: Using

Consequences: Misusing

Consequences: Abusing

Consequences: Addiction

Alexis is a 12th grade student. She has always struggled in school. She works hard, but still gets low grades sometimes. She worked at a daycare center last summer. She loves working with children and hopes to get her certification as a daycare assistant after high school graduation.

Consequences: Trying

Consequences: Using

Consequences: Misusing

Consequences: Abusing

Consequences: Addiction

Lesson 5 - Mental Health

Addiction

What Do I Have to Lose?

My Biography:

Consequences: Trying

Consequences: Using

Consequences: Misusing

Consequences: Abusing

Consequences: Addiction

Review your potential consequences from different stages of addiction. Set three personal goals that include healthy choices to enhance your wellbeing.

Goal 1:

Healthy Choices:

Goal 2:

Healthy Choices:

Goal 3:

Healthy Choices:

Lesson 5 - Mental Health

Addiction

Get the Facts Straight

Directions: Review the Prescription Drug Misuse Fact Sheet. Read each scenario. Determine the myth in the scenario. Then, find the fact. Consider the potential dangers of the myth.

PRESCRIPTION DRUG MISUSE FACT SHEET

Fact: Taking someone else's prescription drug is never safe. If taken to get high, a prescription drugs can be dangerous and cause serious health problems – even unintended death.

Fact: You should never take a prescription drug that was not prescribed for you. Prescription drugs should be taken for a legitimate medical reason, in the proper dosage, by the person they were prescribed for, and who is under the care of a doctor.

Fact: The three most common drugs misused and abused by teens are marijuana, alcohol, and prescription drugs.

1. Emmy takes some of her mother's prescription painkillers. She tells her friends, "It's safe to use these, a doctor prescribed them."

What is the myth?

What is the fact?

What are the dangers?

2. Jayden is hanging out with friends. He is offered a prescription pill and told it will give him a great high. It is stimulant used to help with focus and attention. Jayden does not have a medical condition that requires the use of a stimulant. When he questions if it is safe, his friends tell him it is not big deal to take someone else's prescription every once in a while.

What is the myth?

What is the fact?

What are the dangers?

3. Terrance and Marcus are working on a report about drug abuse. They are researching prescription drug abuse among teenagers. A friend asks why they picked that topic since no one actually abuses prescription drugs.

What is the myth?

What is the fact?

What are the dangers?

Lesson 5 - Mental Health

Addiction

Facts You Need to Know

- About 25% of teens say they have taken a prescription drug without a doctor's prescription.
- More than half of drug overdoses that result in death involve prescription drugs.
- Health problems from misuse and abuse of prescription drugs:
 - **Depressant** – can cause severe slowing of the respiratory system (breathing)
 - **Painkiller** – can cause blurry vision, impaired thinking, sleepiness, nausea, depression
 - **Stimulant** – can cause racing or irregular heartbeat, high body temperature, paranoia, anxiety
- Misuse or abuse of prescription drugs can result in addiction.
- Misuse or abuse of prescription drugs can result in death.

Lesson 5 - Mental Health

Addiction

What Do They Have to Lose?

Directions: Consider the statement: “Prescription drugs aren’t dangerous because a doctor prescribed them.” Use the **Facts You Need to Know** to complete the worksheet.

PART 1: Answer each question using information from the **Facts You Need to Know**.

1. What are some of the dangers of using prescription drugs that were not prescribed to you?
2. What are the dangers of using more of a prescription drug than was prescribed?

PART 2: Rewrite each statement with information from the Facts You Need to Know.

1. Addiction to prescription drugs is not a problem.
2. Teens do not misuse or abuse prescription drugs.
3. Misusing prescription drugs will not impair my thinking.
4. No one ever dies from prescription drug misuse.
5. Misusing prescription drugs will not affect my heart.

PART 3: Use the **Facts You Need to Know** and the knowledge you gained completing this worksheet to create a factual statement to replace “Prescription drugs aren’t dangerous because a doctor prescribed them.”

Lesson 5 - Mental Health

Addiction

Myth or Fact Cards



MYTH: It is safe to use someone else's prescription drugs to get high because they were prescribed by a doctor.

FACT: Using a prescription drug without a doctor prescribing it for you can be dangerous.

MYTH: It is safer to use prescription drugs to get high than using illegal drugs.

FACT: Using prescription drugs to get high can be just as dangerous as using illegal drugs.

MYTH: If my doctor prescribed a drug, even if I misuse it, I can't get addicted to it.

FACT: Improper use of prescription drugs can lead to addiction, serious health problems, and a risk of overdose.

MYTH: Mixing prescription drugs with alcohol does not increase the risk of accidental overdose or death.

FACT: Mixing prescription pills with other drugs or alcohol increases the risk of death from accidental overdose.

MYTH: I am about the same size as my friend, so it is okay to take their prescription medication.

FACT: It is illegal to share a prescription drug with another person. Doctors consider many factors when prescribing a drug – so what is safely prescribed to one person may be harmful to another person.

MYTH: Prescription painkillers only help deal with pain, they are not addictive.

FACT: Prescription painkillers are designed to manage extreme pain. They should not be taken to manage everyday aches and pains a person may experience. When misused, they are highly addictive.

Lesson 5 - Mental Health

Addiction

Fact Sheet

- About 25% of teens say they have taken a prescription drug without a doctor's prescription.
- More than half of drug overdoses that result in death involve prescription drugs.
- Health problems from misuse and abuse of prescription drugs:
 - **Depressant** – can cause severe slowing of the respiratory system (breathing)
 - **Painkiller** – can cause blurry vision, impaired thinking, sleepiness, nausea, depression
 - **Stimulant** – can cause racing or irregular heartbeat, high body temperature, paranoia, anxiety
- Misuse or abuse of prescription drugs can result in addiction.
- Misuse or abuse of prescription drugs can result in death.
- Using a prescription drug without a doctor prescribing it for you can be dangerous.
- Using prescription drugs to get high can be just as dangerous as using illegal drugs.
- Improper use of prescription drugs can lead to addiction, serious health problems, and a risk of overdose.
- Mixing prescription pills with other drugs or alcohol increases the risk of death from accidental overdose.
- It is illegal to share a prescription drug with another person. Doctors consider many factors when prescribing a drug – so what is safely prescribed to one person may be harmful to another person.
- Prescription painkillers are designed to manage extreme pain. They should not be taken to manage everyday aches and pains a person may experience. When misused, they are highly addictive.

Lesson 5 - Mental Health

Addiction

It Could Happen to Me

Directions: Read each scenario. Discuss and determine what the person thinks won't happen to them. Then, refer to the Fact Sheet to determine what could actually happen.

1. I am a freshman in college. I have never taken drugs and I don't drink alcohol. I have this huge test tomorrow and I have so much studying to do. My roommate offers me her medication that she takes for attention. She says it will help me focus and stay up all night to study. I have heard it is dangerous to take medication that is not prescribed to me. But I'll be fine.

Identify the "but it won't happen to me."

What could happen?

2. I am a varsity athlete. I hurt my leg in the last game. The trainer said it will be a couple weeks before it feels better. I really need to get back on the field. This kid in the locker room said he could get me some painkillers. If my leg doesn't hurt, I can get back on the field. People always say taking prescription medication that was not prescribed for you is dangerous and can have serious side effects, but that won't happen to me.

Identify the "but it won't happen to me."

What could happen?

3. My doctor prescribed painkillers last year after I had surgery on my broken arm. I only used about half of them. I am feeling really stressed about everything going on – graduation, planning for next year, moving away from home, and so much more! I think it will be okay to take the medication to feel better. People say it is easy to get addicted to prescription painkillers, but that won't happen to me.

Identify the “but it won’t happen to me.”

What could happen?

4. I am at a party with my friends. I have only had a couple of drinks. I am taking a prescription drug for my anxiety. I know the doctor told me not to mix alcohol with the medication because it can cause problems. They always tell you that long list of risks, including death...but that won't happen to me because I haven't had that much to drink.

Identify the “but it won’t happen to me.”

What could happen?

3. I have been seeing a doctor and have prescription medication. The problem is, it just doesn't work as well as it used to. I think it is okay to take it more often than prescribed. I was told that there are serious side effects if I take too much of this medication, but I know my body and I'm sure I'll be fine.

Identify the “but it won’t happen to me.”

What could happen?

LESSON 6 - MENTAL HEALTH

Wellbeing

Managing Stress

- **Get relaxed:** relaxation exercises, breathing exercises, visualization, and mindfulness activities
- **Get creative:** explore drawing, writing, or music
- **Get moving:** try yoga, exercise, dance, or just taking a walk
- **Get outside:** try an outdoor activity in nature
- **Get with friends:** talk to a friend or trusted adult
- **Get help:** reach out to a friend or trusted adult and ask for help

LESSON 6 - MENTAL HEALTH

Wellbeing

Building Resilience

- Write your own narrative with a positive outcome. You are not defined by your circumstances; you can write the positive story of your future and there are people who want to help you succeed.
- Feeling supported, loved, cared for, and accepted. Consider the people in your life (family, friends, coaches, teachers, trusted adults) that are important to you and increase your wellbeing. Interact with and get support from these important people in your life.
- Participate in the things you enjoy. Attend an art show, go to a movie, or go to a sporting event.
- Share the activities you enjoy with the important people in your life.
- Get active – play a game or play a sport. Enjoy a safe, creative, and stress-reducing activity.
- Find activities that are calming, positive, and supportive.
- Talk to trusted friends and adults that can help support you and increase resilience. Don't be afraid to ask for help.
- Make healthy lifestyle choices – avoid substance abuse, drugs, alcohol, smoking, vaping.
- Set goals – both long and short term – and find people in your life who can help you work to achieve these goals.

LESSON 6 - MENTAL HEALTH

Wellbeing

Making Healthy Decisions

Directions: Daily activities can contribute to positive mental and physical wellbeing. Review the list of activities below. Determine if each activity contributes to positive wellbeing and mark the column with an X if so. Then, mark with an X the activities you participated in during the past week. Review your activities to determine if they have contributed to your positive wellbeing.

Activity	Positive wellbeing	Participated in the past week
Take a walk		
Quit a team		
Ignore what is bothering you		
Exercise		
Get good sleep each night		
Drink alcohol		
Stop eating		
Call a friend		
Start a fight with a friend		
Listen to music		
Play basketball		
Run away		
Smoke		
Ask for help		
Watch a movie with a friend		
Write in a journal		
Place blame		
Ignore the problem		

Directions: Make a list of 5 – 10 things you will do to promote you own personal wellbeing.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

LESSON 6 - MENTAL HEALTH

Wellbeing

Written Reflection Topics

- a. How can writing or journaling help with your wellbeing?
- b. Resilience is the ability to recover or “bound back” after facing a difficult situation. Consider your personal strengths that can help you be resilient in a difficult situation. Describe your strengths and how they will help you be resilient.
- c. Review the answers on the Marking Healthy Decisions worksheet that illustrate healthy decisions. Write a fictional story about a teenager who uses their personal strengths to overcome obstacles and make health decisions.

LESSON 6 - MENTAL HEALTH

Wellbeing

Get Up and Go OR Let it Go

Directions: Think of what causes you stress. Determine if the stressor is something you can control. If so, create a plan to help manage the stress. If not, let it go as best you can. Whether you can control your stressor or not, don't hesitate to reach out to a friend or trusted adult if you need help coping with something going on in your life.

What are three things that you spend a lot of time and energy thinking, worrying, and stressing about? Think about ways you can control and do something about these stressors. If you cannot control the situation, what are ways you can let the stress go?

1. What is causing me stress?

Can I control this situation?

YES – What is my plan?

NO – I need to let it go.

2. What is causing me stress?

Can I control this situation?

YES – What is my plan?

NO – I need to let it go.

3. What is causing me stress?

Can I control this situation?

YES – What is my plan?

NO – I need to let it go.

LESSON 6 - MENTAL HEALTH

Wellbeing

Time to Reset

Directions: Think about times when you are very busy, things seem hectic or chaotic, and you have a lot to do. Think of three different “reset” strategies you could use to take a moment to press your internal pause button, and center your thoughts and emotions.



RESET Strategy:



RESET Strategy:



RESET Strategy:

LESSON 6 - MENTAL HEALTH

Wellbeing

Never Too Late to Play

Directions: Write a short answer to each question about play.

How often do I play?

What do I play?

Who do I play with?

What can I do to increase play in my life?

What can I do to keep play in my life?

Resources for Teens

National Suicide Hotline: 1-800-SUICIDE (784-2433)

Toll-free, 24-hour, confidential hotlines that connect you to a trained counselor at the nearest suicide crisis center.

National Alliance on Mental Illness (NAMI): 800-950-6264 or text NAMI to 741741

Toll-free, confidential hotline operating Monday – Friday, 10:00 am – 6:00 pm (EST). Trained volunteers provide information, referrals, and support to anyone with questions about mental illness.

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

Toll-free, 24-hour, confidential hotlines that connect you to a trained counselor at the nearest suicide crisis center.

Project Safe Place: 1-888-290-7233

Project Safe Place provides access to immediate help and supportive resources for young people in crisis through a network of qualified agencies, businesses, and trained volunteers.

SAMHSA - Substance Abuse and Mental Health Services Administration: 1-300-622-HELP (4357)

SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service in English and Spanish for individuals and families facing mental and/or substance use disorders.

The Jason Foundation: 1-800-274-TALK (8255) or text JASON to 741741

The Jason Foundation provides information, educational programs, and resources to help in the fight against the “silent epidemic” of youth suicide. The Jason Foundation directs those in crisis to the National Suicide Prevention Lifeline phone numbers. Learn more at <http://jasonfoundation.com/>

The Trevor Project: 866-4-U-TREVOR

The Trevor Project operates the only nationwide, around-the-clock crisis and suicide prevention helpline for lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth. The Trevor Helpline is available as a resource to parents, family members and friends of young people as well. Visit www.TheTrevorProject.org for more information and resources for young people, including “Dear Trevor,” an online Q&A forum for non-time sensitive questions.

TeenScreen.org: 866-833-6727

The TeenScreen National Center for Mental Health Checkups at Columbia University is a non-profit privately funded public health initiative working to increase youth access to regular mental health checkups and the early identification of mental illness. TeenScreen Schools and Communities is the National Center's flagship program, offering mental health checkups to youth through more than 500 local sites in 43 U.S. states. Visit TeenScreen.org to read facts/figures about teenage mental health, and to learn more about the National Center's programs and initiatives.