



GRADE 6 • MENTAL HEALTH • LESSON 1

## TAKE ACTION ACTIVITY: SCENARIO 1

You and a classmate get a pass to go to the Media Center. On your way, you see a student sitting on the sidewalk. She is holding her ankle and it looks like she is in pain.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student with the hurt ankle. Select two group members to practice acting out what they would say and do.**

You and a classmate get a pass to go to the Media Center. On your way, you see a student sitting on the sidewalk. She has her knees pulled up and her head is hanging down. It looks like she has been crying.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student sitting with her knees pulled up and her head hanging down. Select two group members to practice acting out what they would say and do.**

**Discuss:** How did you feel about helping someone who was physically hurt?  
How did you feel about helping someone who was emotionally upset?



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## TAKE ACTION ACTIVITY: SCENARIO 2

You and a friend are walking back to class from lunch. You see the new boy who just transferred into your school. He is struggling to open the door because he is on crutches. He gets angry and yells "I am so sick of this!"

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the new student on crutches. Select two group members to practice acting out what they would say and do.**

You and a friend are walking back to class from lunch. You see the new boy who just transferred into your school. He is standing outside of the classroom. He looks angry and yells "I am so sick of this!"

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the new student. Select two group members to practice acting out what they would say and do.**

**Discuss:** How did you feel about helping someone who was physically hurt?  
How did you feel about helping someone who was emotionally upset?





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## TAKE ACTION ACTIVITY: SCENARIO 3

One of your friends has been out of school for several days. When she returns, she tells you that she had the flu. During her absence, she has missed several important assignments.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who had the flu. Select two group members to practice acting out what they would say and do.**

One of your friends has been out of school for several days. When she returns, she tells you that she has been really upset lately and feeling very overwhelmed. During her absence, she has missed several important assignments.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who has been upset and overwhelmed. Select two group members to practice acting out what they would say and do.**

**Discuss:** How did you feel about helping someone who was sick?

How did you feel about helping someone who was emotionally upset?



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## TAKE ACTION ACTIVITY: SCENARIO 4

In English class, the boy who sits next to you has his head on his desk. He complains that he has a headache and his stomach is really upset. He tells you he feels terrible.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who has his head on the desk. Select two group members to practice acting out what they would say and do.**

In English class, the boy who sits next to you has his head on his desk. He puts his hands over his head and seems to be shaking. He tells you he feels terrible.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who has his head on the desk. Select two group members to practice acting out what they would say and do.**

**Discuss:** How did you feel about helping someone who was sick?

How did you feel about helping someone who was emotionally upset?





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## TAKE ACTION ACTIVITY: SCENARIO 5

You are playing basketball with some friends. One of your friends runs down the court and slips. When he stands up, there is a big cut on his leg. You and your friend go to help him.

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who falls and cuts their leg. Select two group members to practice acting out what they would say and do.**

You are playing basketball with some friends. One of your friends runs down the court and slips. He gets up and slams down the basketball. He yells, "What are you looking at?"

*What would you say to the student? How might that response make the other person feel?*

*What would you do for the student?*

**Select a member of the group to be the student who falls and starts yelling. Select two group members to practice acting out what they would say and do.**

**Discuss:** How did you feel about helping someone who was physically hurt?  
How did you feel about helping someone who was emotionally upset?





# PERSONAL POWER

**LESSON 1:  
WHAT IS HEALTH?****GRADE 6 • MENTAL HEALTH • LESSON 1  
JOURNAL**

Write a story about what you would do if you could have three wishes granted. The wishes must be granted all in one day and each wish has to enhance your mental and physical wellbeing. What would your three wishes be and how would they help your wellbeing?



**GRADE 6 • MENTAL HEALTH • LESSON 2**  
**DECREASING STIGMA STATEMENT STARTERS**

**Directions:** Working with a partner or in a small group, read each statement starter. Create 2-3 statements using each statement starter.

1. It's okay...

2. Everyone needs...

3. You can ask...












4. Never forget...

5. There is always...



**GRADE 6 • MENTAL HEALTH • LESSON 4**  
**WARNING – TIME TO GET HELP**

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

-  1. Feeling very sad or down for more than 2 weeks (crying frequently, feeling tired, not wanting to do anything).
-  2. Suddenly feeling very scared or afraid for no reason, sometimes with a racing heart or fast breathing.
-  3. Not eating, throwing up, losing a lot of weight.
-  4. Extreme 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 too much or too little, acting differently, not feeling like yourself).
-  6. Extreme difficulty paying attention, sitting still, and finishing schoolwork, resulting in low grades.
-  7. Feeling extremely worried and fearful, causing inability to complete daily activities like hanging out with friends or going to school.
-  8. No longer being interested in the activities and things someone used to like.
-  9. Trying to harm or kill oneself or making plans to do so.
-  10. Behavior that is out-of-control or dangerous that can cause harm to self or others.
-  11. Using and abusing drugs or alcohol.



GRADE 6 • MENTAL HEALTH • LESSON 4  
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](http://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](http://TeenScreen.org) to read facts/figures about teenage mental health, and to learn more about the National Center's programs and initiatives.

**GRADE 6 • MENTAL HEALTH • LESSON 4  
USING YOUR RESOURCES**

**Directions:** Determine names and contact information to answer each question below. Use the Resources for Teens guide, as well as people from school, your home, and your community to complete this worksheet. Remember, there are often multiple resources available.

1. Where can you find more information about Suicide Prevention?

Name:

Contact Information:

2. Where can you find more information about decreasing the stigma associated with mental illness?

Name:

Contact Information:

3. Where can you find more information on mental health referral services?

Name:

Contact Information:

4. Where can you find more information about our local crisis or suicide prevention hotline?

Name:

Contact Information:



# PERSONAL POWER

## LESSON 4: SEEKING HELP



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Seeking help for any physical or mental health concern is important. Consider the people in your life that you could go to for help. Write a story about seeking help for yourself or someone you know who is struggling with a mental health concern.



# PERSONAL POWER



## GRADE 6 • MENTAL HEALTH • LESSON 5 CLEAR THE STRESS

**C**

**Creative** – Be creative

**L**

**Like and Love** – Spend time with the people you like and love

**E**

**Enjoy** – Do the things you enjoy and that make you feel good

**A**

**Active** – Be active, get moving, exercise

**R**

**Relax** – Slow down, take a deep breath, relax, and practice self-care



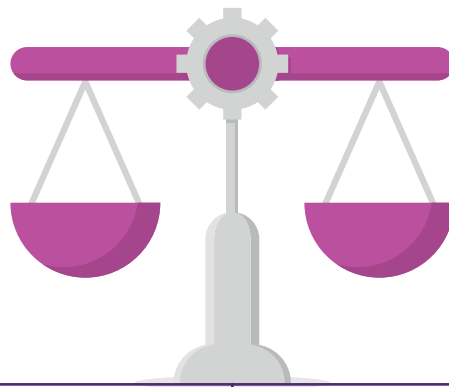
# PERSONAL POWER

## LESSON 5: WELLBEING



### GRADE 6 • MENTAL HEALTH • LESSON 5 FIND THE BALANCE

**Directions:** Read the stressor on the left side of the scale. Think of strategies or activities that could help balance out the stressor and help you relax. Refer to **CLEAR the Stress** for ideas. List answers on the right side of the scale.



**Feeling anxious** about a big math test

**Feeling worried** about moving to a new town

**Feeling overwhelmed** about the big game this weekend

**Feeling frustrated** about having so many things to do before the trip you've been looking forward to

**Feeling angry** about something negative that keeps getting posted on social media



# PERSONAL POWER



## GRADE 6 • MENTAL HEALTH • LESSON 4 JOURNAL

*"Mental health is so important. People don't pay enough mind to it because we have things to do. We have schedules, we have pressure to fit in, places to be, Instagram Stories, trying to keep up. People don't pay attention to what's happening inside."*

– Ariana Grande, singer

Consider the quote by Ariana Grande. She points out that everyone faces challenges, pressures, and stressors. Write a story about how you can CLEAR the stress and find the balance.





## GRADE 6 • MENTAL HEALTH • LESSON 6

### WHAT ARE THE CONSEQUENCES?

**Directions:** Working with a partner or in small groups, list possible consequences of someone your age choosing to use drugs, alcohol, nicotine (smoking or vaping) or choosing to stay free of these substances.

FAMILY	FRIENDS
<b>Drugs:</b>  <b>Alcohol:</b>  <b>Nicotine:</b>  <b>Staying Free of drugs, alcohol, or nicotine (smoking or vaping):</b>	<b>Drugs:</b>  <b>Alcohol:</b>  <b>Nicotine:</b>  <b>Staying Free of drugs, alcohol, or nicotine (smoking or vaping):</b>
SCHOOL	ACTIVITIES (SPORTS, HOBBIES, INTERESTS)
<b>Drugs:</b>  <b>Alcohol:</b>  <b>Nicotine:</b>  <b>Staying Free of drugs, alcohol, or nicotine (smoking or vaping):</b>	<b>Drugs:</b>  <b>Alcohol:</b>  <b>Nicotine:</b>  <b>Staying Free of drugs, alcohol, or nicotine (smoking or vaping):</b>



# PERSONAL POWER

## LESSON 6: HEALTHY LIFESTYLE CHOICES



### GRADE 6 • MENTAL HEALTH • LESSON 6 JOURNAL

Consider the consequences of making healthy lifestyle choices. Write a story about the healthy lifestyle choices and the positive consequences.