**Lesson 3: Recognize, Reach Out & Resources**

**Overview:** Students will learn how to recognize when situations, emotions, and challenges call for help or support. Students will practice the steps to reach out, share feelings, and ask for help if it is needed for themselves or with a situation.

National Health Education Standards

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 3:** Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

**Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.

Healthy Behavior Outcome (HBO):

Students will engage in activities that are mentally and emotionally healthy.

**Lesson Objective**- Students will be able to:

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| **Objective** | **Assessments** |
| 1. Describe the steps of recognizing, reaching out, and using resources to support mental and emotional health | Attachment 3.1: Recognize, Reach Out, Use Resources Review |
| 1. Recognize emotions and feelings that need support. | Attachment 3.1: Recognize, Reach Out, Use Resources Review |
| 1. Identify trusted adults and professionals that can support mental and emotional health (ME). | Attachment 3.1: Recognize, Reach Out, Use Resources Review |
| 1. Demonstrate how to effectively communicate emotions and feelings using “I” messages. | Attachment 3.2: Ask for Help |
| 1. Demonstrate how to ask for help to support mental health. | Attachment 3.2: Ask for Help |
| 1. Use physical activity or movements to enhance mental and emotional health. | Attachment 3.3: Activities for ME |

ME Activity:

* Physical Activity: Teacher selects an activity from a menu of physical activities that best fit your context and students’ needs. The menu includes raising your heart rate; coordination and rhythm; balance and stretch.
* Explain: “We are going to practice using another tool to promote mental and emotional health (ME) – physical activity. First, I will **show** you what the tool looks like. Then we will **do** it together, and then you will **show me** how to do it.”
* Stretch and balance – Choose three movements that involve a stretch or balance. Stretch (or balance) and hold for eight seconds. Repeat at least three times.
* Use Attachment 3.3 to check in after completing the activity.

Teaching Steps:

* What are some things you have needed help or support with this past week? (Making lunch, getting to school, reaching for something on the counter)
* Who can help us make healthy choices or be healthy?
  + Trusted adults
* Why do you need to ask for help?
  + To help stay healthy and safe.
  + We learned that trusted adults could help us make decisions, take medication safely, and support our health by helping us move, eat healthy, and help us with how we are feeling. (See HELPs substance use prevention lessons.)
  + Trusted adults can help you, give support, or give you helpful resources or tools.
* Can you remember who are trusted adults that could help you?
  + Home: the people who care for you
  + School: teachers, school counselor, school nurse, and others who are there to help you
  + Professionals and community resources: doctors, nurses, and counselors
* Today we’re going to learn about how to reach out and ask for help and to use our resources to feel, think, and act in healthy and safe ways.

Activity 1: Recognize Review

* Let’s review what we’ve learned in our previous lessons. We learned mental health is how we feel, think, and act.
* We learned to recognize, reach out, and use our resources to think and act in ways that are healthy and safe.
* We learned how to recognize by using our feeling words or vocabulary and grouping feelings by color.
* We used the colors on the Feelings Wheel to help us describe and share how we’re feeling:
  + Blue – need some help to get going (sad, tired)
  + Green – ready to go (calm, ready, happy)
  + Yellow – proceed with caution (frustrated, nervous, worried)
  + Red – not in control (mad, angry)
* Emotions and feelings are not good or bad. We all experience emotions in different ways. Sometimes we recognize our emotions are big, and we might choose to act in ways that might not be healthy or safe.
* We learned that we can also describe feelings by how strong they are from Level 1 (small) to Level 3 (big). **Big emotions** are when we have difficulty controlling or regulating the emotion. **Big emotions** are rated as a Level 3.
  + Why is it important to recognize big feelings?
    - Our upstairs brain is better at thinking and acting in healthy and safe ways. Our downstairs brain struggles to think and act in healthy ways.
    - **We always reach out to a trusted adult when you recognize big emotions and overwhelming feelings in yourself or others, threats or actions that could hurt or injure themselves or someone else.**
  + What can we do if we are recognizing big feelings or that we recognize we need help?
    - Stop & Think: Reach out to tell someone about our feelings and use my tools.
  + Who can we reach out to?
    - Trusted adults
  + Let’s practice. I’m going to read a sentence. Think about how you would feel. Then share a feeling word or color. (Attachment 3.1).
  + When you answer say, “I feel \_\_\_\_\_\_\_\_\_\_\_.”
  + Check to see if you would rate the feeling as a 3 (big), 2 (medium), or 1 (small, everyday).
  + Scenarios
    - I forgot my lunch today.
    - I got all the words right on my spelling test.
    - It’s time to go outside for recess.
    - We got into an argument playing a game at recess.

*Part I: Reach Out and Share My Feelings*

* Today we are going to learn about how to reach out to tell someone about our feelings and ask for help. It is healthy, safe, and OK to share your feelings and ask for help. Trusted adults are willing to help you be healthy and safe. Seeking help or support for your mental and emotional health (ME health) can make us stronger.
* How can you ask for help or support?
  + Use an “I” message.
  + *Show students the visual of an “I” Message* (Attachment 3.3).
* Explain: One healthy way to tell someone how we are feeling is to use an “I” message. Here are some examples:
  + “**I feel** *(emotion you are feeling*) **when** (*describe what happened*). **Can you help me?** I want (*state what you need to make things better).* **Thank you**.”
  + “**I feel** angry **when** we do not play by the rules of the game. **Can you help me?** I want us to play by the rules so it is fair for everyone. Thank you.”
* Reinforce: It is important to state our feelings in a respectful, calm way. We never blame or shame someone when we use an “I” message.
* Can you see why we call it an “I” message? It starts with “I.” Here are some more examples:
  + I feel excited to go to physical education class today.
  + I’m feeling anxious about \_\_\_\_\_\_\_\_\_\_\_.
  + **I feel** angry **when** you do not play by the rules of the game. **Can you help me?** I need you to play by the rules.”

*Part II: Reach Out and Ask for Help Practice*

* How do you know if you need help? I recognized:
  + A big or overwhelming feeling.
  + Something that might be unhealthy and unsafe.
  + Something that feels important and I don’t know what to do.
  + I can’t do it alone.
  + I tried a resource or strategy, and it didn’t work.
* Model how to ask for help:
  + **Recognize:** Share how you feel: I feel \_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.
  + **Reach out:** Can you help me?
  + **Listen** and say **thank you**.
* Practice: Have students practice writing or saying an “I” message to share their feelings (Attachment 3.2).
  + Situation 1: You cannot find the note you needed to give your teacher.
  + Display the format for an “I” message:
    - **Recognize:** I feel \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    - **Reach out:** Can you help me? I need \_\_\_\_\_\_\_\_\_.
  + Ask students to respond to Situation 1 with an **“I” message**:
    - “**I feel** *(emotion you are feeling*) **when** (*describe what happened*). Can you help me? I need (to calm down).”
* Situation 2: Your cat or dog knocked over a cup and soaked the puzzle you were working on.
  + Display the format for an “I” message:
    - **I feel** \_\_\_\_\_\_\_\_ **because** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Can you help me? I need to clean this up.
  + Ask students to respond to the Situation 2 with an “I” message:
    - “I feel *\_\_\_\_\_\_\_\_\_\_* when \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Activity 3:** We’re going to practice reaching out or self-advocacy using an “I” message with a table or elbow partner. (See Attachment 3.2 for a checklist)

* Let’s practice again recognizing our feelings (Attachment 3.2):
  + I forgot my lunch today.
  + I got all the answers correct on my test.
  + It’s time to go outside for recess.
  + We got into an argument playing a game at recess.
  + Another student in your class is calling you very mean names.
    - I feel \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Could you help me by \_\_\_\_\_\_\_? Thank you.

Closure:

* What are the steps to remember to be healthy and safe?
  + **Recognize, reach out**, and use your **resources**.
  + When might you need help?
    - Big emotions, overwhelming feelings, or when we need help with a situation to be sure we are healthy and safe.
  + Who can you ask for help?
    - Trusted adults at home, at school, and in the community.
* What do we recognize? We recognize our feelings by saying, “I feel \_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.”
* Then I can **reach out** to a trusted adult for help by saying:
  + Can you help me? I need \_\_\_\_\_.
  + Listen and say thank you.

Attachment 3.1: Recognize, Reach Out, Resources Checklist

*Scenario 1*. Your cat or dog knocked over a cup and soaked the puzzle you were working on.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | **It Feels** |
| **Green** | **Yellow** | **Blue** | **Red** |
| A cartoon of a robot  Description automatically generated | A cartoon of a yellow and silver cylinder  Description automatically generated | A cartoon of a crying robot  Description automatically generated | A cartoon of a robot  Description automatically generated | A purple circle with white text  Description automatically generated |

1. Do I need help?

|  |  |  |
| --- | --- | --- |
| **A thumb up in a circle  Description automatically generated**  **Yes** | **A grey and black logo  Description automatically generated with medium confidence**  **Maybe** | **A grey and black cartoon thumb down  Description automatically generated with medium confidence**  **No** |

1. Can I use a resource?

|  |  |
| --- | --- |
| *A cartoon robot with purple eyes  Description automatically generated* | *A cartoon robot holding a pencil  Description automatically generated* |
| *A cartoon robot with purple face  Description automatically generated* | *A cartoon robot pointing at something  Description automatically generated* |

*Scenario 2*. You were called a name and made fun of at recess.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | **It Feels** |
| **Green** | **Yellow** | **Blue** | **Red** |
| A cartoon of a robot  Description automatically generated | A cartoon of a yellow and silver cylinder  Description automatically generated | A cartoon of a crying robot  Description automatically generated | A cartoon of a robot  Description automatically generated | A purple circle with white text  Description automatically generated |

1. Do I need help?

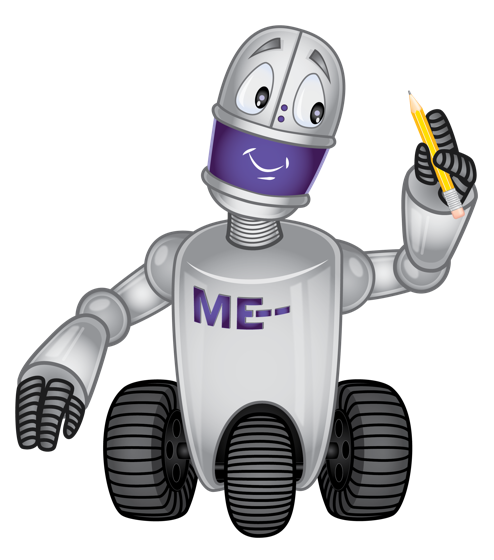
|  |  |  |
| --- | --- | --- |
| **A thumb up in a circle  Description automatically generated**  **Yes** | **A grey and black logo  Description automatically generated with medium confidence**  **Maybe** | **A grey and black cartoon thumb down  Description automatically generated with medium confidence**  **No** |

1. Can I use a resource?

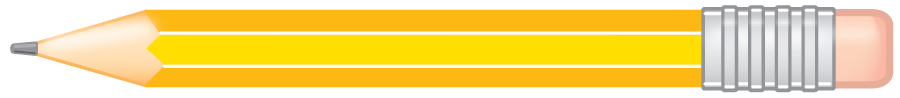
|  |  |
| --- | --- |
|  |  |
| *A cartoon robot with purple face  Description automatically generated* | *A cartoon robot pointing at something  Description automatically generated* |

Attachment 3.2: Asking for help

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| --- |
| **I** can use Reach Out Checklist: an \_\_\_\_ message |
| \_\_\_\_ can share my feelings: I am feeling \_\_\_\_\_\_ |
| \_\_\_\_ can ask for Help: Can you help me? |
| \_\_\_\_ can the helper what you need: I need \_\_\_\_\_\_\_\_ |
| \_\_\_\_ can thank the person who helped you: Thank you for helping me |



Attachment 3.3: Activities for ME



1. Draw your favorite physical activity and circle how you feel.
2. Circle how you feel when you move

|  |  |  |  |
| --- | --- | --- | --- |
| **Green** | **Yellow** | **Blue** | **Red** |
| A cartoon of a robot  Description automatically generated | A cartoon of a yellow and silver cylinder  Description automatically generated | A cartoon of a crying robot  Description automatically generated | A cartoon of a robot  Description automatically generated |