**Lesson 3: Supporting ME: Recognize and Reach Out**

**Overview:** Students will apply recognize, reach out and use resources to support mental health. Activities will practice reaching out for help for self from a trusted adult. Students will also practice demonstrating empathy and support for someone.

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:

|  |  |
| --- | --- |
| **Objective** | **Assessments** |
| 1. Describe the steps of recognize, reach out, and use resources to support mental and emotional health. | Attachment 3.1: Recognize, Reach Out, Use Resources |
| 1. Recognize big emotions and overwhelming feelings. | Attachment 3.1: Recognize, Reach Out, Use Resources |
| 1. Identify trusted adults, resources, and professionals at home, at school, and in the community and how they can support ME. | Attachment 3.2: Reach Out to Resources |
| 1. Demonstrate how to ask for help for self and others to support mental health. | Attachment 3.2: Reach Out to Resources |
| 1. Demonstrate positivity by being grateful, identifying the positive, and demonstrating positivity to enhance mental and emotional health. | Attachment 3.3: Be Positive! |

Me Activity: Be Positive

* Explain: “We are going to practice use another tool to promote ME – positivity. 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.
* Positivity helps kids to gain confidence and contributes to a growth mindset. Looking to the positive, even when faced with a challenge, can help support ME health.
* While you are taking a breath, fill in the blank with what you are grateful for and say it with me: “I am grateful for \_\_\_\_\_.” Now whisper to yourself: “I am grateful for \_\_\_\_\_.”
* Let’s practice positive self-talk by saying something positive about yourself. “I am \_\_\_\_\_\_\_.” You might think about a talent, an interest, or an achievement that makes you proud.
* We can also use positivity to turn a negative thought into a positive one.
  + Instead of saying “I can’t do that; it looks too hard,” try, “It looks really hard, but I’ll do my best.”
* Let’s practice. Can you take this statement and make it positive?
  + Kayden is thinking about performing at the talent show, but they say, “I’m not any good at (singing, playing guitar, etc.). I don’t even know why I would try out.”
  + Ask students to write an example of something more positive Kayden could say.
  + Think of your own situation and try to be positive.
* Great job of being positive! We’ll keep working on being positive and practice using communication to enhance our mental health.

Teaching Steps:

* Ask: What are some things you have needed help or support with this past week? (Making lunch, getting to school, laundry)
  + Do you think there will be times you might need help to keep you healthy and safe?
    - Yes, we learned that trusted adults can help us make decisions; take medication safely; and support our health by helping us move, eat healthy, and choose healthy behaviors.
* Who can help us make healthy choices or be healthy?
  + Trusted adults
* EXPLAIN: In today’s lesson, we will learn how to recognize, reach out, and use resources to support mental and emotional health.
  + Advocating for our health means we are thinking and acting in ways that support our health.
  + Advocating for your health focuses on identifying challenges or concerns in your life and learning how to ask for help. Students will learn how to ask for help when they need it.

**Activity 1: Recognize, Reach Out, Use Resources**

* Review the steps to *Advocacy for Mental Health):* Recognize, Reach Out, and Use Resources.
* **STEP 1**: **Recognize** the issue. Stop and think:
  + **Stop** – What is happening?
    - Can you recognize the emotion or feelings? Can you describe how strong are the feelings from Level 1 (small) to Level 3 (big)? (Share Attachment 1b, the Feelings Wheel, as a learning support.)
    - Can you describe why you are feeling this way?
    - I feel \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.
    - Can you recognize overwhelming feelings that need help or support?
  + **Overwhelming feelings** hang around for a long time, change the way we feel and behave, and may stop us from doing what we enjoy.
  + **Everyday feelings** come and go and are a normal reaction to what happens in our daily lives.
  + When we have **big emotions**, we may have difficulty controlling or regulating the emotion. We are in our downstairs brain and might struggle to think and act in healthy and safe ways. Reach out to trusted adults and use resources to move upstairs and think in healthy and safe ways.
  + **Reach out to a trusted adult when you recognize overwhelming feelings in yourself or others or if you notice threats or actions that could hurt or injure someone.**
  + You should also reach out to a trusted adult if your everyday feelings or big emotions need help or support. Trusted adults can help you, give support, or give you helpful resources or tools.
  + **Think** – Do I need help to **think** and **act** in healthy and safe ways?
    - Remember our upstairs brain helps us think and act in healthy ways.
    - When we’re in our downstairs brain, it is challenging to think and act in healthy and safe ways.
* **STEP 2:** **Reach out** to **resources.**
  + Reach out: Ask for help from a trusted adult or use your tools.
  + Use resources: Resources are people, tools, activities, or information that can help us.
    - **Trusted adults** can help us or direct us to a resource or someone who can help. You can find them at home, at school, and in the community.
      * *Why are trusted adults helpful?* They can help you make a healthy decision or find additional help if needed.
      * *How can a trusted adult influence you to make a healthy choice?*
        + Trusted adults can help us identify options.
        + Trusted adults share rules and expectations that help us make healthy, safe, and respectful choices.
    - Who are some trusted adults who could help if we recognized emotions, feelings, or situations that impact our health?
      * Home – parents and grandparents
      * School – teachers and staff members (coaches, bus driver, counselor, school nurse)
      * Community – professionals (e.g., doctor, nurse, counselor, police officer)
    - **Resources** can also be information, tools, or activities to help with big emotions and move from our downstairs brain to our upstairs brain. Examples from Lesson 2 include coping strategies and breathing exercises.
* **STEP 3: Reach Out** and ask for help
* Let’s look at an example to learn how these steps work together (See Attachment 3.1.)
* Story 1: Your video game shuts down right before you were about to level up.
  + STEP 1 – STOP: **Recognize** the situation and how you are feeling.
  + Name the feeling and describe how strong you are feeling: I feel \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Is this an overwhelming feeling? (student answers could include angry, mad, frustrated, etc.)
  + This is a strong feeling (Level 3), but not an overwhelming feeling.
  + Reaching out and using resources can help us think and act in healthy and safe ways.
  + STEP 2 – THINK: Who can we **reach out** to for help, or what **resources** can we use to solve the problem?
  + Reach out – Ask for help from a trusted adult or use your tools.
  + Resources – Resources are people, tools, activities, or information that can help.
    - Tell a friend or ask a trusted adult what to do when you feel really angry.
* Story 2: You are working on a group project with your classmates, but you're having trouble understanding how to design your project (Attachment 3.1).
  + STEP 1 - STOP: **Recognize** the situation and how you are feeling.
  + Name the feeling and the reason: “I feel \_\_\_\_\_\_\_\_ *(confused)* because \_\_\_\_\_\_\_\_\_\_ *(I am unsure how to design the project).*
  + It feels \_\_\_\_\_\_\_\_(small – Level 1).
  + This is not an overwhelming feeling, but I need the help of a trusted adult.
  + STEP 2 - THINK: I can help myself feel better by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Who can we reach out to for help or what resources can we use to solve the problem? (We could review the directions, but we can also reach out to our teacher for help.)
  + STEP 3: When your teacher is available, how can you reach out and ask for help?
  + State the problem: “We are feeling confused and frustrated about how to design our science project.”
  + Ask for help: “Could you please help us?”
  + Tell the helper specifically what you need: Can you help us understand the instructions better?
  + Thank the person who helped you: “Thank you, Mr. Wells.”
* *What could I do if the teacher is busy or I still need help?*
  + The group might feel frustrated, anxious, or challenged.
  + Stay calm and then ask for help when the teacher is ready.We can use our tools and resources to manage how we’re feeling.
    - What is a strategy you can use to manage your frustration?
      * Take a breath, stand up and stretch, brainstorm possible solutions while you wait.
  + How might your group feel if they have a challenge and are unable to get help right away?
* *Emphasize:* If person you need to ask for help is busy, avoid interrupting them. Some options include writing a note explaining you need to see them; waiting for them to finish what they are doing; sending an email.

**Activity 2: Self-Advocacy – Reach Out Practice**

* We’re going to practice reaching out, or self-advocacy, with a table or elbow partner.
* Give students the Reach Out to Resources activity sheet (Attachment 3.2).
  + *If needed, check for understanding by practicing a scenario in Attachment 3.2 to see if your students can recognize the reaching out steps.*
* Explain the directions written on the activity sheet and remind students to refer to the examples you just provided if they need help.
* Choose the situation you think best meets your students’ needs. Use the feeling wheel to select a feeling word and a reason. “I feel frustrated because I lost the game we played at recess.” Ask the students to use their checklist to see if you have followed all the self-advocacy steps:
  1. State the problem.
  2. Ask for help: Can you help me?
  3. Tell helper specifically what you need.
  4. Thank the person who helped you.
* Once they are finished, review each situation with the students to ensure they understand how to apply the process of self-advocacy and asking for help.
* *Repeat with additional scenarios if needed.*

**Activity 3: Helping Someone**

* STATE: “Now we are going to look at the second type of advocacy: advocacy for others.
* EXPLAIN that helping others is another form of advocacy. “When we advocate for others, we typically support another person by helping them find a trusted adult to support healthy and safe choices. We also can advocate for others by showing empathy, which is being kind and considerate of their feelings.”
* Review the process of reaching out to support others:
  + **Step 1: Recognize** – Notice when someone else may need help or support*.* Stop and think about how they might be feeling.
  + **Step 2:** **Reach out** – Ask the person if they want help and, if so, how you might help them using ACT (ask to help; be kind and show you care, and tell a trusted adult).
  + Use the checklist to see if I use ACT to help others be healthy and safe.
  + “Hi McKenzie, I noticed you look a little upset. Can I help you?”
  + Listen to show you care. Good listeners make eye contact and listen without judging.
  + **Step 3:** When help is needed, take action to help the person. Ask a trusted adult for help.
  + Tell a trusted adult if your friend asks or if you recognize overwhelming feelings.
  + You can tell your friend that you are going to reach out for help.
  + “McKenzie, I think we should tell a trusted adult, and they can help.”
* Explain: Let’s use a situation to help us understand the steps to advocating for others.
* Situation: Your friend who sits next to you comes into school and slams their backpack down and lets out a sigh.
  + **Step 1: Recognize**
  + What do you notice about how your friend is feeling?
  + What might your friend be feeling? How strong is the feeling? Is it an overwhelming feeling?
  + **Step 2: Reach out and ACT**
  + “Would you like for me to help you?"
  + ACT
    - **A = Ask to help**. Share what you recognized, and tell them you are here to help.
    - **C = Care**. Be kind and show you care.
    - **T = Tell** a trusted adult.
  + It’s always helpful to think about what you’ll say before you talk to someone, and it may be wise to pick a time when the person you’re reaching out to is ready to listen.

Closure:

* 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 and other helping professionals at home, at school, and in the community
* How do you ask for help?
  1. State the problem.
  2. Ask for help.
  3. Tell the helper specifically what you need.
  4. Thank the person who helped you.

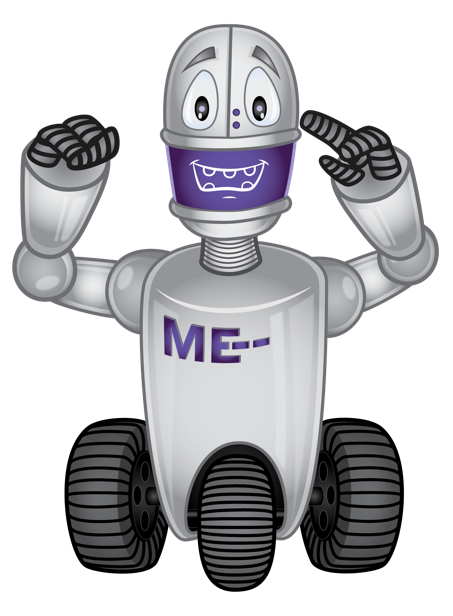
Supplement Activities:

* + Show the video [*Stand Up, Speak Up*](https://www.youtube.com/watch?v=LYMbven9UsA) and encourage students to sing along.

Attachment 3.1: Recognize, Reach Out, Resources Checklist

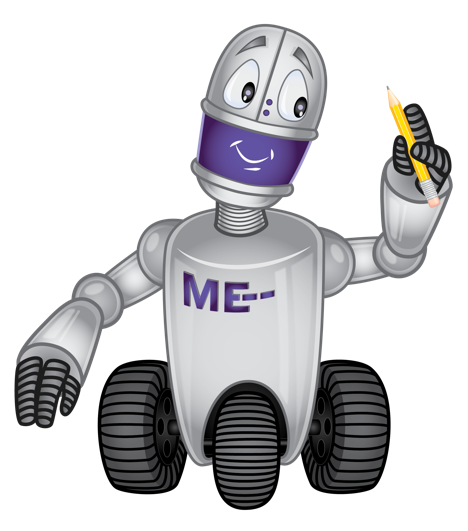
Scenario 1

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| --- | --- | --- | --- | --- | --- | --- |
| **Situation** | **I feel…** | | | | **It feels…** | **Upstairs or Downstairs Brain** |
| Your video game shut down right before you were about to level up. | **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 |
| **Is it an overwhelming feeling?** | **Yes** | | **No** | | **Unsure** | |
|  | |  | |  | |
| **Do I need the help of a trusted adult?** | **Yes** | | **No** | | **Unsure** | |
|  | |  | |  | |
| **Who could help me?** |  | | | | | |



Scenario 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Situation** | **I feel…** | | | | **It feels…** | **Upstairs or Downstairs Brain** |
| You are working on a group project with your classmates, but you're having trouble understanding how to design your project. | **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 |
| **Is it an overwhelming feeling?** | **Yes** | | **No** | | **Unsure** | |
|  | |  | |  | |
| **Do I need the help of a trusted adult?** | **Yes** | | **No** | | **Unsure** | |
|  | |  | |  | |
| **Who could help me?** |  | | | | | |



Attachment 3.2: Reach Out to Resources

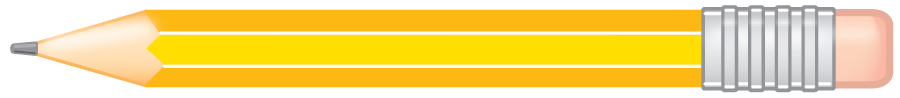
**Part 1:** List a trusted adult who can help you.

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| --- | --- | --- |
| **Home** | **School** | **Professionals** |
|  |  |  |

**Part 2.** Write how you would ask a trusted adult for help.

Situation. Your team lost the game at recess, but you felt the other team did not play by the rules.

|  |  |
| --- | --- |
| **Reach Out Checklist** | **Check** |
| **Share the problem:** I feel \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_. |  |
| **Ask for help:** **Can you help me?** |  |
| Tell helper specifically what you need: |  |
| **Thank** the trusted adult who helped you. |  |

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**Part 3:** Reach out to help a friend

Scenario

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| --- | --- | --- | --- | --- | --- | --- |
| **Situation** | **I feel…** | | | | **It feels…** | **Upstairs or Downstairs Brain** |
| As you line up to go inside after recess. Your friend is upset and appears to be crying. | **Green** | **Yellow** | **Blue** | **Red** | A purple circle with white text  Description automatically generated |  |
| 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 |
| **Is it an overwhelming feeling?** | **Yes** | | **No** | | **Unsure** | |
|  | |  | |  | |
| **Do I need the help of a trusted adult?** | **Yes** | | **No** | | **Unsure** | |
|  | | **A grey and black cartoon thumb down  Description automatically generated with medium confidence** | |  | |
| **What would you say to your friend?** |  | | | | | |

**Use the checklist to write a message to help a friend.**

|  |  |
| --- | --- |
| **Reach Out Checklist** | **Check** |
| A = Ask to help. Share what you recognized and that you are here to help. |  |
| C = Care – Be kind and show you care. |  |
| T = Tell a trusted adult if needed. |  |
| **ACT to help others be healthy and safe!** |  |

Attachment 3.3: Activity for ME: Self-Assessment

YES! I can demonstrate positivity!

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| --- | --- |
| **I can be positive …** | **My statement** |
| By thinking positive thoughts instead of negative. | Instead of saying, “I can’t do that,” I will say: |
| By being thankful. | I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Circle how you feel when you think positive.

|  |  |  |  |
| --- | --- | --- | --- |
| **Green** | **Yellow** | **Blue** | **Red** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **I can….** | **Always** | **Sometime** | **Never** |
| **Reach out** to help someone. | **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** |
| **Reach out** to ask for 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** |
| I would use this activity again. | **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** |