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

**Overview:** Students will learn how to recognize when situations, emotions, and challenges need 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 recognize, reach out, and resources to support mental and emotional health. | Attachment 3.1: Recognize Review |
| 1. Recognize emotions and feelings. | Attachment 3.1: Recognize Review |
| 1. Identify trusted adults and professionals that can support mental and emotional health. | Attachment 3.1: Recognize Review |
| 1. Demonstrate how to effectively communicate emotions and feelings using I-messages. | Attachment 3.3: Asking for Help |
| 1. Demonstrate how to ask for help to support mental health. | Attachment 3.3: Asking for Help |
| 1. Use physical activity or movements to enhance mental and emotional health. | Attachment 3.4: 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 – raise your heart rate, coordination and rhythm, and flexibility.
* Explain: “We are going to practice use another tool to promote ME – physical activity. First, I will **show** you what the tool looks like, then we will **do** it together and finally you will **show me** how to do it.”
* Stretch and Balance – Choose three movements that involve a stretch or balance. Stretch and hold for 8 seconds. Repeat at least 3 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.
* Let’s practice again recognizing our feelings. What is the color for each situation (Attachment 3.1):
  1. I forgot my lunch today.
  2. I got all the words right on my spelling test.
  3. It’s time to go outside for recess.
  4. We got into an argument playing a game at recess.
* Remember emotions aren’t good or bad. We all experience emotions and experience them in different ways. Sometimes we recognize our emotions are big and we think it might lead to making choice to act in ways that might not be healthy or safe.

Activity 2: Reach Out - Who can help me?

* Trusted adults can help you, give support, or give you helpful resources or tools.
  + Trusted adults can be at home – trusted adults like parents and grandparents; School – teachers, school counselor, school nurse, and other trusted adults who are there to help you; or Professionals & Community Resources – doctors, nurses and counselors can help people with their emotions, feelings, and mental health.
* Complete Attachment 3.1 – Draw or write the name of a trusted adult who can help you with your feelings.
* Now that we can recognize when we need help and resources that can help, let’s practice reaching out for the help we need.

*Part I: Reach Out & Share my Feelings*

* State: “Today we are going to learn about how to tell another person what we are feeling and that we might need help by using an I-message. We use an I-message to speak up and tell the other person how we feel and ask for help if we need it.
* Remember it is ok to share how we feel. It is also okay to ask a trusted adult for help. Trusted adults are willing to help you be healthy and safe. Seeking help or support for your health and your mental health can make us stronger.
* You can share your feelings using an I-Message.
  + Show students the visual of an I-Message. (“I feel (emotion you are feeling and how strong) because (describe what happened).
* 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) **because** (describe what happened). I need you help (what you need to make things better.)
  + “**I feel** angry **because** we do not play by the rules of the game. I want us to play by the rules, so it is fair for everyone.
* Can you see why we call it an I-Message? It starts with an I. You can use an I-message to tell someone how we are feeling is to use an “I message.” Here are some examples:
  + **I feel** excited **because** we have physical education class today.
  + **I’m feeling** anxious **about** ……
* **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.
  + “**I feel** frustrated **when** I could not read that word (situation). **I need** your help with the word and to calm down (what you need to make things better.)
  + “**I feel** angry **when** you do not play by the rules of the game. **I need** you to play by the rules.

*Part II: Reach Out and Ask for Help*

* We can also use I messages to ask for help. PRACTICE: Have students practice saying both I-feel and an I-message 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 with a partner (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).”
* *Additional Situations, if needed*. (Situations are HELPS only mental & emotional health, emotions, feelings, substance use prevention. Remember to have your student recognize how they are feeling. Then think about their I message to get the help need.)
  + Another student in your class is calling you very mean names and has threatened to hit you.
  + My friend took my book and will not give it back.
  + I do not understand what teacher is asking us to do.
  + My soccer team is making fun of me because I missed the free kick.
  + My older brother locks me out of the TV room whenever his friends come over.
  + I found what I think is a vape on the sidewalk near the football stadium.

Closure:

* When might you need help?
  + Big emotions 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, school and in the community)
* How do you ask for help?
  1. Recognize how you feel and share with an I message: I feel \_\_\_\_ because \_\_\_\_
  2. Reach out and ask for Help:
  3. Listen and thank the person who helped 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 |

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** |

*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 |  |

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** |

Draw or write the name of a trusted adult who can help you**.**

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 |

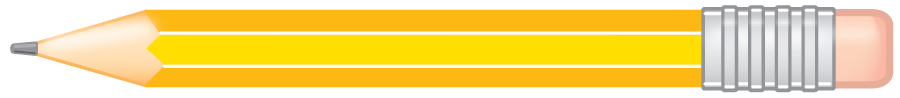
**A cartoon of a robot

Description automatically generated**

Attachment 3.3: Activities for ME

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 |



Draw your favorite physical activity and circle how you feel.