**Lesson 10: Teen Empowerment – Mental Emotional Health Toolkit**

**Overview**: Students will put their MEH Toolkit together by utilizing the skills they learned from the previous lessons in this unit. This personalized toolkit of strategies, tools, and resources will help students to recognize, reach out and use resources to strengthen mental and emotional health.

National Health Education Standards:

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

**Standard 7:** Students demonstrate observable health and safety practices.

Healthy Behavior Outcome (HBO):

|  |
| --- |
| Students will implement the resources and skills from their MEH Toolbox when needed. |

Lesson Objective - Students will be able to:

|  |  |
| --- | --- |
| **Objective** | **Assessment** |
| Create a personalized ME Health Toolkit that reinforce the essential skills and resources they learned in the Behavioral HELPs MEH Unit. | Attachment #1 Mental Emotional (ME) Health Toolkit |
| Identify specific activities that can enhance ME. | Attachment #1 Mental Emotional (ME) Health Toolkit |
| Identify supports and resources that can enhance ME. | Attachment #1 Mental Emotional (ME) Health Toolkit |
| Recognize signs to reach out to a ME professional, resource, or support. | Attachment #1 Mental Emotional (ME) Health Toolkit |
| Communicate messages that would ask for help to enhance behavioral health. | Attachment #1 Mental Emotional (ME) Health Toolkit |

Introduction:

* Today you will be assembling your ME Health Toolkit by referencing the assessments from the previous lessons in this unit. Your toolkit will include essential information that will support your ME health. The components will include: A *title page* that includes a positive word or attribute for each letter of your first name and first letter of your last name; ways to strengthen your MEH; strategies to self-regulate; how to manage strong feelings and emotions; strategies to balance your responsibilities and maintain health boundaries; healthy ways to cope with troublesome feelings, stress, and grief; a list of valid and reliable MEH resources; and guidance for communicating help needed for MEH for yourself and others.

Teaching Steps:

Activity 1: Distribute Attachment #1 - Mental Emotional (ME) Health Toolkit

* **Teacher Notes**: Review the toolkit directions with the students and give them time in class to complete their Mental Emotional (ME) Health Toolkit. Have art supplies available for students to decorate their toolkits.
  + *Note.* Review each HELPs lesson to determine your key assessments. Students can also select artifacts from the lessons to best showcase their knowledge and skills learned in the HELPs lessons.
* **Closure:** Give students the opportunity to share any of the sections they choose from their ME Health Toolkit with the class, or you can have time for them to share in small groups with classmates.
* **Attachments:** Attachments #1
* **Lesson Resources:** These are additional materials outside of the Behavioral HELP Mental Emotional Health (MEH) Curriculum that provide information that supports the development or implementation of the lesson.

Attachment 10.1 Mental Emotional (ME) Health Toolkit

**Directions:** You have completed the Behavioral HELPs MEH unit and now you will compile all the information and skills you have learned into one ME Toolkit. These are YOUR strategies to keep your ME balanced throughout your lifetime. Refer to the work you did for your formative assessments in lessons 1 - 9 to answer the toolkit sections.

Section 1: Title Page

Have a positive adjective or attribute for each letter of your name (option - include first initial of your last name). For example:

E**X**CELLENT BASKETBALL PLAYER

**A**RTIST

**V**IBRANT

**I**NTELLIGENT

**E**NERGETIC

**R**ADIANT

* Use markers, crayons, colored pencils, colored paper, etc. to decorate your title page; or you can use computer graphics. Be creative!

Section 2: Mental Health Resiliency Strategies

Review Attachment 1.3a. Identify strategies you can use to use for your ME health.

|  |  |
| --- | --- |
| **When I am feeling … (list feeling)** | **I can … (list activity)** |
|  |  |
|  |  |
|  |  |

Section 3: Recognize

\_\_\_\_\_\_\_What should you do if you recognize or notice a reason to be concerned about ME health?

1. Ignore it.
2. Reach out to a trusted adult for help.
3. Wait and see.
4. Get over it and move on.

Write a sentence to share your feelings using an “I Message”

Section 4: Emotions and Responses

When I have strong emotions I can…..

|  |  |
| --- | --- |
| **1** | Reach out to Trusted Adult at home |
| **2** | Reach out to Trusted Adult at school |
| **3** | Stay calm |
| **4** | Be positive – Write a positive thought or quote you can use to be positive. |
| **5** | Distraction – Write or draw an activity that can distract you. |
| **6** | Move – Write or draw a movement, physical activity or exercise |
| **7** | Move – Write or draw a movement, physical activity or exercise |
| **8** | Your Choice – Write or draw another way to think and act in a healthy way |

Section 5: Resources

|  |  |  |
| --- | --- | --- |
| **Trusted adults** | **Mental health resources** | **Health professionals** |
|  |  |  |
|  |  |  |
|  |  |  |

Section 6: Reach out

1. List the three steps to ACT.

A

C

T

1. Write a message you would say to reach out for help for your mental and emotional health.

Section 7: Stress

When I am stressed I feel…….

|  |
| --- |
|  |
|  |
|  |

My Stress Management and Recharge Plan

Directions – List activities and strategies to prevent or manage your feelings when you are stressed.

|  |  |  |
| --- | --- | --- |
| **Quick charge** - Limited time and resources available. |  | *Strategies and activities* |
| **Plug-it-in** - Time frame of less than 30 minutes and some resources available |  | *Strategies and activities* |
| **Optimal Battery health** Activities to keep my mind and body healthy |  | *Strategies and activities* |

Section 7: Boundaries

List your boundaries that support ME (Mental and Emotional) Health

|  |  |  |  |
| --- | --- | --- | --- |
| **Sleep** | **Technology use** | **Another boundary** | **Another boundary** |
|  |  |  |  |

Section 8: Sleep

|  |
| --- |
| List your barriers or distractors to getting good sleep. |
| What are three things you could do to improve your sleep habits? |

To get the recommended amount of sleep, I should be in bed by \_\_\_\_\_\_\_\_ on school nights.

To get the recommended amount of sleep, I should be in bed by \_\_\_\_\_\_\_\_ on non-school nights.

I will cope with grief in positive ways, such as:

|  |
| --- |
|  |
|  |
|  |
|  |

Section 9: Boundaries for Screen Time and Technology

Describe a boundary for each category and a strategy or helper to maintain the boundary.

|  |  |
| --- | --- |
| **Boundary** | **Strategy** |
| Time |  |
| Interactions |  |
| Activities |  |

What are signs that you have exceeded your boundaries for social media/technology use?

Instead of spending time in front of a screen, I can …

**In Summary-** Rate your confidence for each “I can” statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **I can….** | **Always** | **Sometimes** | **Never** |
| **Recognize** my feelings. | Always | Sometimes | Never |
| **Reach out** and share how I feel. | Always | Sometimes | Never |
| **Reach out** and ask for help. | Always | Sometimes | Never |
| I know a trusted adult who can help me. | Always | Sometimes | Never |
| I can use tools or resources to regulate my emotions | Always | Sometimes | Never |