



Lesson Plan:

Understanding Mental Wellness

External Resources: Lesson Guide

Course Details

Online Course Length: 5 online lessons, approximately 10-15 minutes each

Target Audience: Grade 8-10

Subject Fit: Health, Advisory

Standard Alignment: National Health Education Standards (NHES); State Academic Health Standards

Features

- **Lessons:** The course consists of 5 online modules, each lasting approximately 15 minutes. Students should complete each module in sequential order.
- **Assessments:** Each lesson contains a 5 question pre- and post-assessment to measure knowledge gains.
- **Reflection Questions:** Each lesson contains pre- and post- reflection questions to give students a chance to consider how information impacts their lives.
- **External Resources:** You can extend the digital program with these additional lessons, discussion prompts, and activities.

Preparation for Delivery

Online Course Delivery

It is recommended that students work through the online modules of this course first, within school, due to the sensitive nature of the content.

External Resources: Lesson Presentation Delivery Options

1. Present the Presentation PDF and use this PDF for Teacher Notes
 - a. No internet or software requirements to view files
2. Share the Presentation online or download PPT
 - a. Must have a reliable internet connection
 - b. Make a copy to update slides for your own use:
 - i. Lesson 1: What is Mental Wellness?

- ii. Lesson 2: What is Anxiety?
- iii. Lesson 3: Coping Strategies
- iv. Lesson 4: Supporting Your Mental Health
- v. Lesson 5: Offering Support

Tips for Presentation Delivery:

3. Familiarize yourself with the online content and this lesson content.
4. Read through the teaching guidance section.
5. Print the relevant number of worksheets for each activity, including any modified handouts for students that benefit from having more support with answer options.
6. Consider any further differentiation or adaptations that might be needed for your class to ensure learning is accessible to all students.
7. When reading through both the online modules and the lessons, consider the sensitive nature of the content, as well as the student's individual circumstances, and make adjustments as needed.

Teaching Guidance

1. **Ground rules** – ensure there are clear ground rules for the lesson, including respect, openness and guidance that students should not share their own personal or other people's experiences in the class setting (privacy). They should instead talk to the teacher afterwards. Where possible, these rules should be co-created with the class.
2. **Managing questions** – ensure students know they have the right to pass if they don't wish to respond to questions. It is also recommended that you let students know that you aren't a mental health professional and might not have all the answers to any questions that they might have. Make use of an anonymous question box to allow students to ask questions at the end of a session that you can address the following day as a full class.
3. **Using distanced examples** – it is very important when teaching about mental health, that all examples are distanced to allow students to explore these issues from a safe distance. These lesson resources use a number of case studies to support this method of learning.
4. **Support for vulnerable students** – if you know of students who are experiencing challenges with their own mental health or that of a family member or friend, then where possible, let them know about the content coming up and offer a space to debrief after the lesson.
5. **Resources** – ensure that there is time given at the end of each lesson to share resources for students who may want more support. Make sure it is clear who they can speak to in the school if they have worries or concerns.
6. **School policy and confidentiality** – it is very possible that students may share personal experiences during or after a lesson. These should be dealt with sensitively and in line with school policies. Make sure both you and the class are

aware of any school policies related to reporting information to school counselors. Let counselors (if your school has one) know when you will be teaching these lessons. Where possible, provide spaces for students to go to if they need to speak to someone during or after the lesson.

7. Supporting yourself – teaching lessons on mental health can affect the teacher and if you are delivering this content, speak to your school leadership or a colleague to discuss any support you may need or if you think this subject matter may not be appropriate for you to teach, regardless of the reason.

Lesson 1: What is Mental Health?

This external resource lesson supports Lesson 1 of the Understanding Mental Wellness digital course. Ideally, students will have completed the digital course lesson before the external resource lessons.

Time: 60 mins

Lesson outcomes:

Students will be able to:

- Understand what mental health means and what impacts mental health.
- Explain what some of the signs of needing more support might be.
- Identify some of the ways mental health can be supported.

Key words:

- Mental health - how we think, feel and act
- Stress - being overwhelmed by pressure or situations
- Self-harm - hurting yourself on purpose
- Suicide - when someone ends their own life

Worksheets (Lesson-Worksheet-version):

Use the information here to plan how many copies of each worksheet you will need for your class and how you'd like to pair or group students:

- **L1-W1-v1 Case Studies:** 1 worksheet for each group of 3-4 students
- **L1-W1-v2 Case Studies Modified:** 1 worksheet for each group of 3-4 students
- **L1-W2-v1 Signs of Needing Support**
- **L1-W2-v2 Signs of Needing Support Modified**

Title Slide/Page 1

EVERFI

Understanding Mental Wellness

What is Mental Health?

Subject: Mental Wellness

Ages: 14-16 Time: 1 hour

Slide/Page 2-3

True or false?

Everyone has mental health.

Mental health is separate from physical health.

The only way to support mental health is medication.

Our environment can impact our mental health.

It is obvious when someone is struggling with their mental health.

There are things we can all do to support our mental health.

Asking for support is a sign of weakness.

2 Understanding Mental Wellness: What is mental health? **EVERFI**

Teacher's Notes: True or false? (5 mins)

Read each statement to the class. After you've read each one, ask students to raise their hands if they think the answer is True. Then ask students to raise their hand if they think the statement is False.

You'll review the answers on the next slide.

Slide/Page 3

True or false?

- ✓ Everyone has mental health.
- ✗ Mental health is separate from physical health.
- ✗ The only way to support mental health is medication.
- ✓ Our environment can impact our mental health.
- ✗ It is obvious when someone is struggling with their mental health.
- ✓ There are things we can all do to support our mental health.
- ✗ Asking for support is a sign of weakness.

3 Understanding Mental Wellness: What is mental health? EVERFI

Teacher's Notes: True or false? (5 mins)

Use the answer key below to share the answers and explanations for each statement.

- **Everyone has mental health (T)**

- Just like physical health, we all have mental health. Mental health is about our thoughts, feelings and behavior. Sometimes people can feel really mentally healthy and at other times people can experience poor mental health.

- **Mental health is separate from physical health (F)**

- Mental health can be very connected to physical health. Sleep, exercise, what we eat, physical illness - all of these things link to mental health - they are not two separate things.

- **The only way to support mental health is medication (F)**

- We all have mental health and there are lots of ways to support mental health, including connection with others, showing kindness, creativity and learning, exercise and mindfulness. If someone is struggling with their mental health, then at times a doctor might suggest some medication, but talking therapies and doing positive activities are often recommended before medication is considered.

- **Our environment can impact our mental health (T)**

- What is happening both in our home environment and the wider world can affect our mental health, e.g., poverty, climate change.

- **It is obvious when someone is struggling with their mental health (F)**
 - It is not always easy to spot when someone is struggling with their mental health: difficult thoughts and feelings can be hidden or disguised, and people around might not easily spot the signs.
- **There are things we can all do to support our mental health (T)**
 - There are lots of things we can do to support our mental health, we will explore some of these in the lesson. However, sometimes we can be doing lots to support our mental health and still be struggling and that is okay. One of the most important things we can all do to look after our mental health is be able to ask for help when things feel difficult or overwhelming.
- **Asking for support is a sign of weakness (F)**
 - Asking for support can be easy for some people but can feel very difficult for others. It always takes courage and bravery to reach out and ask for help and is a huge sign of personal strength.

Slide/Page 4

How confident are you in:

- 1 identifying what impacts mental health?
- 2 explaining some of the signs of needing support?
- 3 identifying some of the ways that mental health can be supported?

4 Understanding Mental Wellness: What is mental health? EVERFI

Teacher's Notes: Baseline assessment (2 mins)

Ask students to give themselves a confidence rating in the three areas listed above. If needed, give an example for each question.

This can be done out of 10, using a Red/Yellow/Green scale, or students could do a mind-map of what they already know about these three things. Consider if you would like to revisit this question and response later, and ask students to write down their response as needed.

Slide/Page 5

What is mental health?

Mental health is about how we think, feel and act.

Just like physical health, our mental health can go through ups and downs.

The diagram features a central light blue circle containing three interconnected elements: a thought bubble labeled 'Thoughts' at the top, a heart labeled 'Feelings' on the left, and a jagged starburst labeled 'Behaviours (what we do or stop doing)' on the right. Dashed arrows form a clockwise cycle between these three elements. To the left of the circle, a white speech bubble contains the text 'Just like physical health, our mental health can go through ups and downs.' Below this speech bubble is a red brain icon. The slide footer includes the text '5 Understanding Mental Wellness: What is mental health?' and the EVERFI logo.

Teacher's Notes: What is mental health? (3 mins)

Read out the definition above and explain that mental health is about thoughts, feelings and behaviors and that these three things are all connected.

Give the example of spending time with a good friend as a behavior. Ask students what feelings they might have (e.g. happy, connected) and what thoughts they might have (e.g. I hope we do this more, this person really makes me laugh, etc.) to explore how these three are connected.

Explain that just like our physical health, mental health can be good, okay or not so good and this might be based on lots of different things. However, it is never someone's fault if they are experiencing poor mental health; there are things that can be done to support positive mental health which will be explored in the next activity.

Slide/Page 6

What can help support positive mental health?

Dion
Connection

Kari
Mindset

Bushra
Emotional Awareness

Max
Habits

In your groups, complete the thoughts-feeling-behaviour cycle on the worksheet.

6 Understanding Mental Wellness: What is mental health? EVERFI

Teacher's Notes: What can help support positive mental health? (10 mins)

Worksheet(s): L1-W1-v1 Case Studies (L1-W1-v2 Modified version)

Explain to the class that from a young age, you learn that it's important to take care of your physical health: going to the doctor, resting when you are sick, and building healthy habits. Some elements of your physical health are within your control, but some are not. The same is true for your mental health. In this activity we will explore some of the things that can be done to support positive mental health.

Show the class the four case studies and hand out one worksheet, 1.1 Case Studies (1.1.2 Modified version), to each small group of 3-4 students. Ask them to complete a thoughts-feelings-behavior cycle for each and try to come up with three answers to the question at the bottom of the case study.

Ask each of the groups to feed back what they found from their case study and how that strategy could support positive mental health.

If students are finding it hard to explain how each thing supports positive mental health, use the notes below as a guide:


- **Connection** - Building meaningful connections with others is important. Focus on relationships that support you and allow you to be open about who you are. These may be with family members, friends, or people you meet through school or community groups.
- **Mindset** - Maintaining hope that good things are possible can improve your overall well-being. For example, when you work on challenging negative thoughts or beliefs about yourself, you can help boost your self-esteem and increase your confidence to tackle new challenges.
- **Emotional awareness** - Understanding your emotions will help you cope with challenges. If your emotions seem out of sync with how you want to feel, consider how they're connected to your thoughts and environment. Emotions can't always be controlled but noticing their cause can help you work through them.
- **Habits** - Eating healthily, staying active, and getting enough sleep are just a few habits that help with stress. Mental health and physical health are closely connected. When your body's needs are met, it reduces tension and helps keep you calm and centered.

Challenge question: Do you think each of these areas can completely protect someone from mental health challenges? Give reasons for your answer.

Slide/Page 7

What might challenge positive mental health?

Make a list of things that might go into a teenager's stress bucket.



Stressors:

- I'm not feeling connected to any friends at the moment.
- I have a disability and am often treated differently.
- I'm worried about getting good enough exam grades.
- Everyone on my social media looks like they are having more fun than me.
- I'm worried about there being another pandemic.
- Money is really tight at home.
- Not enough is being done about climate change.

7 Understanding Mental Wellness: What is mental health? EVERFI

Teacher's Notes: What might challenge positive mental health? (10 mins)

Explain that our mental health is a bit like a bucket - we can hold and manage lots of everyday challenges (small drops) and maybe even a few big challenges (big drops).

Ask students to make a list/draw what might go into a teenager's stress bucket. They can use the quotes on the board to prompt their thinking of things that could contribute to the stress bucket. This could also be drawn on the board or flipchart paper and students could add their ideas using post-it notes.

Discussion: Which of the stressors do you think are the most challenging? There is no correct answer to this discussion, and answers may vary with the time of year, age group and demographics of the class. It is an opportunity to reflect on which of these areas might provide the most amounts of stress.

Slide/Page 8

What might challenge positive mental health?

Connection

Mindset

Emotional Awareness

Habits

8 Understanding Mental Wellness: What is mental health? EVERFI

Teacher's Notes: What might challenge positive mental health? (cont.)

Show the stress bucket image above and explain that we can all manage some stress and challenges using the four ways identified at the beginning of the session (and many other ways). Each time we open these faucets, the stress can go out and we can keep going.

However, sometimes if we have too many stressors the bucket might fill up quicker than the faucets can empty, the faucets might stop working. Both of these scenarios could mean that more support would be helpful.

Slide/Page 9

How do we know when we might need support?

Internal signs
e.g., thoughts or feelings,
or things that people
might not notice.

External signs
e.g., what might they
be doing or not doing
that might be a sign
they need support?

Read the scenarios on the next slides and identify the external and internal signs of needing support. Note them down on your worksheet.

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Teacher's Notes: Signs of needing support (5-10 mins)

Worksheet(s): L1-W2-v1 Signs of Needing Support (L1-W2-v2 modified version)

Alternative approach to worksheets: Draw head on board or flipchart and provide sticky notes to students

Explain to students that there might be different signs of needing support. These can fall into two categories - internal signs (thoughts and feelings) and external signs (physical sensations and behavior). While some signs are observable – or seen from the outside – others are not.

Everyone has feelings and thoughts that are private.

It's important to remember experiencing one or two symptoms does not necessarily mean you have a mental health condition and millions of people are impacted by mental illnesses and still live happy, healthy and successful lives.

Worksheet approach:

Let's review some examples of young people who needed some more support (scenarios, slides 12 and 13). After reading the scenarios, students should use the 1.2.1 Signs of Needing Support (1.2.2 modified version) worksheet to write down the internal and external signs of needing support for each character.

On the inside of the person students should write down what the internal signs might be (thoughts and feelings) and on the outside students should write down what they think the external signs might be (behaviors or things other people might see or notice).

Alternative approach:

This activity could also be drawn on the board/flipchart paper and students could use sticky notes to add ideas as they move around the room.

Slide/Page 10

Scenario 1

My name is Anika. I've noticed I'm just feeling a bit down. I've stopped going out so much on the weekends and I used to really enjoy socialising and doing art, but I've stopped doing these things. I'm not sleeping so well and I'm finding it hard to keep up with schoolwork.

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Teacher's Notes: Scenario 1: Anika

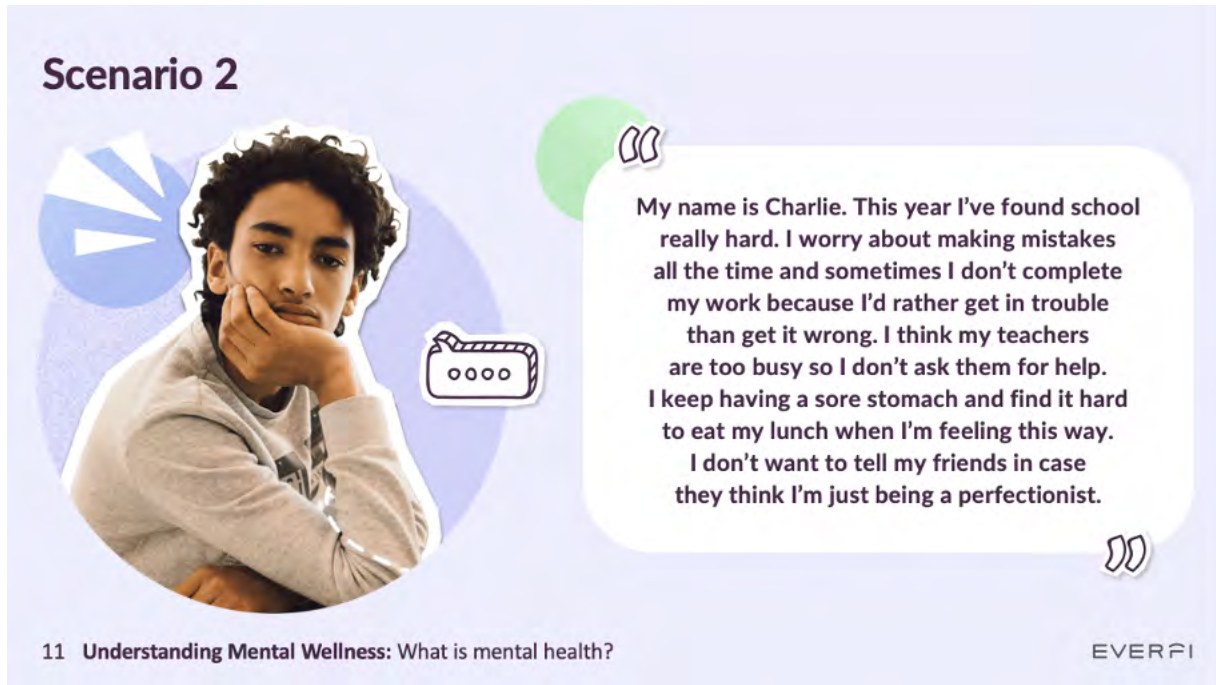
Worksheet(s): L1-W2-v1 Signs of Needing Support (L1-W2-v2 modified version)

Pair students for this activity.

Read through scenario 1 and ask students to add on to their Internal and External Signs of Needing Support worksheets any of the internal or external signs they can notice from the scenario.

Encourage them to add on anything that Anika might be thinking or feeling.

Slide/Page 11



Scenario 2

My name is Charlie. This year I've found school really hard. I worry about making mistakes all the time and sometimes I don't complete my work because I'd rather get in trouble than get it wrong. I think my teachers are too busy so I don't ask them for help. I keep having a sore stomach and find it hard to eat my lunch when I'm feeling this way. I don't want to tell my friends in case they think I'm just being a perfectionist.

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Teacher's Notes: Scenario 1: Charlie

Worksheet(s): L1-W2-v1 Signs of Needing Support (L1-W2-v2 modified version)

Pair students for this activity (can keep the same pairs from the previous scenario).

Read through scenario 2 and ask students to add on to their Internal and External Signs of Needing Support worksheets any of the internal or external signs they can notice from the scenario.

Encourage them to add on anything that Charlie might be thinking or feeling.

Ask students to share their answers from both scenarios.

Slide/Page 12

Signs of needing support

Possible thoughts:

'I'm not as good as them', 'I feel like a failure',
'I don't want to let others down', 'what if they don't like me',
'what if they laugh at me'

Possible feelings:

low, scared, worried, self-critical, overwhelmed, nauseous,
tired, sore head, can't concentrate, wanting to self harm
(hurt themselves on purpose), suicidal feelings
(not wanting to be alive anymore)

Symptoms:

- Change in mood
- Change in appetite
- Irritable/angry
- Very tired
- Stopping doing things they used to enjoy e.g., seeing friends
- Fidgeting a lot
- Asking for reassurance a lot

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Teacher's Notes: Signs of needing support (3-4 mins)

Review this slide with the class. These are not exhaustive lists of signs of needing support but just some examples of thoughts, feelings and behaviors that could be experienced by someone struggling with their mental health.

Remind the class that experiencing one or two symptoms does not necessarily mean you have a mental health condition and millions of people are impacted by mental illnesses and still live happy, healthy and successful lives.

Slide/Page 13

How can mental health be supported?

Seeking support from **family and friends**
(this might include doing something new like an activity/youth group)

Seeking mental health support **in school**
(school counsellor/therapist/local youth mental health services)

Seeking mental health support **online**
through trusted sources

Talking to a **doctor**
(who might offer medication or a referral for therapy)

These are all important sources of support, but if you are ever in crisis, especially if you experience any feelings of wanting to self-harm or end your life, don't wait. Make sure you reach out and talk to someone or by using one of the resources for help provided in this course. You don't have to go through things alone.

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Teacher's Notes: How can mental health be supported? (5-10 mins)

In small groups, ask students to consider one of the different ways of seeking support listed on the slide. They should come up with 2-3 challenges and 2-3 benefits of getting support this way. Reiterate the message that whilst these things all can be supportive, if any young person feels at crisis point with their mental health, they should talk to someone and that the sources listed above can support them.

Regroup as a class, and discuss the possible pros and cons of the methods of getting support. Some guidance notes are below and it is very important to make clear that the best type of support will look different for each young person.

Family and friends:

- Pros: less stigma, more accessible, might make new friends through a new activity, small changes can make a big difference
- Cons: family might not be able to give the support you need, could be difficult if someone is anxious or finds it hard to talk to their family, may worry that friends or family would judge or think differently of them

In school:

- Pros: might be able to see someone during school hours which might feel easier, support is right there, school could signpost to local groups or services
- Cons: some young people might feel embarrassed to seek support in school or might not have a good relationship with school, there might be a waiting list in school

Online:

- Pros: most anonymous method of seeking support, don't have to feel embarrassed, easier to connect and be honest online, feels less scary, no waiting lists
- Cons: online support might not feel good for everyone, need data/Wi-Fi, need to be careful that online support is through trusted sources

Doctor:

- Pros: Medication can be really helpful for some young people, doctors can refer to mental health services
- Cons: Some people might not want to take medication as it can have side effects, referral for mental health services might take a while, lack of providers in some areas, costs depend on insurance coverage

Resources

If you ever feel overwhelmed or think you might benefit from some support, always speak to a trusted adult in your life, a member of staff or a local doctor who can refer you to local mental health services.

Other sources of support online are:

Teen Line 310-855-HOPE or 1-800-TLC-TEEN (6-10pm PST) Text TEEN to 839863 (6-9pm PST) https://teenlineonline.org/	National Mental Health Alliance (NAMI) 1-800-950-NAMI (10-6pm EST) Text NAMI to 741741 https://www.nami.org/	The Trevor Project 1-866-488-7386 https://www.thetrevorproject.org/
Crisis Text Line Text HOME to 741741 for free in the USA https://www.crisistextline.org/	The National Suicide Prevention Lifeline 1-800-273-8255 https://suicidepreventionlifeline.org/	Substance Abuse and Mental Health Administration (SAMHSA) 1-800-662-HELP (4357) https://www.samhsa.gov/

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Teacher's Notes: Resources (2 mins)

Explain that there is no 'right' thing to do – there are many options for support depending on the level of need, and that speaking to a trusted adult is always recommended for mental health support and is always a sign of strength. Remind them of the resource options above and include school counselors.

Lesson 2: What is Anxiety?

This external resource lesson supports Lesson 2 of the Understanding Mental Wellness digital course. Ideally, students will have completed the digital course lesson before the external resource lessons.

Time: 60 mins

Lesson outcomes:

Students will be able to:

- Understand what is happening in the brain when someone experiences anxiety.
- Explain what keeps anxiety going.
- Identify some ways of managing anxiety.

Key words:

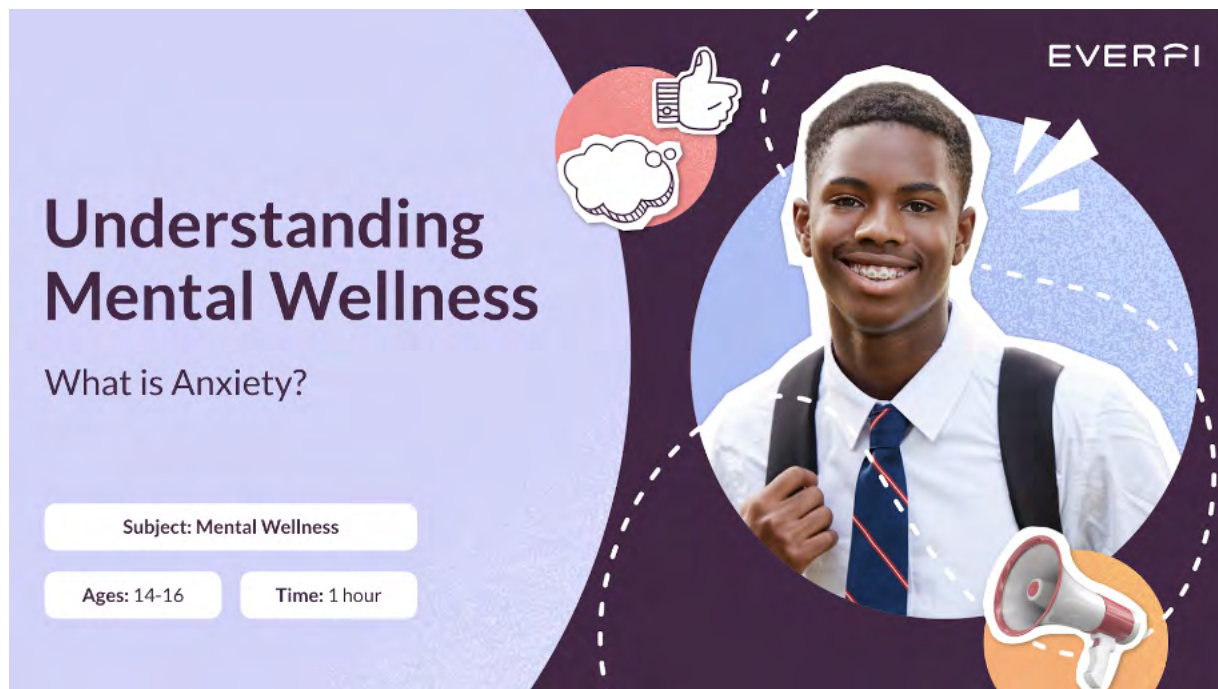
- Anxiety – feeling of worry or fear
- Amygdala – the middle part of the brain often known as the ‘alarm’ when it thinks we are in danger
- Prefrontal cortex – the front part of our brain, responsible for things like problem solving and creativity
- Avoidance – not doing something
- Short-term relief – feeling better in the moment

Worksheets (Lesson-Worksheet-version):

Use the information here to plan how many copies of each worksheet you will need for your class and how you'd like to pair or group students:

- **L2-W1-v1 Case Studies:** group students based on complexity level
 - Jo = advanced ability
 - Farz/Amalia = proficient ability
- **L2-W1-v2 Case Studies modified**
 - Amalia/Farz modified case studies
- **L2-W2-v1 Cycle of Anxiety:** pairs or small groups
- **L2-W2-v2 Cycle of Anxiety modified:** pairs or small groups

Title Slide/Page 1



Understanding Mental Wellness

What is Anxiety?

Subject: Mental Wellness

Ages: 14-16 Time: 1 hour

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Slide/Page 2



What would the world be like if no one was ever anxious?

Personal reflection: Can you think of a time where some anxiety has been helpful for you recently?

2 Understanding Mental Wellness: What is anxiety? EVERFI

Teacher's Notes: What would the world be like without anxiety? (5 mins)

Show students the images above and ask them to work in pairs to discuss what the world would be like if no one was ever anxious. In addition, you could ask them to reflect on their favorite musicians, performers or sports heroes and consider if they ever get nervous and how they think they manage.

Ask the class to feed back their thoughts and explain that anxiety is something everyone experiences at times, and it can be helpful because it can keep us and others safe, keep us motivated and show that we care. While some anxiety is good and normal, there are times where our brains can become anxious even if there is nothing to worry about. We will learn about this in today's lesson.

Slide/Page 3

How confident are you in:

- 1 understanding what is happening in the brain when someone experiences anxiety?
- 2 explaining what keeps anxiety going?
- 3 identifying some ways of managing anxiety?

3 Understanding Mental Wellness: What is anxiety? EVERFI

Teacher's Notes: Baseline assessment (2 mins)

Ask students to give themselves a confidence rating in the three areas listed above. If needed, give an example for each question.

This can be done out of 10, using a Red/Yellow/Green scale, or students could do a mind-map about what they already know about these three things. Consider if you would like to revisit this question and response later, and ask students to write down their response as needed.

What is happening in the brain when someone experiences anxiety?

Amygdala (middle brain)
The amygdala is a bit like an alarm in the brain.
If it thinks we are in danger, it sounds and sends messages to the rest of the brain that we should go into 'fight', 'flight' or 'freeze' mode.

Pre-frontal cortex (front brain)
The pre-frontal cortex is involved in:

- making decisions
- planning and organising
- focus and attention
- creativity.

4 Understanding Mental Wellness: What is anxiety? EVERFI

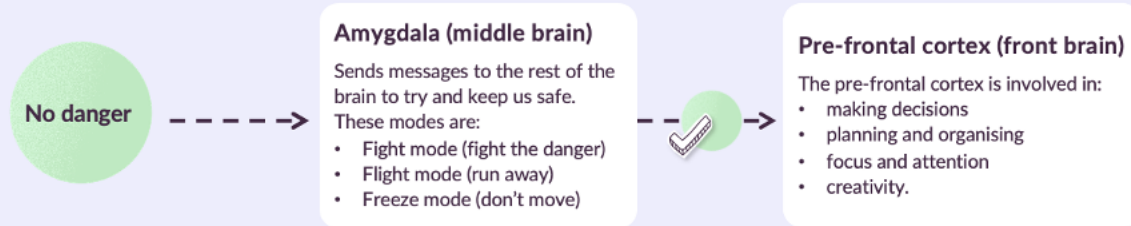
Teacher's Notes: What is happening in the brain when someone experiences anxiety? (10 mins)

Explain to the class that some anxiety is a normal and an important part of life. It can sometimes be really helpful in keeping us safe and helping us stay motivated. Feeling worried or anxious about something is often because we care.

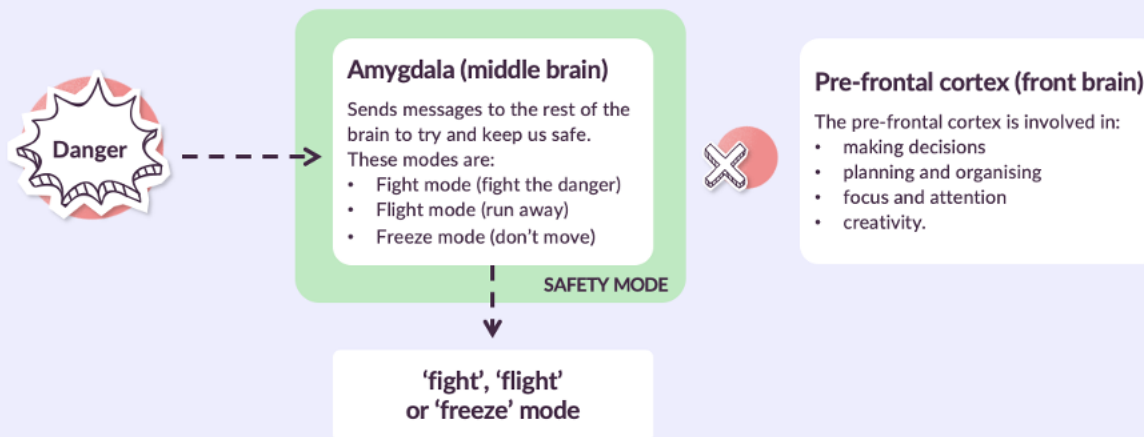
However, some people experience intense feelings of worry that can be hard to control and may get worse over time. These feelings might be caused by a change, but they can also just appear suddenly. This type of anxiety can get in the way of people living their everyday lives and might stop people doing things they would like to be able to do.

Show the two parts of the brain and read through it as a class. For each area, ask students to come up with some examples of things that this part of the brain might be responsible for e.g. amygdala - running away if scared, feeling worried, prefrontal cortex - making a plan, revising, creative writing.

What is happening in the brain when someone experiences anxiety?




What is happening in the brain when someone experiences anxiety?




Teacher's Notes: What is happening in the brain when someone experiences anxiety? (5 mins continued)

When we are anxious our middle brain (amygdala) might think we are in danger and go into 'safety mode'. When this happens, it shuts down our front brain (prefrontal cortex) to use our energy to survive or stay alive. As a result, we might go into 'fight', 'flight' or 'freeze' mode. This is our body's way of trying to keep us safe because it thinks we are in danger.


What might be some of the signs of anxiety ?




Thoughts




Physical sensations



Behaviour



Feelings



Challenge: Can you explain how these different factors could affect each other?

7 Understanding Mental Wellness: What is anxiety?

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Teacher’s Notes: What might be some of the signs of anxiety? (10 mins)

Worksheet(s): L2-W1-v1 Case Studies (L2-W1-v2 modified version available)

Give each pair or small group one of the Anxiety case studies. (Jo = advanced ability, Farz/Amalia = proficient ability, and Amalia/Farz case studies= modified for students that need more support.)

Ask students to read out their case study and as a group make notes on their worksheets of the thoughts, feelings (emotions), behaviors (what they are doing or not doing) and physical sensations that a young person might be experiencing. If groups finish before others, ask them to discuss the challenge question.

What might be some of the signs of anxiety?

Common thoughts:

- What if I get in trouble?
- What if I get it wrong?
- What if something bad happens?
- What if people laugh at me?
- What if people think I'm stupid?

Common feelings:


- Anxious
- Embarrassed
- Exhausted/tired
- Nervous
- Frustrated

Common behaviours:

- Avoidance
- Making excuses
- Cancelling plans
- Finding it hard to sleep
- Forgetting things

Common physical sensations:

- Heart racing
- Sweating
- Dry mouth
- Going red in the face
- Fidgety
- Pacing
- Headache
- Tense shoulders
- Sore stomach



Discussion questions:

1. Which of these signs are the most difficult to notice and why?
2. If these signs are our bodies and minds trying to protect us from danger, why can they be a problem?

8 Understanding Mental Wellness: What is anxiety?

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Teacher's Notes: What might be some of the signs of anxiety? (cont.)

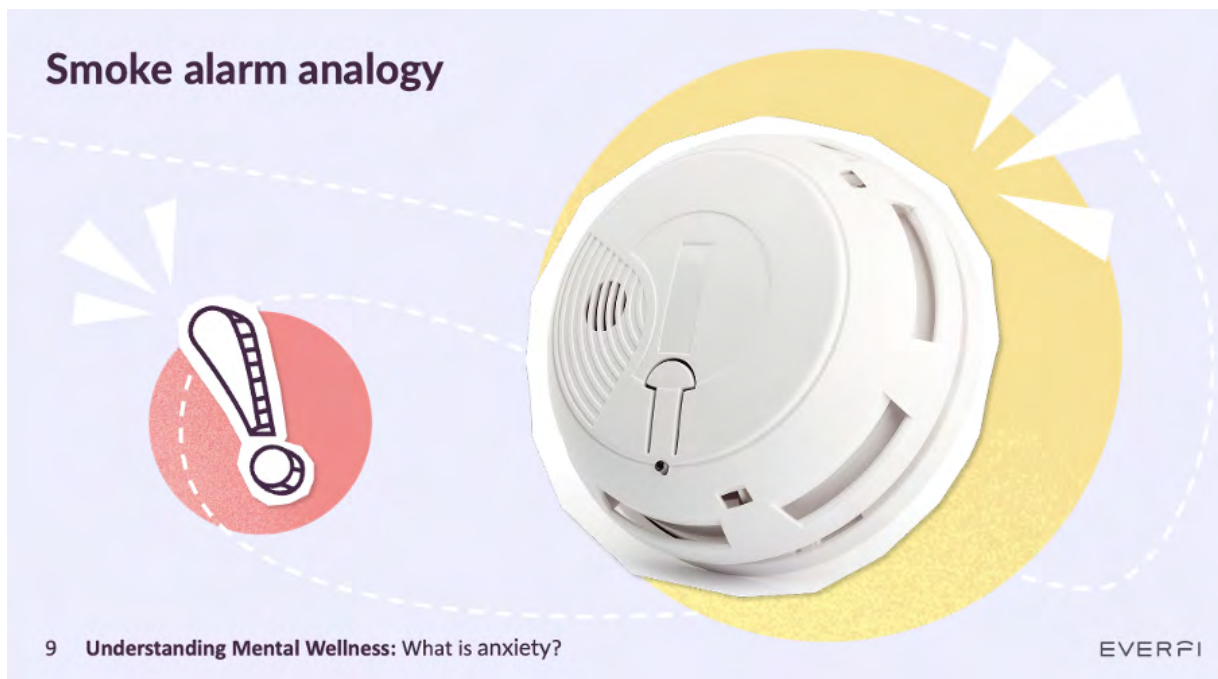
After 5 mins, ask the class to offer suggestions of the types of thoughts/behaviors/feelings/physical sensations that a young person with anxiety might be experiencing. Make a list on the board and then show this slide (or use chat to develop a list if presenting online). This could also be done by placing these four areas round the room and asking the class for feedback using post-it notes.

After the class has provided feedback on each area, reveal the lists above. Students may also mention self-harm or suicidal feelings which can occur with anxiety. While not always common with very low level/day-today anxiety, suicidal feelings can be common with more severe anxiety.

Discussion:

- Which of these signs are the most difficult to notice and why? (Thoughts and feelings are often the most difficult to notice as they are internal signs, but all the signs can be tricky to spot in others. Often anxiety can be hidden away, and friends and family might not be able to notice.)
- If these signs are our bodies and minds trying to protect us from danger, why can they be a problem? The main challenge is that our brain is getting signals that we are in danger when there might not actually be anything to be worried about. This can stop people doing things that are important and meaningful to them and make life a bit more challenging.
- Optional extra question: How do you think the COVID-19 pandemic affected anxiety among young people? COVID may have increased lots of young people's anxiety, especially around health and social situations, as they are used to being worried about something bad happening with either their health or that of loved ones. This might especially have been the case for anyone with a family member at risk or shielding. Anxiety around friendships, social or school situations may have been worse as 'normal' social interactions were interrupted by lockdown. Just being in close contact with lots of people could cause the amygdala to go into fight or flight mode.
- Remind students that the good thing about noticing the signs of anxiety is that it means they are in a better place to get some support with their anxiety and help the brain learn new and different ways of thinking.

Slide/Page 9



Teacher's Notes: Smoke alarm analogy (2 mins)

To consolidate the learning, explain that we can think about anxiety a bit like a very sensitive smoke alarm.

Sometimes there might be real danger and the alarm is really important for keeping us safe, but sometimes it is a false alarm. There might be something small that sets it off, but the brain then goes into 'alarm' or 'warning' mode which makes the mind and body experience very real feelings of danger, even if there isn't any real danger about. Intense anxious feelings cannot just be 'turned off', but there are things we can do to help the brain learn a new pathway when there isn't real danger about.

Slide/Page 10



Teacher's Notes: What prolongs anxiety? (10 mins)

Explain that what often keeps anxiety going is our anxious feelings causing us to avoid facing our fears. While this might help us in the short term, it often leads to the anxiety growing over time as our brains learn we feel safe when we avoid the thing that worries us. Demonstrate the explanation of each stage of the cycle by revealing the example of Dan at each step.



Teacher's Notes: What prolongs anxiety? (10 mins)

Worksheet: L2-W2-v1 Cycle of Anxiety (L2-W2-v2 modified version available)

Ask the class to work again in their pairs or small groups to look at their case study from earlier (using the Anxiety case studies worksheet.)

Using the Cycle of anxiety worksheet, students should create an anxiety cycle to show what keeps their anxiety going in that situation. When students finish, ask them to answer the challenge question.

Challenge: What would the reverse of the anxiety cycle be? Have a go at drawing one out.

Resources

If you ever feel overwhelmed or think you might benefit from some support, always speak to a trusted adult in your life, a member of staff or a local doctor who can refer you to local mental health services.

Other sources of support:

Teen Line

310-855-HOPE or 1-800-TLC-TEEN
(6-10pm PST)
Text TEEN to 839863
(6-9pm PST)
<https://teenlineonline.org/>

Crisis Text Line

Text HOME to 741741 for free in the USA
<https://www.crisistextline.org/>

National Mental Health Alliance (NAMI)

1-800-950-NAMI (10-6pm EST)
Text NAMI to 741741
<https://www.nami.org/>

The National Suicide Prevention Lifeline

1-800-273-8255
<https://suicidepreventionlifeline.org/>

The Trevor Project

1-866-488-7386
<https://www.thetrevorproject.org/>

Substance Abuse and Mental Health Administration (SAMHSA)

1-800-662-HELP (4357)
<https://www.samhsa.gov/>

Teacher's Notes: Resources

Remind students of the resource options above.

Lesson 3: Coping Strategies

This external resource lesson supports Lesson 3 of the Understanding Mental Wellness digital course. Ideally, students will have completed the digital course lesson before the external resource lessons.

Time: 30+ mins

Lesson outcomes:

Students will be able to:

- Identify negative thoughts.
- Replace negative thoughts with positive thoughts.
- Apply coping strategies to maintain mental health and manage stress.

Key words:

- Negative Automatic Thoughts (NATs) – these are negative thoughts which just come into our minds – we cannot easily control them

Worksheets (Lesson-Worksheet-version):

Use the information here to plan how many copies of each worksheet you will need for your class:

- **L3-W1-v1 Negative Automatic Thoughts**
- **L3-W1-v2 Negative Automatic Thoughts modified**

Title Slide/Page 1

EVERFI

Understanding Mental Wellness

Coping Strategies

Subject: Mental Wellness

Ages: 14-16 Time: 30+ mins

Slide/Page 2

How confident are you in:

- 1 identifying when you may benefit from applying coping strategies?
- 2 understanding coping strategies that you could try?
- 3 using coping strategies?

2 Understanding Mental Wellness: Coping Strategies

EVERFI

Teacher's Notes: Baseline assessment (2 mins)

Ask students to give themselves a confidence rating in the three areas listed above. If needed, give an example for each question.

This can be done out of 10, using a Red/Yellow/Green scale, or students could do a mind-map about what they already know about these three things. Consider if you would like to revisit this question and response later, and ask students to write down their response as needed.

Slide/Page 3

Negative Automatic Thoughts (NATs)

1. Match up the type of NAT with the thought
2. Come up with a new coping thought to replace the NAT.

Compare and despair	blaming yourself
Catastrophizing	believing you know what is going to happen
Critical self	comparing to others and thinking the worst about yourself
Predicting the future	because something has happened once, assuming it will happen every time
Emotional reasoning	thinking the worst is going to happen
Over-generalizing	experiencing feelings as facts

3 Understanding Mental Wellness: Coping Strategies EVERFI

Teacher's Notes: Negative Automatic Thoughts (10 mins)

Worksheet: L3-W1-v1 Negative Automatic Thoughts (L3-W1-v2 modified version available)

To face our fears and help with anxiety, we can start to challenge our thoughts which can help break the cycle of anxiety. One way we can do this is by beginning to notice our Negative Automatic Thoughts (a negative thought about our worries or fears). By learning what our Negative Automatic Thoughts are and challenging them with new, coping thoughts, it can help reduce the amount of anxiety we feel. There are lots of different types of Negative Automatic Thoughts someone might have.

Distribute the Negative Automatic Thoughts worksheet. Ask students to read through the NATs list on the board and see if they can match them up to the thoughts on the worksheet (modified version available).

NAT worksheet answers:

Over-generalizing

'Every time I have a math test I get a bad score, so why would this time be any different?'

New thought: I've been practicing my math, maybe this time I'll do a bit better and if I don't, I can ask my teacher for more help.

Predicting the future

'If I apply for that college, I won't get an interview so there is no point.'

New thought: Even if I don't get an interview, it could be a good learning process and who knows - maybe I will get one!

Critical self

'It's my fault I don't have many friends.'

New thought: I've had a lot of change recently and making new friends takes time, plus I have one close friend who really gets me.

Emotional Reasoning

'I feel like a failure so I must be a failure.'

New thought: Even though I feel like a failure, I've actually achieved a lot recently.

Compare and despair

'Everyone else is so much better at this than I am - I'll never be as good.'

New thought: I'm doing the best I can with what I have - everyone has different challenges.

Catastrophizing

'If I try out for the team, I'll make a fool of myself, and everyone will laugh at me.'

New thought: Maybe I'll have fun trying out for the team and I know not everyone will get on so it's okay if I don't make it.

Slide/Page 4

Grounding techniques
Ways to 'ground' or connect with the present

In your mind, notice:

- 5 things you can see
- 4 things you can feel (touch)
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

In your mind, notice:

- 1 yellow thing
- 2 green things
- 3 red things
- 4 blue things

4 Understanding Mental Wellness: Coping Strategies

EVERFI

Teacher's Notes: Grounding techniques (5-10 mins)

Breathing, mindfulness and grounding techniques can all be really useful when we feel anxieties getting high. They can bring us back to the present moment and help send messages to our brains to relax in times where there might not be any real danger.

As a class try one or both of the techniques above. Students can do it silently or write them down. Ask students to reflect on how they feel afterwards.

Relaxation techniques: cross tapping

Ways to help our bodies relax and feel calmer

Cross your arms in front of you.

Gently, tap up and down from your shoulders to elbows for 60 seconds.



5 Understanding Mental Wellness: Coping Strategies

EVERFI

Relaxation techniques: tense-and-relax

Ways to help our bodies relax and feel calmer

Tense your shoulders then relax them;
repeat 3 times.

Tense your arms and fists then relax
them; repeat 3 times.

Tense your feet then relax them;
repeat 3 times.

Tense your legs then relax them;
repeat 3 times.



6 Understanding Mental Wellness: Coping Strategies

EVERFI

Relaxation techniques: 4 x 4 breathing

Ways to help our bodies relax and feel calmer

Breathe in for 4 seconds.

Hold it for 4 seconds.

Breathe out for 4 seconds.

Hold it for 4 seconds.

REPEAT



7 Understanding Mental Wellness: Coping Strategies

EVERFI

Teacher's Notes: Relaxation techniques (13 mins)

- Cross-tapping (2 mins)
- Tense and relax (4 mins)
- 4x4 breathing (2 mins)
- Reflection (5 mins)

Breathing, mindfulness and grounding techniques can all be really useful when we feel anxieties getting high. They can bring us back to the present moment and help send messages to our brains (the amygdala) to let our brain know things are okay in times where there might not be any real danger.

As a class try one or more of the relaxation techniques.

Reflection: Ask students to reflect on how they feel afterwards. Is there a technique that students liked best?

Ask students which technique they might try next time they feel anxious.

Resources

If you ever feel overwhelmed or think you might benefit from some support, always speak to a trusted adult in your life, a member of staff or a local doctor who can refer you to local mental health services.

Other sources of support:

Teen Line 310-855-HOPE or 1-800-TLC-TEEN (6-10pm PST) Text TEEN to 839863 (6-9pm PST) https://teenlineonline.org/	National Mental Health Alliance (NAMI) 1-800-950-NAMI (10-6pm EST) Text NAMI to 741741 https://www.nami.org/	The Trevor Project 1-866-488-7386 https://www.thetrevorproject.org/
Crisis Text Line Text HOME to 741741 for free in the USA https://www.crisistextline.org/	The National Suicide Prevention Lifeline 1-800-273-8255 https://suicidepreventionlifeline.org/	Substance Abuse and Mental Health Administration (SAMHSA) 1-800-662-HELP (4357) https://www.samhsa.gov/

8 Understanding Mental Wellness: Coping Strategies EVERFI

Teacher's Notes: Resources

Remind students of the resource options above.

Lesson 4: Supporting Your Mental Health

This external resource lesson supports Lesson 4 of the Understanding Mental Wellness digital course. Ideally, students will have completed the digital course lesson before the external resource lessons.

Time: 30 mins

Lesson outcomes:

Students will be able to:

- Identify different ways to support mental health.
- Explore some of the barriers to seeking support.
- Apply coping strategies to maintain mental health and manage stress.

Key words:

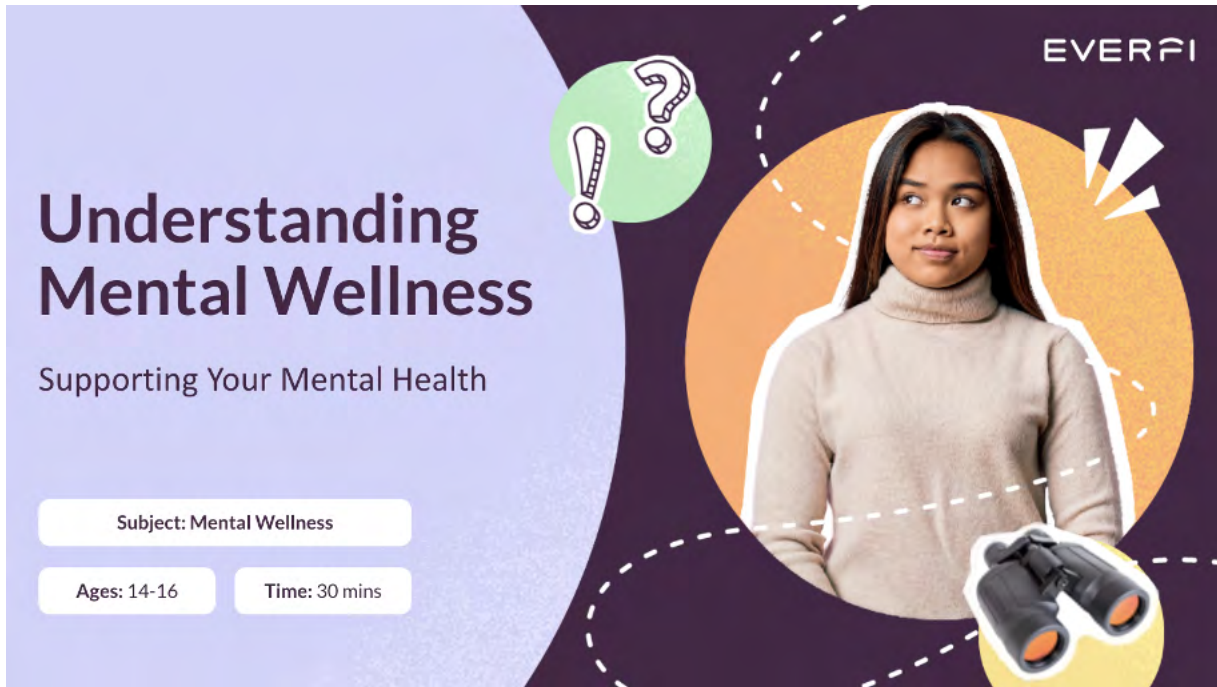
- Mental health - how we think, feel and act
- Reframing thoughts - noticing unhelpful thinking and changing them into more helpful thoughts
- Mindfulness - becoming present to what is happening with our breath, in our bodies or around us

Worksheets (Lesson-Worksheet-version):

Use the information here to plan how many copies of each worksheet you will need for your class:

- **L4-W1-v1 Pass it on:** 8 small groups or pairs
- **L4-W2-v1 Barriers to Support:** pairs

Title Slide/Page 1



EVERFI

Understanding Mental Wellness

Supporting Your Mental Health

Subject: Mental Wellness

Ages: 14-16 Time: 30 mins

Slide/Page 2

What is mental health?

Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
(World Health Organization definition)

Private reflection: What have you done in the last 24 hours that has supported your mental health?

Hints: What have you done that has helped you be productive, make a contribution, cope with any challenges?

2 Understanding Mental Wellbeing: Supporting your mental health **EVERFI**

Teacher's Notes: How you've supported your mental health (5 mins)

Show students the definition of mental health above. Ask students to privately reflect and make a list of all the things they have done in the last 24 hours that they think have supported their mental health.

Slide/Page 3

How confident are you in:

- 1 identifying different ways to support mental health?
- 2 practicing ways to support your mental health
- 3 explaining some of the barriers to seeking support?

3 Understanding Mental Wellbeing: Supporting your mental health EVERFI

Teacher's Notes: Baseline assessment (2 mins)

Ask students to give themselves a confidence rating in the three areas listed above. If needed, give an example for each question.

This can be done out of 10, using a Red/Yellow/Green scale, or students could do a mind-map about what they already know about these three things. Consider if you would like to revisit this question and response later, and ask students to write down their response as needed.

Slide/Page 4

Pass it on

- Managing social media
- Routine
- Mindfulness and relaxation
- Naming your feelings
- Learning something new
- Social connections
- Reframing thoughts
- Express it

Private reflection: Which of the methods above do you think might be the most effective in supporting your own mental health?

4 Understanding Mental Wellbeing: Supporting your mental health EVERFI

Teacher's Notes: How can young people support their mental health? (10 mins)

Worksheet: L4-W1-v1 Pass it on

Distribute the Pass it on group worksheets and split students into eight groups or pairs. Hand out a worksheet to each group. Explain to the class that they are going to work collaboratively to think about all the different ways young people can support their own mental health.

Ask students to add on as many ideas as they can under the title of their worksheet. Use an online stopwatch, or similar, to time 30 seconds.

When the time is up, students should pass their sheet to the next group and add more ideas to the new sheet they are handed (there are eight in total).

After students have had a chance to add to each of the sheets, bring up the eight strategies on the board and ask each small group to share. Discuss with the class which of these methods they think might be more challenging than others.

Explain that different strategies will be more supportive for different people.

Slide/Page 5



What are the barriers to seeking support?

Look at the quotes from a range of young people about why they found it hard to seek support. In pairs, give each of those quotes a title to summarise what the barrier is.

For each quote, can you come up with two things that could be done to overcome that barrier? This could be something that the individual, friends, family, school or society could do to overcome the barrier.

5 **Understanding Mental Wellbeing:** Supporting your mental health EVERFI

Teacher's Notes: What are the barriers to seeking support? (10 mins)

Worksheet: L4-W2-v1 Barriers to support

Give students the Barriers to support worksheet and ask them to complete it in pairs using the instructions on the slide. Once they have completed it, take the class's feedback on possible titles and ways to overcome barriers. Some suggestions for titles are below along with suggestions of ways of overcoming barriers, but these are not definitive.

Embarrassment - 'I'm embarrassed about how much I worry about things. What if I tell someone and they laugh at me? I should be able to cope with it by myself.'

Families/school/friends can have more open conversations about how normal it is to worry.

The individual could reach out and talk to someone they trust.

Not being a burden - 'I don't know who to go to for support. Everyone else seems so busy and stressed. I don't want to be a burden on anyone.'

The individual could tell themselves that their mental health matters and even if others are busy, it doesn't mean they won't have time for something as important as mental health.

Schools can have counselors to make sure there are always staff available to speak to if a student is worried.

Not knowing the signs - 'I didn't ask for support with my mental health because I don't think I realized the impact it was having on my life and I knew that I didn't feel good - but I didn't see those signs as worrying.'

More education in schools/society on what the signs of mental health could be.

Friends can check in with each other and ask how their mental health is.

Not wanting help/self-reliance - 'I should be able to cope with this by myself, asking for help from others is a sign of weakness and I want to be able to manage my problems by myself.'

Individuals could reframe their thoughts and tell themselves that asking for support is a sign of strength.

Families, schools, and society can all encourage help-seeking behavior by normalizing it and making sure it is obvious where young people can get support if they need it.

Hopelessness - 'Things feel so bad no one is going to be able to help me, so there is no point, nothing will help.'

Friends can remind each other that the first step to feeling better is to reach out and ask for help.

Schools can let students know that even if they feel hopeless, there are always things that can help if someone is struggling with their mental health.

Stigma - 'Mental health isn't spoken about in my family. They think people with mental health are crazy - so I can't tell them I'm feeling anxious - they will judge me.'

Young people can reach out for support from school or their doctor if they are worried about how their family might respond.

Society can do more to educate everyone that mental health is something everybody has to reduce stigma.

Resources

If you ever feel overwhelmed or think you might benefit from some support, always speak to a trusted adult in your life, a member of staff or a local doctor who can refer you to local mental health services.

Other sources of support:

Teen Line 310-855-HOPE or 1-800-TLC-TEEN (6-10pm PST) Text TEEN to 839863 (6-9pm PST) https://teenlineonline.org/	National Mental Health Alliance (NAMI) 1-800-950-NAMI (10-6pm EST) Text NAMI to 741741 https://www.nami.org/	The Trevor Project 1-866-488-7386 https://www.thetrevorproject.org/
Crisis Text Line Text HOME to 741741 for free in the USA https://www.crisistextline.org/	The National Suicide Prevention Lifeline 1-800-273-8255 https://suicidepreventionlifeline.org/	Substance Abuse and Mental Health Administration (SAMHSA) 1-800-662-HELP (4357) https://www.samhsa.gov/

6 Understanding Mental Wellbeing: Supporting Your Mental Health EVERFI

Teacher's Notes: Resources

Explain to students there is no 'one size fits all' model to mental health support. What people might need will be different for everyone, but asking for help and support is always a sign of strength and things can get better.

Lesson 5: Offering support

This external resource lesson supports Lesson 5 of the Understanding Mental Wellness digital course. Ideally, students will have completed the digital course lesson before the external resource lessons.

Time: 40 mins

Lesson outcomes:

Students will be able to:

- Identify different ways to support mental health.
- Explore some of the barriers to seeking support.

Key words:

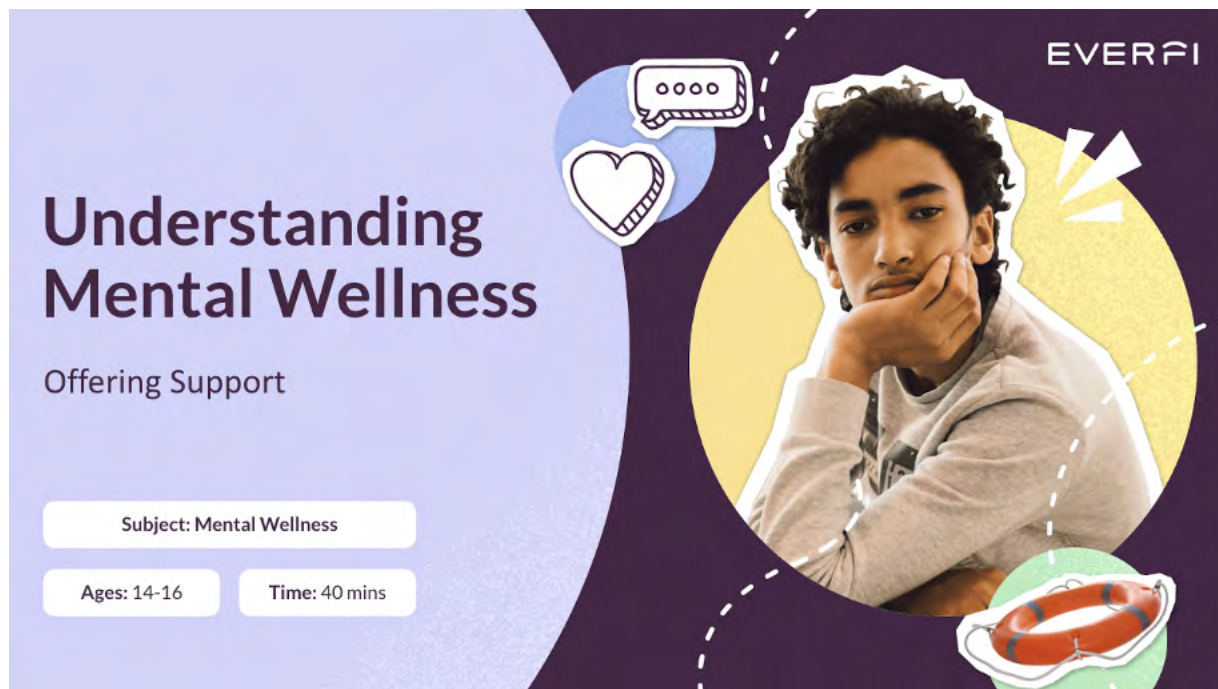
- Validate - letting someone know their feelings are valid (real)
- Appreciate – recognising what someone has done
- Refer - to suggest something or someone who might be able help

Worksheets (Lesson-Worksheet-version):

Use the information here to plan how many copies of each worksheet you will need for your class:

- **L5-W1-v1 Case Study:** pairs

Title Slide/Page 1



Understanding Mental Wellness

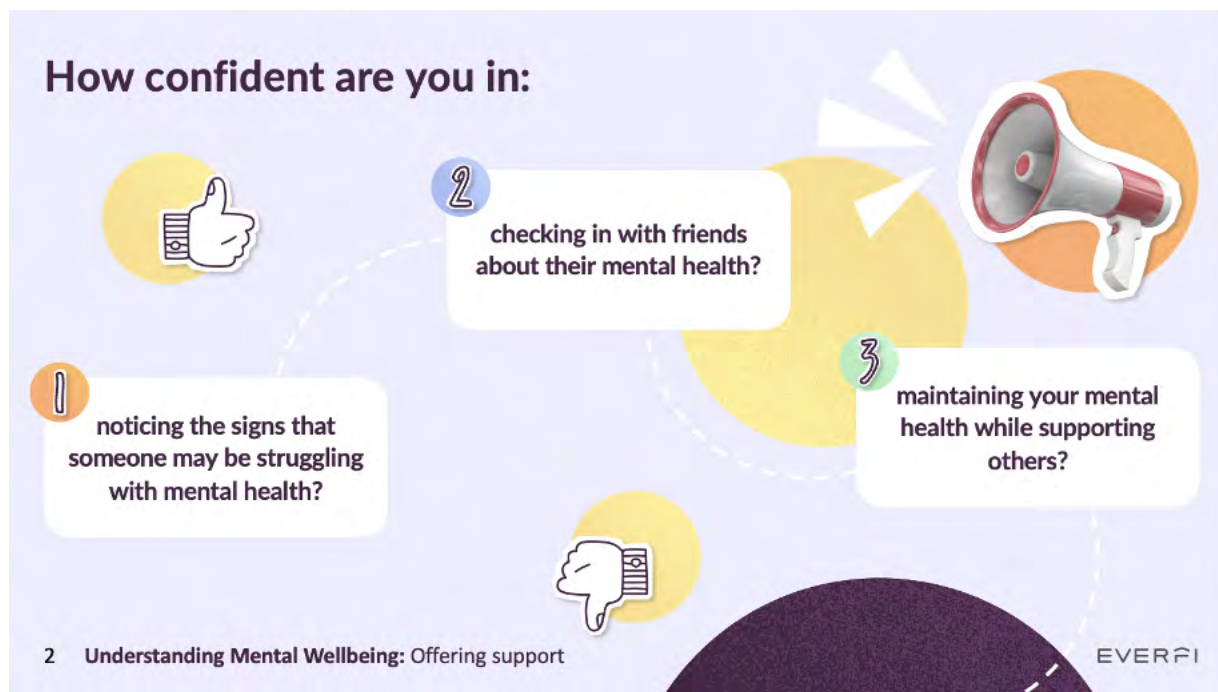
Offering Support

Subject: Mental Wellness

Ages: 14-16 Time: 40 mins

EVERFI

Slide/Page 2



How confident are you in:

- 1 noticing the signs that someone may be struggling with mental health?
- 2 checking in with friends about their mental health?
- 3 maintaining your mental health while supporting others?

2 Understanding Mental Wellbeing: Offering support

EVERFI

Teacher's Notes: Baseline assessment (2 mins)

Ask students to give themselves a confidence rating in the three areas listed above. If needed, give an example for each question.

This can be done out of 10, using a Red/Yellow/Green scale, or students could do a mind-map about what they already know about these three things. Consider if you would like to revisit this question and response later, and ask students to write down their response as needed.

Slide/Page 3

How to support a friend who might be struggling with their mental health

Step 1
Notice the signs

Step 2
Check in with your friends using the V-A-R® method

Step 3
Support yourself when supporting your friends

3 Understanding Mental Wellbeing: Offering support

EVERFI

Teacher's Notes: How to support a friend who might be struggling with their mental health (2 mins)

Explain to the class that you are now going to cover three important steps in supporting friends with their mental health.

Slide/Page 3

How to support a friend who might be struggling with their mental health

Step 1
Notice the signs

- Pushing away or avoiding good friends
- Being less interested in things they normally enjoy
- Acting more angrily or are more irritable than usual
- A change in appearance, sleeping or eating habits
- Engaging in risky or impulsive behaviours like drug or alcohol use

4 Understanding Mental Wellbeing: Offering support

EVERFI

Teacher's Notes: How to support a friend who might be struggling with their mental health (10-15 mins)

STEP 1: Notice the signs

Ask students to work in pairs to make a list of the signs they might pick up on if a friend was struggling with their

mental health. Reveal the list above and ask them to add on any to their list that they might have missed. Students might also mention signs of self-harm.

Explain to the class that these signs don't always mean someone is struggling with their mental health, but that they could be signs so step 2 is to check in with friends (next slides).

Slide/Page 5-7

How to support a friend who might be struggling with their mental health

Step 2
Check in with your friends using the V-A-R® method



Ask your friend how they feel and then use these ideas to help you if you are unsure how to respond.

Validate



Validate their feelings. Let them know that what they are feeling is okay and that you believe them.

Validate sounds like: **"That must be really hard to deal with."**

5 Understanding Mental Wellbeing: Offering support

EVERFI

How to support a friend who might be struggling with their mental health

Step 2
Check in with your friends using the V-A-R® method



Appreciate



Speaking up can be hard.
It's not easy to admit when you're struggling.

Appreciate sounds like: **"Thank you so much for telling me."**

6 Understanding Mental Wellbeing: Offering support

EVERFI

How to support a friend who might be struggling with their mental health

Step 2
Check in with your friends using the V-A-R® method



Refer



Refer them to skills and support. Sometimes the strategies we learnt in the first activity could help, sometimes what a person needs is someone to listen and sometimes, they need more support. This support could be in the form of a trusted adult, a GP or a local mental health service.*

Refer sounds like: **“Want to meet up for a walk?”**
or **“Do you know who you can talk to for support?”**

*If a friend shares that they are feeling suicidal or wanting to harm themselves, use the V-A-R method and then make sure they speak to a trusted adult.
If you are worried they are in immediate danger, call 999.

Teacher’s Notes: How to support a friend who might be struggling with their mental health (10 mins)

STEP 2: Check in

As a class, read through the information on the slide to explain the step-by-step V-A-R® method, which can be an excellent way to support a friend when checking in about their mental health. Explain that on the following slides there will be a phrase and for each one they can decide if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Slide/Page 8

The slide features a large white speech bubble on the left containing the text "I'm really sorry you're struggling right now." To the right is a circular portrait of a young man with dark hair, wearing a blue and white plaid shirt. Above the portrait is a small speech bubble icon containing four dots. In the top right corner, there is an orange circle with white arrows pointing outwards. The slide is decorated with faint dashed lines and a dark purple circle in the bottom left corner.

I'm really sorry you're struggling right now.

Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Validate

Slide/Page 9

9 Understanding Mental Wellbeing: Offering support

EVERFI

Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Refer

Slide/Page 10



I'm so glad you told me.

10 Understanding Mental Wellbeing: Offering support

EVERFI

Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Appreciate

Slide/Page 11



I think it might be helpful to talk to someone. Can I go with you?

11 Understanding Mental Wellbeing: Offering support

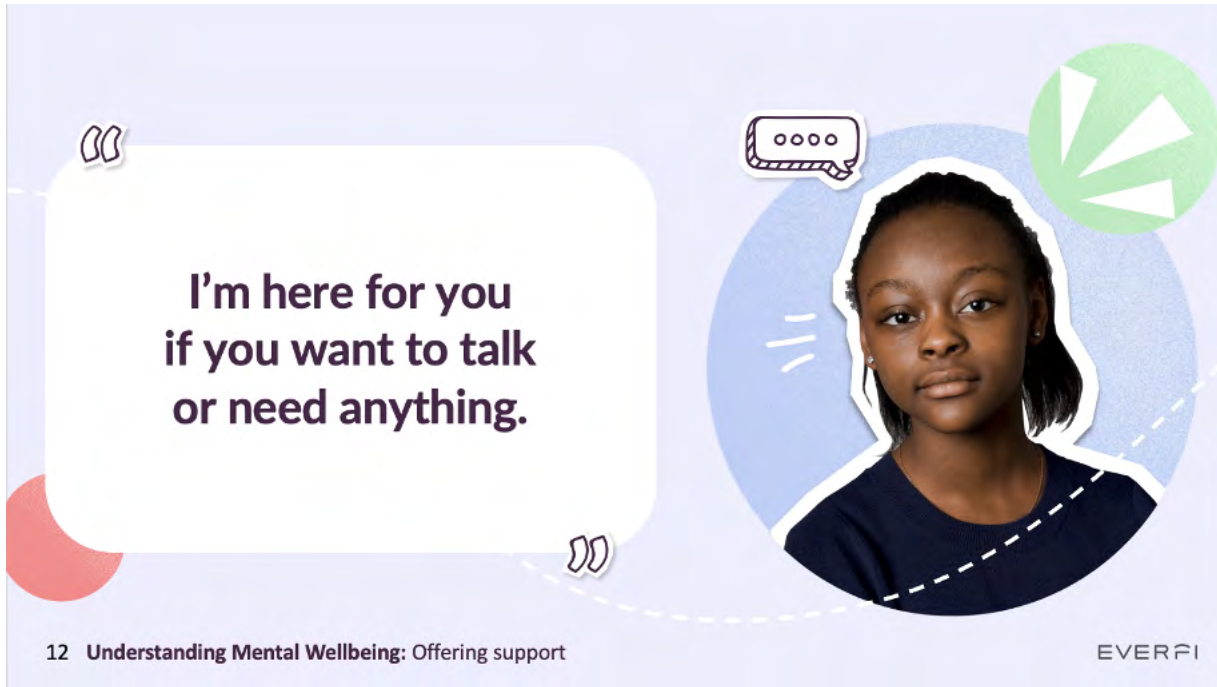
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Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Refer

Slide/Page 12

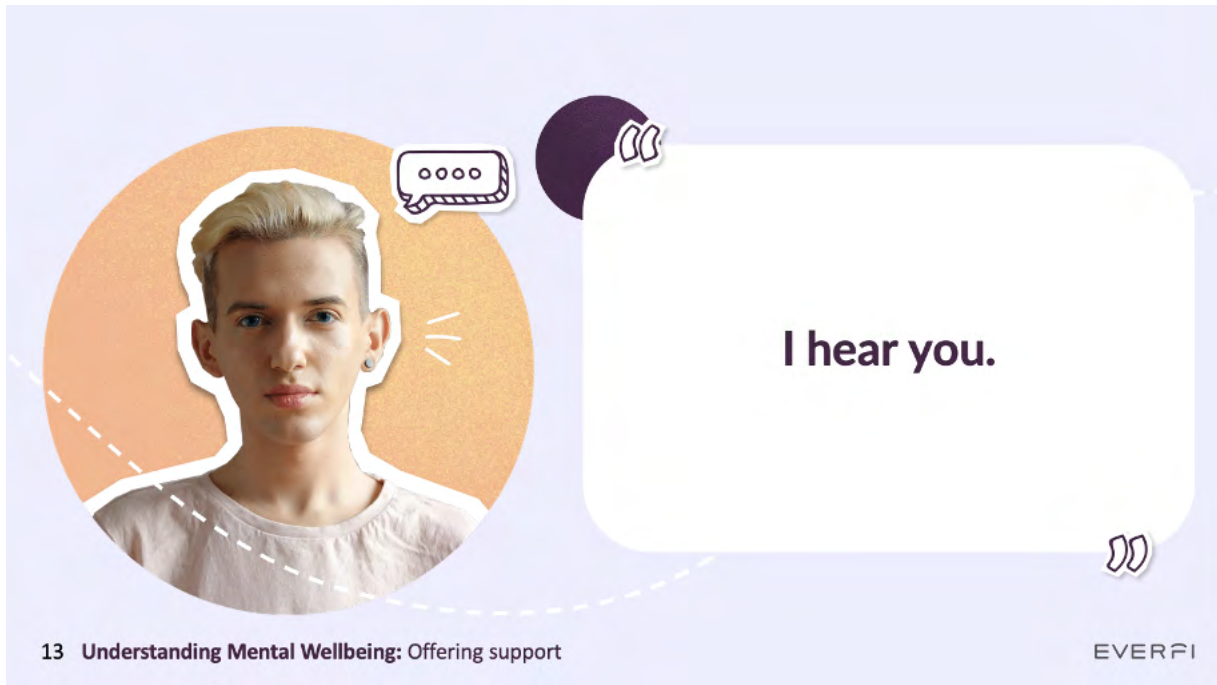


Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Validate

Slide/Page 13



13 Understanding Mental Wellbeing: Offering support

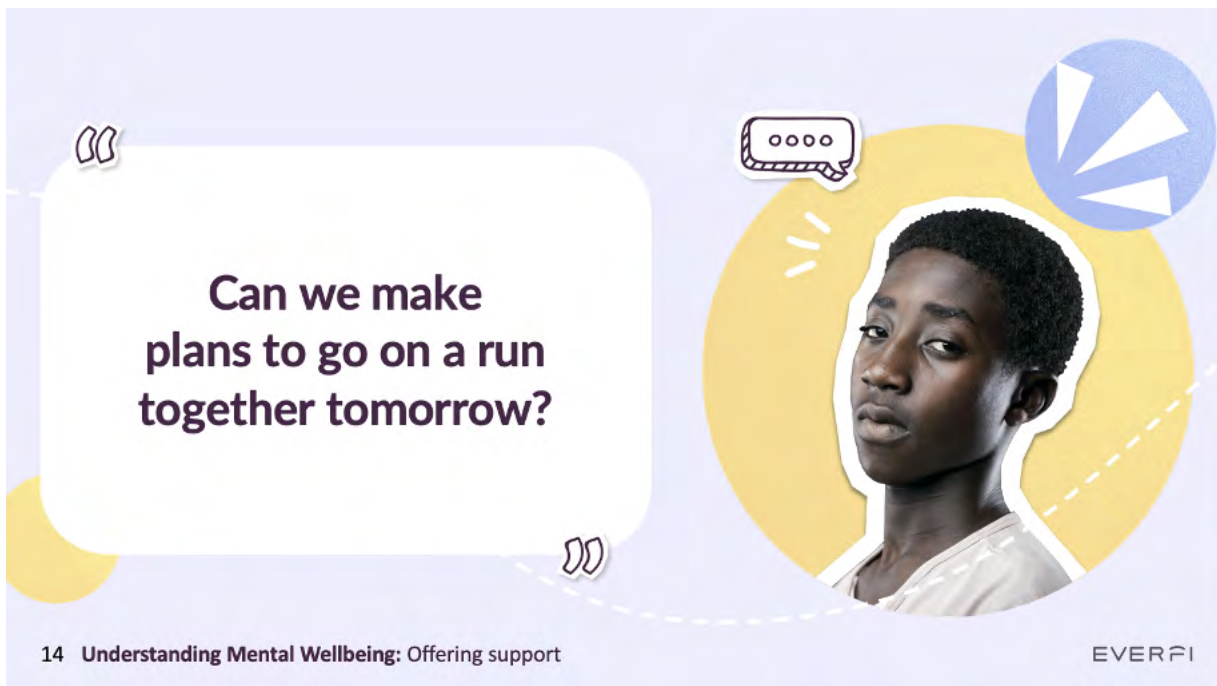
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Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Validate

Slide/Page 14



14 Understanding Mental Wellbeing: Offering support

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Teacher's Notes: Practice V-A-R®

Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Refer

Slide/Page 15

15 Understanding Mental Wellbeing: Offering support

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Teacher's Notes: Practice V-A-R®

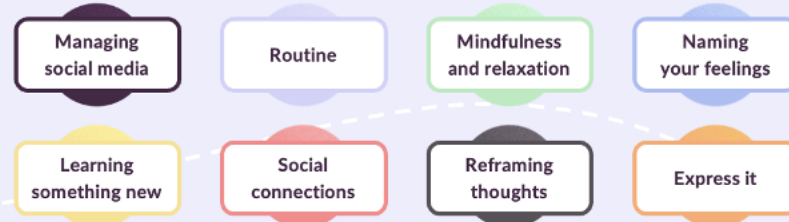
Ask students if they think it is an example of V - Validation, A - Appreciation or R - Refer.

Answer: Appreciate

How to support a friend who might be struggling with their mental health.

Step 3
Support yourself when supporting your friends

It's really important to know that it's not up to you to solve or fix what's happening to your friend. Just being their friend, listening and checking in with them can be super supportive. It's important to look after yourself too - if you are worried about a friend, make sure you tell someone you trust and do some things to look after yourself too.



Teacher's Notes: Supporting yourself (10 mins)

Worksheet: L5-W1-v1 Case Study

Step 3: Supporting yourself when supporting your friend

Remind students of things they can do to support their own mental health when supporting others.

To consolidate the learning, give students a copy of the case study in pairs to cover the three steps they have just learned.

Resources

If you ever feel overwhelmed or think you might benefit from some support, always speak to a trusted adult in your life, a member of staff or a local doctor who can refer you to local mental health services.

Other sources of support:

Teen Line 310-855-HOPE or 1-800-TLC-TEEN (6-10pm PST) Text TEEN to 839863 (6-9pm PST) https://teenlineonline.org/	National Mental Health Alliance (NAMI) 1-800-950-NAMI (10-6pm EST) Text NAMI to 741741 https://www.nami.org/	The Trevor Project 1-866-488-7386 https://www.thetrevorproject.org/
Crisis Text Line Text HOME to 741741 for free in the USA https://www.crisistextline.org/	The National Suicide Prevention Lifeline 1-800-273-8255 https://suicidepreventionlifeline.org/	Substance Abuse and Mental Health Administration (SAMHSA) 1-800-662-HELP (4357) https://www.samhsa.gov/

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Teacher's Notes: Resources

Remind students that asking for help and support is always a sign of strength and things can get better.