

Youth Risk Behavior Survey Lesson Module: Understanding and Supporting My Mental and Emotional Health

This module discusses stress, stress management strategies, and mental health through activities that focus on personal causes of stress; healthy and unhealthy ways of coping with stress; myths of mental illness stigma; and resources for mental health support.

Course Alignment: HOPE Core (#3026010) & HOPE PE Variation (#1506320)
(☒ - indicates standards found in both HOPE Core and HOPE PE Variation)

Alignment to State Statute 1003.42(n): This subject matter falls within the domain of Florida statute 1003.42(n) which addresses aspects of comprehensive health education and the topic of “mental and emotional health.”

Background Information: Understanding and Managing Stress

Have you ever felt anxious, overwhelmed, or just plain “stressed out”? You probably have since stress is a part of human life. Whether it is taking on more than we are able to do, having difficulty making important decisions, or worrying about the future, everyone will experience feelings of stress at some point.

Stress is an extension of our “fight or flight” response, a biological adaptation that helps us deal with environmental stimuli that we may perceive as threatening. During immediate moments of stress, like being startled by a loud noise, our bodies are fueled by adrenaline which causes our heart and breathing rates to increase. These physical responses are helpful and good in the moment because they make our bodies physically ready to deal with the possible immediate danger: to encounter the threat (fight) or to run away (flight). However, unmanaged and prolonged stress from long-term worries can lead to long-term health issues. If we are constantly feeling overwhelmed or threatened, this can lead to physical problems like stomachaches and headaches and emotional struggles such as depression and anxiety.

In some cases, prolonged stress exposure without healthy strategies for management can lead people toward feelings of despair and suicidal thoughts. In Florida, nearly 14% of all high school students surveyed for the 2017 Youth Risk Behavior Survey reported that they had seriously considered attempting suicide in the last year and nearly 4% had actually attempted suicide. While this statistic may seem low, it is troubling that even a small percentage of Florida teenagers have felt the need to consider or actually attempt suicide. Knowing how to properly manage stress through healthy strategies and how to seek help for feelings of depression and suicide are vital to keeping oneself safe and healthy.

An important part of managing stress is to understand what causes stress, how to recognize when you are feeling it, and what strategies can be used to deal with it before it becomes overwhelming. Whether in your academic, personal, or family life, there are ways that you can take care of your mental and physical health when it comes to managing stress.

Being able to identify stressors and appropriate healthy management strategies is critical to everyday life. In these lessons, students will:

- (a) consider positive and negative stressors in daily life; and recognize that it is an “everybody phenomenon”
- (b) identify the effects of stress on physical, emotional, and mental well-being; and consider the implications of healthy and unhealthy strategies for managing stress in each of these health domains
- (c) develop healthy, positive strategies for managing stress and identify effects on mental, physical, and emotional domains (including the benefits of exercise, positive self-talk, taking time for ‘self-care’, etc.)
- (d) describe facts about mental illness and stress-related illness, and develop an understanding of societal myths about mental illness, why they persist, and become familiar with research that debunks such myths
- (e) discuss issues around teen suicide and self-harm, and develop a knowledge base of resources that offer mental health support to teens and others

For more information on stress/stress management, mental health services, and suicide prevention, visit:

<http://www.floridahealth.gov/programs-and-services/prevention/stress/index.html>

<http://www.floridahealth.gov/programs-and-services/prevention/suicide-prevention/index.html>

<http://www.floridasuicideprevention.org/>

Lesson 1

Florida Standards and Benchmarks:

HE.912.B.6.1 - Evaluate personal health practices and overall health status to include all dimensions of health.

HE.912.C.2.8 - Analyze how the perceptions of norms influence healthy and unhealthy behaviors. ⌘

Student Instructions: For this activity, you will be introduced to questions relating to the 2017 Florida Youth Risk Behavior Survey (YRBS) data. The YRBS is given to approximately 6,000 high school students from all over Florida.

Launch: *“The Florida Youth Risk Behavior survey (or YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida’s teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida’s youth safe and healthy.”*

Explanation of Task: “We are going to explore a few of the survey questions and statistics that deal with the mental health of teens in Florida. These include questions asking about feelings of sadness, depression, self-harm and suicide, as well as activities to help with stress such as physical activity, proper sleep, and talking to a trusted adult.”

Designate 3 areas around the room/teaching space. Label the areas A, B, C.
“I am going to share a question from the YRBS and 3 possible statistics. Read the question and possible statistics. Think about which statistic you think is accurate for Florida teens and move to the area designated for the statistic you chose. Be prepared to discuss why you chose that statistics.”

Read the statements below in order. After reading each statement and having the students move to their chosen area, ask 2-3 students in each group to discuss why they believe they selected the correct statistic. After identifying the correct statistic, ask students who did not select correctly “does the statistic surprise you? Why?”

1. Percentage of students who felt sad or hopeless for two or more weeks in a row
A = 18% **B= 28%** C = 38%

2. Percentage of students who seriously considered attempting suicide
A = **14%** B= 24% C =34%

3. Percentage of students who did something to purposefully hurt themselves without wanting to die
A = 10% **B= 14%** C=21%

4. Percentage of students who made a plan to attempt suicide
A= 5% B= 8% **C= 11%**

5. Percentage of students who were physically active at least 60 minutes per day on 5 or more days (within 7 days prior to the survey)

5a- Males: A = 39% **B= 49%** C= 59%

5b- Females: **A = 29%** B= 39% C=49%

Total percentage: 39%

6. Percentage of students who played video or computer games or used a computer 3 or more hours per day (i.e. Xbox, PlayStation, iPad/tablet, a smartphone, texting, YouTube, Instagram, Snapchat, or other social media, for something that was not school work, on an average school day)

A = 45% B= 55% C= 65%

7. Percentage of students who got 8 or more hours of sleep (on an average school night)

A= 11% **B= 21%** C= 31%

8. Percentage of students who did something to purposely hurt themselves without wanting to die (such as cutting or burning themselves on purpose one or more times)
A= 3% B= 8% C=14%

9. Percentage of students who talked to a teacher or other adult in their school about a personal problem they had
A= 15% B= 28% C= 39%

10. Percentage of students who attempted suicide (one or more times during the 12 months prior to the survey)
A= 4% B= 8% C= 10%

Whole Group Discussion: After reading the 2017 YRBS statistics, conduct a whole group discussion to debrief.

1. Which risk behavior statements surprised or shocked you most (even if you chose correctly)?
2. Do you think it is typical for people to overestimate or underestimate risky behaviors and/or consequences in teen mental health? Why? (Think about factors such as peer pressure, media portrayal, societal acceptance, etc.)
3. What do you believe has the greatest impact or influence on mental health behaviors on your age group (teens) and why do you think that?
4. How might these statistics relate to the idea of identifying healthy versus unhealthy stress and mental health characteristics?

Reflection

Do you think the statistics from the YRBS are representative of our school? Why/why not?

How might these issues influence the health and well-being of Florida teens in the short-term? Long-term? (think about the links between mental health, physical activity, sleep and healthy relationships)

* "Choosing My Own Well-Being" Self-Reflection Activity *

Note to Teachers: An important aspect of the YRBS Modules is the notion of self-reflection and goal setting around personal health and healthy choices for Florida's youth. This Self-Reflection Activity is meant to be an opportunity for students to independently reflect on their experiences and feelings without having to disclose this information to others. If teachers choose to include this activity in their lessons, it will be important for teachers to emphasize the personal and private nature of the self-reflective task. Also, this activity can serve as a before-and-after task for self-reflection once lessons in the mental and emotional health module have been implemented and are complete.

Lesson 2

Healthy Decisions and Goals – Self-Reflection Activity

Activity: Stress Self-Reflection

Florida Standards and Benchmarks:

HE.912.C.2.9 - Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. ☐

HE.912.P.7.1 - Analyze the role of individual responsibility in enhancing health. ☐

HE.912.P.7.2 - Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. ☐

Activity Description: For this activity, think about each goal statement and how it personally applies to you. Respond to each statement as best you can. As you respond to each statement, consider any area(s) you feel you need to improve on. You will be asked to write about that in the Reflection section.

1. When I feel overwhelmed or stressed, I know at least two *healthy* ways to manage my stress.

One healthy way I manage my stress is:

Another healthy way I manage my stress is:

2. I understand what 'stresses me out' and what causes me to feel anxious.

A few things that stress me out are:

What causes me to feel anxious are:

3. I have a positive outlook on life and my future.

My plans for my future include:

4. I can describe at least two things that make me unique and special.

Two things that make me unique and special are:

5. I know how to get help for my friends, others, or myself who may be struggling with negative feelings about themselves or life.

Ways to get help for myself or others who may be struggling with negative feelings about themselves or life are:

6. I am physically active and understand how physical activity helps reduce stress.

Examples of ways I am physically active are:

7. I try to get at least 8 hours of sleep each night.

The things that can interfere with getting 8 hours of sleep are:

8. Examples of personal boundaries I have for myself in friendships and romantic relationships are:

Friendship example:

Romantic example:

8. I have a trusted adult I can talk to about personal problems.

My trusted adult is:

9. I spend time on electronic devices (tv, dvd, phones, tablets, video games, social media, streaming videos, etc.) I average _____ hours on electronics every day.

Here are some examples of ways I spend time that **does not** involve using electronic devices:

10. I know how to tell the difference between healthy and unhealthy relationships.

Characteristics of healthy relationships are:

Characteristics of unhealthy relationships are:

Choose one statement above that you feel you could use improvement. Think about what would help you improve. Share your thinking below.

Lesson 3

UNDERSTANDING & SUPPORTING MY OWN MENTAL HEALTH: What Causes Stress?

Activity 1 (of 5): “That Stresses Me Out!”

Activity Description: This lesson focuses on the constructs of positive stress (eustress) and negative stress (distress) and supports students in understanding how stress is often a result of external or contextual pressures or situations in everyday life. It is the first of a five-part unit on understanding and supporting mental health for Florida’s teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 40 minutes

Special Materials:

- Activity Handout for each student
- Large posters to hang around room (8)
- Sticky notes (at least two for each student)

Florida Standards and Benchmarks:

HE.912.C.1.1 - Predict how healthy behaviors can affect health status.

HE.912.C.1.2 - Interpret the significance of interrelationships in mental/emotional, physical, and social health.

HE.912.P.7.2 - Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. ✎

LAFS.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ✎

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to:

- define and explain the concepts of stress, eustress, and distress
- identify relevant personal examples of positive and negative stress or stressors in their everyday life
- recognize that stress (positive or negative) can be present in any number of domains of everyday life for anyone

Guiding Questions:

What does it mean to be ‘stressed out’?

Why is stress so prevalent in our society?

“That Stresses Me Out” Activity:

Note to the Teacher: A primary purpose of this activity is to help students develop ways to identify stress, stress manifestation, and contextual factors that may cause or create stress. The activities within the ‘Supporting Mental Health’ YRBS Unit are aimed at supporting students’ mental and emotional health by developing positive strategies for stress management and ways to seek professional mental health resources when personal healthy strategies are not enough. As such, it is important for the classroom climate to be one that values student safety, community, and respect for dealing with important issues such as mental health. This activity attempts to lay the groundwork for future activities by setting a positive tone for peer-to-peer discourse and establishing an understanding that “stress” is a normative, ‘every person’ experience.

Launch: The teacher will ask students to think about the word ‘stress’ by saying “Have you ever heard someone say, ‘I’m so stressed out!’? Have you yourself ever said that something is stressing you out? What does that actually mean? Think about that question—what does it mean to be ‘stressed out’—for a minute and then turn to a partner and talk about your ideas.”

Think-Pair-Share: Students will turn to a seat neighbor after thinking for a minute and will briefly discuss their ideas about the idea of being ‘stressed out.’ As the students are discussing in pairs, the teacher should walk around the room and listen to the idea’s students are sharing with their partner. After a few minutes of sharing, the teacher will then lead a brief whole-class share-out: “What are some of the things that ‘being stressed out’ brought to mind for you that you shared with your neighbor?” (Give students an opportunity to share out to the whole group.)

Building on student ideas, the teacher can deliver a normative definition and explanation of stress: Say, “Stress is actually a part of human life. Everyone experiences feelings of stress at some point. Stress is an extension of our “fight or flight” response. Ask- What is fight or flight? (This is a biological adaptation that helps us deal with environmental stimuli that we may perceive as threatening. If I make a loud noise or

drop a book on the floor suddenly, you would probably jump in your seat or turn your head quickly to see what has happened. Your heart might even start to race!) These reactions to immediate moments of stress are responses to our bodies being fueled by adrenaline. What is adrenaline? Where does it come from? Adrenaline is a hormone secreted by the adrenal glands which are located above your kidneys. Adrenaline, especially in conditions of stress, increasing heart rate, blood pressure, breathing, and prepares muscles for exertion.

Adrenaline and these physical responses are really helpful in the moment because they make our bodies ready to deal with the possible immediate danger – by facing the threat and fighting, or running away from the threat, flying.

What do you think happens if we feel like we are in danger or worry over and over for a long period of time? If we feel like we are in danger or are worried over and over and over for a long time, this can lead to long-term negative health issues. This is often times what we think about when we think of being ‘stressed out’ – not the fight or flight scenario of something sudden, but lots of worries, anxieties, or pressures that can be overwhelming over time.

But did you know, there is also such a thing as positive stress? Can anyone think of examples of positive stress? Think about the excitement you might feel before playing in a sports game or the night before a birthday or holiday celebration. You might feel excited or energized, these feelings are also fueled by adrenaline and can be helpful.

As part of making healthy choices and living a healthy life, it is important to identify stress in our personal lives and to have positive and healthy strategies for stress management in order to lessen the negative effects of stress on our bodies, minds, and personal relationships.

Explanation of Task: Say, “For this activity, you will consider the definition of stress that we have discussed and distinguish the differences between positive stress (eustress) and negative stress (distress). Brainstorm examples of both kinds of stress that you may have experienced in your own personal life over the last few months and then write down those examples on the spaces provided.

Then, think about some of the *causes* of distress – the negative kind of stress. Try to think of an example of a stressful situation or scenario for each of the areas of life in which someone might experience stress. These do not need to be personal examples.

Independent Practice: Students will work individually to brainstorm their ideas and examples about eustress, distress, and causes of stress on the activity handout.

Whole Class Discussion & Closure: Once students have completed their activity handouts and brainstorming, give students an opportunity to share their causes in each domain by making a whole-class list of examples. Using large poster paper, create a large blank poster for each of the eight stress domains. Have students write one of their examples for at least two domains on sticky notes. Give 3-5 minutes for students to copy over their two sticky note examples and have them place their examples on the corresponding posters.

The teacher will facilitate a sharing out of students' examples based on a volunteer basis, or conversely, the students could conduct a 'gallery walk' around the classroom to look at the different examples of causes of stress. After an opportunity for students to share their work and ideas with the larger group, the teacher can ask the following questions for group discussion:

- What were some patterns of examples that you saw for different causes of stress? (the teacher may keep a running list of ideas that students mention on the board for public view)
- Why do you think that these examples were recurring across different domains?
- What does it mean that 'everyone experiences stress'? Why?
- Which of the causes of stress on our examples are *external stressors*, meaning they are caused by others or by circumstances that are not within an individual's control?
- How can we use our understanding of stress and its causes to make healthy decisions and choices for ourselves?

Formative Assessment:

In addition to the contributions of the students in whole-group closure, the teacher can assign an exit slip with the following questions:

1. Explain the differences between eustress and distress.
2. Why is it important to think about the causes of stress when we think about personal health and well-being?

Feedback to Students:

The teacher may want to highlight particular ideas or contributions that students have made on their handout, in class discussions, or on their exit slips for feedback based on the learning objectives. Students should be able to describe the terms of eustress, distress, stress, and causes of distress and how these apply to personal decision-making and healthy well-being.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to complete the handout activity.

Extensions:



Students can write a letter to themselves identifying causes of stress (positive or negative) in their own lives and connect these examples to the concepts of making healthy choices and decisions.

See Pages 11 & 12 of this document for Student Handout Sheets

That Stresses Me Out!

Did you know there are two different kinds of stress? **Eustress** is the positive form of stress, and is healthy, necessary, and enjoyable. It is the kind of stress that you experience when you are excited about something. **Distress** is the negative form of stress. Distress is what we experience when we feel anxious, upset, or overwhelmed by something.

The effects of these two types of stress are very different:

EUSTRESS	DISTRESS
 <ul style="list-style-type: none">- positive- energizing- can feel exciting- usually short-term- can improve performance- usually feels like something we can handle	 <ul style="list-style-type: none">- negative- energy-zapping- can be short or long-term- decreases performance- feels like something we cannot handle- can lead to mental fatigue, physical illness, emotional drain

Take a moment to reflect on the two types of stress described above. What are some examples of things or events that cause each type of stress for you personally? Try to think of examples that are relevant to the last six months in your life. List your examples below.

MY EXAMPLES OF **EUSTRESS**:

MY EXAMPLES OF **DISTRESS**:

Causes of *Distress* Stress

While we may hope that the only types of stress, we ever experience would be *eustress* (positive stress), we are often talking about *distress* (negative stress) when we think about being 'stressed out' or overwhelmed. There are many causes of stress for young people today, but some of the most prevalent areas of life where negative stress might be felt are listed in the boxes below.

In each of the boxes, provide an example of a thing or event that might cause negative stress for someone in that area of their life. These do not need to be personal examples.

ACADEMICS	DATING / PERSONAL LIFE
EXTRACURRICULARS	PEERS / SOCIAL LIFE
WORKLOAD	TIME MANAGEMENT
FAMILY / HOME LIFE	OTHER

Examine your examples in each of the boxes above. Identify which are the results of external stressors (caused by others or circumstances over which there is no control) and which are the result of internal stressors that might be reduced through planning or intervention on the part of the individual experiencing stress.

UNDERSTANDING & SUPPORTING MY OWN MENTAL HEALTH: Activity 2: Effects of Stress

Activity 2 (of 5): “Exploring the Effects of Negative Stress”

Activity Description: This activity focuses on the emotional, physical, and mental effects of negative stress on teenagers and adults and supports students in identifying their own ‘levels’ of personal stress in order to lead to the next activity regarding healthy stress management. This is the second of a five-part activity unit on understanding and supporting mental health for Florida’s teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 20-40 minutes

Special Materials:

- Activity Handout – one for each student
- Card sort pack (one for each group of 2-3 students)

Florida Standards and Benchmarks:

HE.912.B.6.1 - Evaluate personal health practices and overall health status to include all dimensions of health.

HE.912.P.7.2 - Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. ☐

LAFS.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ☐

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to –

- identify the effects of stress on physical, emotional, and mental health and well-being
- explain the implications of healthy and unhealthy strategies for managing stress on each of these health domains

Guiding Questions:

How does negative stress influence health and well-being?

What are some positive and negative ways that people might manage stress and how might these influence health?

Part 1: Intro Data Discussion

Introduction: Before moving into the next activity, it is important to introduce students explicitly to the Florida YRBS and aspects of the data used to inform the Mental and Emotional Health module.

If not already explained say, “The Florida Youth Risk Behavior survey (YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida’s teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida’s youth safe and healthy.”

Launch: Think back to the first activity we did involving statistics from the Youth Risk Behavior Survey. In the 2017 survey, nearly 28% of Florida teens reported feeling so sad or hopeless daily for two weeks or more in a row that they stopped doing some usual activities that they would normally do.”

Ask students for their reactions and thoughts about this statistic and then say the following: “While there are many reasons someone might feel hopeless or sad, sometimes these feelings can be caused by extreme stress or anxiety. Consider this—how might the statement *“nearly 28% of Florida teens reported feeling so sad or hopeless daily for two weeks or more in a row that they stopped doing some usual activities that they would normally do”* relate to thinking about the potential effects of negative stress? We will discuss this more as we move into our next activity.

Part 2: “Exploring the Effects of Negative Stress”

Launch: The teacher will say: “As we’ve discussed, stress is a normal reaction to the demands of everyday life. In fact, it is even a helpful and normal part of our biological functions and adaptations such as fight or flight. But when stress is unmanaged or long-term, it can have negative and even harmful effects on emotional, mental, and physical well-being.”

Explanation of Task: The teacher should split students up into small groups of 2-3 before the task begins. To explain the task, the teacher should say, “In a small group

with your classmates, discuss with your peers some of the things in everyday life that might make someone stressed. How might someone feel emotionally when stressed out? What might happen to them physically if they are overly stressed?" Allow 2-4 minutes for discussion.

With your group, brainstorm a list of possible effects of prolonged negative stress that might occur. You may start by sorting the cards given to you and adding on with more ideas and examples.

Small Group Practice: Students will work in their small groups to brainstorm and write down their negative stress effects examples for physical, mental, and emotional domains, as well as sort the card examples. The teacher should move around the room visiting each group to take note of their ideas and where they have placed the cards in each column.

Before the closure, give students time to write and reflect: "Before we come back together as a whole class, think about your lists of negative effects of stress on mental, emotional, and physical health. Which of these effects of stress are the most relatable to you personally? What do you do personally to manage these effects? Take the next 5-10 minutes to briefly answer these questions on your paper."

Give students time to think on these questions and answer on their paper.

Closure: The teacher will facilitate a sharing out of students' lists of effects, based on a volunteer basis. The teacher might ask,

- "Can someone share three negative effects on their list, one for each domain?"
- Follow up with: "Raise your hand if you also had the same or similar effects on your list."

The teacher should repeat this procedure 3-5 times. Then say, "Did you notice how many of you had similar ideas about what negative effects for physical, mental, and emotional health can occur as a result of unchecked or unmanaged stress? Why do you think that is?" Students should then share out their ideas.

After sharing out, the teacher should explicitly ask the guiding question for student discussion: "How does negative stress influence health and well-being? What are some positive and negative ways that people might manage stress and how might these influence health?"

Students will think-and-talk in pairs or small groups of 2-3 about these questions first. Then, the teacher should facilitate a share out of ideas from each group with the whole group: "From each group, someone share what their group talked about."

Wrapping it up, the teacher should summarize the ideas that students brought up in their small group discussions to the whole group and reemphasize the notion that negative stress can have effects on all parts of personal health. With this in mind, the teacher can explain that the next activity in this series will focus on developing positive strategies for stress management and distinguishing the difference between positive and negative strategies that can influence mental, emotional, and physical health.

Formative Assessment:

3-2-1 Exit Ticket

- 3- things you learned from today's lesson
- 2- ideas/concepts you found interesting and would like to learn more about
- 1- question you still have about today's material

Feedback to Students:

The teacher should carefully read through students' exit slip responses and follow-up with any students that may have pressing questions or concerns. Additionally, if teachers continue on with Part 3 of this unit, the effects of stress lists from this activity might be useful in helping students describe rationales for the positive and negative stress management activity.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to create their list. Cards might be enlarged as well to support students with a visual impairment.

Extensions:

Students can create a "Master List" of negative physical, emotional, and mental effects of stress and come up with specific interventions or management strategies for each one. They could then develop public service-style posters as a whole class in order to establish normative, positive strategies and interventions that they suggest will counteract the effects of negative stress.

Exploring the Effects of Negative Stress

Stress is a normal reaction to the demands of life – and as you have learned, it is an important part of our biological functions. But unmanaged long-term stress can have harmful effects on emotional (feelings), physical, and mental (thoughts) well-being.

In a small group, discuss with your peers some of the things in everyday life that make someone feel stressed. How might someone feel when they are stressed? What are the emotional, physical, and mental effects that they might experience?

Brainstorm with your group a list of potential effects for each of these domains.

Emotional (Feelings)	Physical Effects	Mental (Thoughts)

Exploring the Effects of Negative Stress

On Your Own: Which of these effects of stress are the most significant or relatable in your life? What do you do to manage these effects?

Think Back: Consider the following statistic: In 2017, nearly 28% of Florida teens reported feeling so sad or hopeless daily for two weeks or more in a row that they stopped doing some usual activities that they would normally do. In what ways might this statistic relate to stress and the effects of negative stress on mental, physical, and emotional health?

Negative Effects of Stress - Card Sort (Optional)

Not being able to relax and constantly feeling anxious	Having difficulty concentrating
Worrying about a lot of different things going on in life	Not having enough time to do all the things that seem required in life
Getting angry if things do not go a certain way	Using alcohol, cigarettes, caffeine, or other drugs to cope with stress
Feeling sad or disappointed often	Needing to always be in control
Having a habit of clenching fists, cracking knuckles, twirling hair, tapping fingers, etc.	Having lots of headaches because there is too much to do
Laughing or smiling less than usual	Feeling tired during the day
Getting stomachaches when there is too much going on	Avoiding activities or requirements because it feels like there is too much going on

EXIT TICKET

3 Things I learned from today's lesson	1. 2. 3.
2 Interesting things I want to learn more about	1. 2.
1 Question I still have	1.

EXIT TICKET

3 Things I learned from today's lesson	1. 2. 3.
2 Interesting things I want to learn more about	1. 2.
1 Question I still have	1.

UNDERSTANDING & SUPPORTING MY OWN MENTAL HEALTH: Activity 3: Managing Stress in Healthy Ways

Activity 3 (of 5): “Managing Stress in Healthy Ways”

Activity Description: This activity focuses on distinguishing healthy and unhealthy strategies for stress management with the intent of mitigating the detrimental effects of stress in the physical, mental, and emotional health domains. This is the third of a five-part activity unit on understanding and supporting mental health for Florida’s teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 30-60 minutes

Special Materials:

- Student Activity Handout – half sheet
- Mixed media art supplies – crayons, markers, colored pencils, collage materials, etc.
- Poster-sized or standard-sized paper for posters and brochure creation
- If computers are available- students can create posters/brochures electronically

Florida Standards and Benchmarks:

HE.912.B.5.3 - Appraise the potential short-term and long-term outcomes of each alternative on self and others.

HE.912.P.7.1 - Analyze the role of individual responsibility in enhancing health. ✎

LAFS.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ✎

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Student Learning Objectives:

Students will be able to:

- identify healthy and unhealthy strategies for managing stress
- develop and support claims about potential short- and long-term health outcomes as a result of implementing healthy and unhealthy stress management strategies
- communicate effectively with peers about the important health benefits of positive/healthy stress management techniques and strategies, such as exercise, positive self-talk, taking time for self-care, using a 'stress ball', etc.

Guiding Questions:

How can we distinguish between healthy and unhealthy stress management strategies?

What are some of the short- and long-term implications of choosing healthy stress management strategies over unhealthy coping strategies?

What can we understand about trends in emotional, physical, and mental health and stress in Florida teens by examining the 2017 YRBS data?

Part 1: Exploring Data Trends from the 2017 YRBS

For this activity, students will be introduced to survey questions relating to teen mental health, depression, and emotional health as asked by the Florida Youth Risk Behavior Survey.

Launch: Who can summarize what we learned in the last class? (answers should include stress, eustress, distress, effects of stress on health)

Explanation of Task: "Today we are going to explore a few additional YRBS survey questions and statistics that deal with the mental and emotional health of teens in Florida. We are going to dive deeper into the statistics, examining gender differences.

As we read through each statement together, your task is to decide whether or not the statement is True or False. You will have to perform a specific movement for true or false. If you believe the statement is True, stand and hold in "tree pose". If you believe the statement is False, perform air squats.

TRUE- Tree pose



FALSE- Air Squats



Hand out the Student Activity Sheet with the following statements:

YRBS Data – Teen Mental Health and Emotional Health

1. In 2017, more female teens than male teens reported feeling sad or hopeless almost every day for two weeks or more in a row to the point where they stopped doing activities that they would normally do.
2. In 2017, nearly twice as many teen males in Florida seriously considered attempting suicide than Florida teen females.
3. In 2017, almost 50% of Florida teens reported feeling sad or hopeless almost every day for two weeks or more in a row to the point where they stopped doing activities that they would normally do.
4. A person who is experiencing depression will always seem sad, withdrawn, or hopeless to others.
5. Chronic (or continuous) negative stress can lead to depression, or extended sadness and hopelessness.
6. Stress is impossible to manage because it is “just part of life”.
7. Talking to a trusted parent, guardian, teacher, or counselor about feelings of stress or depression can be helpful and supportive during difficult times.

After all students are performing a True or False action read aloud the 2017 percentages and answers for each question:

Question number	2017 (most current data)
1 - True	38% Females reported versus 18% males
2 - False	18% of females versus 9.5% of males
3 - False	28% (almost a third) of a FL teens responded yes to this.
4 - False	Many people experiencing depression can seem fine or “normal” to their friends and family.
5 - True	While stress can be good for us in some ways (to keep us alert or motivated), chronic stress can lead to hopelessness, sadness, and depression.
6 - False	There are many healthy ways to manage stress and to mitigate its negative effects. We will discuss many of those healthy strategies with the next activity!
7 - True	One effective strategy for dealing with feelings of stress, depression, or anxiety is to talk with a trusted adult or counselor.

Small Group & Whole Group Discussion: After sharing the current 2017 data with students, ask the following questions for small and whole group discussion.

1. Which statements were most surprising to you? Why?
2. What are the differences between stress and depression? How might one influence the other?
3. What do you believe has the greatest impact or influence on mental and emotional health on your age group (teens) and why do you think that?
4. How might these statistics relate to the idea of identifying healthy versus unhealthy stress management strategies?

Part 2: “Managing Stress in Healthy Ways”

Launch: The teacher will say: “As we’ve discussed, stress is a normal part of life and some forms of stress (eustress) are positive, while other forms (distress) can have a negative impact on our physical, emotional, and mental health. It is important to have strategies in place to help us manage “being stressed out” in healthy ways rather than unhealthy ways. Managing stress in unhealthy ways can actually make things worse by introducing new stressors or increasing the effects of stress in the future.

Explanation of Task: The teacher should say: “For this activity, you will work with a small group of classmates to brainstorm healthy and unhealthy stress management strategies that could be used by someone in order to deal with ongoing stress. Write down as many strategies as you can think of, no matter how small. Your group should also consider the short-term and long-term outcomes or effects that might be possible on a person’s health as a result of using healthy or unhealthy stress management strategies.

Independent Practice: Students will work in groups of 3 or 4 to brainstorm healthy and unhealthy stress management strategies as well as short- and long-term effects of such strategies on physical, mental, and emotional health and well-being. The student groups should also discuss their rationales/justifications regarding the connections between the healthy/unhealthy strategies and possible outcomes. One example might be “procrastination as an unhealthy stress management strategy could cause short-term effects of maybe rationalizing not worrying about an assignment right now, but long-term effects of receiving a zero for that assignment and having it poorly affect a grade in school.

The teacher should circulate around the room during independent/group practice to support students in their group discussion and to assess students’ progress and decision-making regarding the student generated strategies and effects. The teacher should note any ideas that seem to be ambiguous or that spark disagreement between group members, as well as those that are ‘cut-and-dry’ strategies and are seen across groups. The teacher may use these observations to highlight certain healthy or unhealthy strategies during the whole group closure phase of this lesson.

Closure: The teacher will facilitate a sharing out of students' group responses to the discussion questions by calling on various groups to respond to each question. The teacher may read each question aloud:

Small Group Discussion Questions:

- What were some of the healthy strategies that your group came up with?
- What were some of the unhealthy strategies?
- Which were easier to come up with? Why?
- What were some of the short- and long-term outcomes of your strategies? How do you know that those are possible in relation to the strategies?
- Why might it sometimes be difficult for someone to choose healthy stress management over unhealthy strategies?

After sharing out, the teacher should explicitly ask the guiding question for student discussion "What are some of the short and long-term implications of choosing healthy stress management strategies over unhealthy coping strategies? Emphasize that these implications could affect mental, emotional, or physical health, and possibly other domains as well.

Students will think-and-talk in their small groups about this question first. Then, the teacher should facilitate a share out of ideas from each group with the whole group.

The teacher should summarize the ideas that students brought up in their small group discussions to the whole group and reemphasize the notion that choosing and using positive, healthy stress management strategies does not have to take a lot of time or effort to be powerful and helpful in supporting overall mental, physical, and emotional health.

Formative Assessment:

Two Dollar Summary: Students will write a summary of what they learned during today's lesson. Each word is worth 10 cents. (if scaffolding is needed, teachers may provide specific vocabulary students may use).

Feedback to Students:

The teacher should carefully read through students' exit slip responses and follow-up with any students that may have pressing questions or concerns.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to create their list.

Extensions:

From their lists of *HEALTHY STRATEGIES*, students can work in their small groups to make 'public service announcements' to highlight strategies for students to use to effectively manage stress in healthy ways.

**Student Handout YRBS Data – Teen Mental Health and Emotional Health – Data Exploration Activity*

1. In 2017, more female teens than male teens reported feeling sad or hopeless almost every day for two weeks or more in a row to the point where they stopped doing activities that they would normally do.
2. In 2017, nearly twice as many teen males in Florida seriously considered attempting suicide than Florida teen females.
3. In 2017, almost 50% of Florida teens reported feeling sad or hopeless almost every day for two weeks or more in a row to the point where they stopped doing activities that they would normally do.
4. A person who is experiencing depression will always seem sad, withdrawn, or hopeless to others.
5. Chronic (or continuous) negative stress can lead to depression, or extended sadness and hopelessness.
6. Stress is impossible to manage because it is “just part of life”.
7. Talking to a trusted parent, guardian, teacher, or counselor about feelings of stress or depression can be helpful and supportive during difficult times.

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7. Talking to a trusted parent, guardian, teacher, or counselor about feelings of stress or depression can be helpful and supportive during difficult times.

Managing Stress in Healthy Ways

There are healthy and unhealthy ways of managing stress. The healthy ways can reduce stress and alleviate many of the affects you may have discussed with your group. Unhealthy ways of dealing with stress may actually make things worse by introducing new stressors, increasing the effects of stress in the future, and simply masking the symptoms and causes of stress in the present.

In a small group, discuss ways that you manage your own stress and how you can incorporate healthy stress management into your everyday life. With your group, brainstorm a list of healthy and unhealthy strategies that someone might turn to in order to manage stress. Also write down any short-term and long-term effects or outcomes that might happen as a result of using healthy or unhealthy stress management strategies.

UNHEALTHY Strategies	
Short Term Effects	Long Term Effects
HEALTHY Strategies	
Short Term Effects	Long Term Effects

Next Steps/Extension or Homework:

From your list of *HEALTHY STRATEGIES*, work with your small group to make a ‘public service announcement’ poster or brochure to highlight strategies for students to use to effectively manage stress in healthy ways. Be sure to research and include local and national resources that support young people who may be in danger of hurting themselves because of stress.

**UNDERSTANDING & SUPPORTING MY OWN MENTAL HEALTH:
Activity 4: Demythologizing Mental Illness and Mental Health Challenges”****Activity 4 (of 5): “Demythologizing Mental Illness and Mental Health Challenges”**

Activity Description: This activity focuses on supporting students’ understanding of mental health issues and mental illness by identifying commonly held myths about mental illness and countering such myths with facts about mental illness and challenges. This is the fourth of a five-part activity unit on understanding and supporting mental health for Florida’s teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 20-40 minutes

Special Materials:

- Card Sort sets – one set for each pair of students; cut & shuffled prior to activity implementation
- Discussion questions – one half-page handout per small group

Florida Standards and Benchmarks:

HE.912.C.2.7 - Analyze how culture supports and challenges health beliefs, practices, and behaviors.☐

HE.912.P.8.3 - Work cooperatively as an advocate for improving personal, family, and community health.☐

LAFS.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ☐

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to:

- define mental illness and stress-related illness as part of some individuals' health experience
- define the concept of stigma
- develop an understanding of societal myths about mental illness, why they persist, and become familiar with research and facts that debunk such myths

Guiding Questions:

What is meant by the terms “mental illness” and “mental health challenges”?

What is stigma and how does it relate to mental health awareness?

What are some of the societal myths related to mental illness?

Card Sort Activity: Demythologizing Mental Illness and Mental Health Challenges

Before the lesson: Prepare the sorting cards (one set of cards for each group of 2 students) ahead of the lesson launch. Cut the cards and shuffle so that there is no indication of myth or fact classification. Place each set of cards in a plastic baggie or envelope for easy distribution. Additionally, each pair should have a set of discussion questions included with their card set for use after the card sort.

Note: It may be helpful to reinforce the communal norms of respect and active listening in the classroom before beginning these discussions as students may bring up controversial ideas or comments around ‘mental illness’ or mental disorders. A large portion of this activity is dedicated to debunking myths that perpetuate stigmas toward people with mental illness; while it is acceptable that some students may themselves hold some of these stigmas or myths as true, they should still use sensitive language in order to share such ideas and to be held accountable to classroom discourse norms.

Launch: The teacher will ask students: “You may have heard the term ‘mental illness or mental disorder’. What comes to mind when you hear those words? Students will turn-and-talk with a partner to discuss this question. The teacher will then allow students time to share their initial ideas in the whole group setting.

Building on student ideas: After hearing student reactions and ideas, the teacher should continue with a formalized definition of mental illness: “Mental illness refers to a wide range of mental health conditions, usually disorders that can affect a person’s mood, feelings, thinking, and even behavior. Just as people can get physically sick sometimes with the flu or cancer, people can also experience mental illness anytime as a result of a brain or psychiatric disorder. Even though mental illness is considered a health condition, it often *stigmatized*. What does “stigmatized” mean?” Allow students to respond and gear their thinking towards understanding that stigma/stigmatized this means that societal views of mental illness can make it more difficult for people with mental illness to get the necessary help they need.

Why is there such a stigma on mental illness? (Society often looks at people with mental illness as weak or threatening because of the unpredictable behaviors or circumstances in which they find themselves in as a result of their illness. Rather than wanting to help or seeing mental illness as just that, an illness that is not a choice, societal views toward people with mental health illnesses are often full of discrimination and prejudicial attitudes.)

This societal stigma is often allowed or perpetuated by people because many in society believe false myths about mental illness.

Explanation of Task: The teacher should continue: “For your task today, you will work with a partner to do a card sort. Each card will have either a mental health MYTH or a mental health FACT on it. For each card, discuss with your partner whether the card has a myth or a fact, and sort them in to two separate piles. Then, sort the piles again. This time, each myth will pair up to a fact that debunks or refutes the myth. Make sure that you and your partner have discussed justifications for each of the decisions you make about whether each card is a myth or fact and how they match up.”

Paired Card Sort/Independent Practice: Students will work in groups of 2 to sort the card descriptions into facts or myths. The student pairs should also discuss their rationales/justifications regarding why they placed each card into the category.

After the students have sorted the cards the first time into myths or facts, they should then take each card from the myth pile and match it up with the corresponding fact card that debunks that particular myth.

The teacher should circulate around the room during paired independent practice to support students in their discussion and to assess students’ progress and decision-making regarding the cards. The teacher should note any cards that seem to be ambiguous to students, as well as any that spark interesting discussions between students. The teacher may use these observations to highlight certain ideas or questions during the whole group closure phase of this lesson.

After the students have sorted and paired the myth/fact cards, the teacher will direct the students to consider the questions on the discussion handout. These questions should be discussed in the small group setting first and students will share answers with the whole group during the closure of the lesson.

Closure: Before the share out discussion, the teacher should call on students around the room to describe their myth-debunking fact pairings. Students should be encouraged to ask questions of others presenting about their myth-fact pairings and discrepancies should be discussed whole group and decided on through debate. The teacher may also use a master copy of the card sort pairings to guide discussion).

The teacher will facilitate a sharing out of students’ group responses to the discussion questions by calling on various groups to respond to each question. The teacher may read each question aloud:

- What were some of the cards that your group decided were myths?
- What were some of the fact cards?

- How did you pair up your facts and myths together?
- What statements (myths or facts) surprised you or were most interesting?
- Why do you think some myths are so persistent?
- Why might society hold a stigma toward people with mental illness?
- What do you think can be done to educate others about the facts about mental illness rather than perpetuating myths?

The teacher should summarize the ideas that students brought up in their discussions to the whole group and reemphasize the notion that even though myths about mental illness persist, the facts are essential and can be helpful in convincing others about the need to remove societal stigma toward mental illness.

Formative Assessment:

The teacher should implement an exit slip for students, asking the following question(s):

- What do you think can be done to educate others about the facts about mental illness rather than perpetuating myths?
- What questions or concerns did today's lesson bring up for me today?

Feedback to Students:

The teacher should carefully read through students' exit slip responses and follow-up with any students that may have pressing questions or concerns.

Accommodations:

Cards may be enlarged for students with vision impairments or may be read aloud for students with learning or reading disabilities.

Card Sort Card Set – Mental Illness Stigma – Myths & Facts

Pages 32-33

Card Sort Card Set – Mental Illness Stigma – Myths & Facts

MYTHS	FACTS
<p>Only adults can get depression and anxiety disorders.</p>	<p>Kids and teenagers can develop a mental illness, such as depression or anxiety disorders. This can happen to anyone at any age.</p>
<p>People only get a mental illness if something traumatic has happened to them.</p>	<p>Mental illness can be caused by trauma, but this is not the only reason. Doctors think that mental illness is caused by a mix of what is going on in one's brain and body AND environmental factors.</p>
<p>Having a mental illness is the same as being mentally disabled.</p>	<p>Mental illness has nothing to do with cognitive ability or intelligence.</p>
<p>People with mental health challenges are weak and cannot handle what life throws at them.</p>	<p>A person's personality or ability to handle their feelings does not cause mental illness. Mental illness is not something that just goes away if someone tries hard.</p>
<p>Once someone is diagnosed with a mental illness, they will never be able to get better.</p>	<p>People with mental illnesses can often times get better or manage their illness with the right counseling, implementing healthy support strategies, or taking prescribed medication.</p>

Card Sort Card Set – Mental Illness Stigma – Myths & Facts

MYTHS	FACTS
<p>Mental illness or challenges are not true medical illnesses like heart disease or a broken arm. People with mental illness are just “crazy”.</p>	<p>A mental illness diagnosis is a legitimate medical diagnosis. Research shows that there are genetic and biological causes for many mental illnesses, and they can be treated effectively.</p>
<p>People with severe mental illness, such as schizophrenia, are usually dangerous and violent.</p>	<p>Statistics show that people with mental illness are not any more likely to commit a dangerous or violent act than the general population. In fact, people with mental illness are often more likely to be hurt or bullied by someone else.</p>
<p>People with depression suffer from a personality flaw; they could just snap out of it if they tried hard enough.</p>	<p>Depression has nothing to do with being lazy or weak; it results from changes in brain chemistry and/or brain function. Counseling and/or prescribed medication can often help people recover.</p>
<p>I can’t do anything for people with mental health illness.</p>	<p>There is a lot that people can do to help others with mental illness. Avoid using labeling words like “crazy,” speak up with facts when you hear a myth about mental illness, treat people with respect and dignity as you would anyone else.</p>
<p>People with attention deficit or hyperactivity disorders are just trying to get out of doing their work or get attention from others.</p>	<p>Attention-related disorders are caused by changes in brain chemistry or function. People with ADD or ADHD can often succeed in school or their workplace with appropriate understanding, health services, and/or prescribed medication.</p>

Small Group Discussion Questions:

- What were some of the cards that your group decided were myths?
- What were some of the fact cards?
- How did you pair up your facts and myths together?
- What statements (myths or facts) surprised you or were most interesting?
- Which of the myths have you heard before? Why do you think some myths are persistent?
- Why might society hold a stigma toward people with mental illness?
- What do you think can be done to educate others about the facts about mental illness rather than perpetuating myths?

UNDERSTANDING & SUPPORTING MY OWN MENTAL HEALTH: Activity 5: Supporting Others, Supporting Myself

Activity 5 (of 5): “Supporting Others, Supporting Myself through Exploration of Crisis Resources”

Activity Description: This lesson focuses on the importance of knowing how to seek help for self and others in mental health situations that could potentially result in self-harm. Students will explore local, state, and national resources through a guided web search. This activity is the fifth of a five-part unit on understanding and supporting mental health for Florida’s teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 90- 150 minutes

Special Materials:

- Activity handout for each student pair
- Internet accessible computers, tables, or other technology
- Graph paper
- Colored pencils (for graphing)
- Paper for creating informational pamphlets/brochures
- Mixed media supplies (crayons, markers, colored pencils, etc.)

Florida Standards and Benchmarks:

HE.912.B.4.4 - Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

HE.912.P.8.1 - Demonstrate how to influence and support others in making positive health choices. ✎

LAFS.910.SL.1.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ✎

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Student Learning Objectives:

Students will be able to:

- identify trends from the 2017 YRBS data sources about Florida teen suicide, self-harm, and depression
- discuss issues related to teen suicide and self-harm
- develop a knowledge base of resources that offer mental health support to teens and others

Guiding Questions:

What is meant by self-harm as a result of stress-related or mental health crises?

Why is it important to understand the trends and issues of self-harm and suicide for Florida's teens?

What resources are available to help someone experiencing a stress-related or mental health crisis? How do these resources work to provide support and counseling?

“Exploring Resources for Support” Activities:

Note to the Teacher: Given the potential personal and delicate subject matter inherent to discussions about suicide, self-harm, and mental health crisis-related situations, it may be helpful to talk with your school’s guidance counselor(s), social worker(s), or other trained professional before implementation of this activity and its discussions. Alternatively, such school-site or local professionals might be invited in as a guest speaker in the classroom to help facilitate potentially difficult discussions that may arise.

Part 1: Exploring Data Trends from the 2017 YRBS

For this activity, students will be introduced to survey questions relating to teen mental health, depression, self-harm, and suicide as asked by the Florida Youth Risk Behavior Survey.

Launch: Today we are going to explore a few of the Florida YRBS survey questions and statistics that deal with self-harm, suicide, and the mental health of teens in Florida. We will be exploring data and trends in the data from surveys given from 2001 until 2017.

Explanation of Task:

With a partner, examine the statistics from the YRBS data set. You will need to graph each data set for each question and then discuss the questions about the data sets on your handout. Read each statement and carefully consider how you will set up your graphs for each one. Be sure to think about the appropriate scales for your x- and y-axis. Some data points might be left blank if a question was not asked on the FL YRBS during a particular year.

Florida Youth Risk Behavior Survey – Self-Harm & Suicide-related Statistics

Year	2001	2003	2005	2007	2009	2011	2013	2015	2017
Question 1	Percentage of students who felt sad or hopeless (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)								
Q1 %	28.2	30.1	27.3	25.7	26.3	25.7	25.8	26.4	27.8
Question 2	Percentage of students who seriously considered attempting suicide (during the 12 months before the survey)								
Q2 %	15.4	15.8	14.5	11.2	11.6	12.1	13.9	13.8	13.8
Question 3	Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)								
Q3 %	11.3	12.6	11.6	8.1	9.4	9.4	10.4	11.1	10.7

Question 4	Percentage of students who attempted suicide (one or more times during the 12 months before the survey)								
Q4 %	8.4	9.0	8.5	5.7	6.5	6.9	7.7	7.6	7.6
Question 5	Percentage of students who did something to purposely hurt themselves without wanting to die (such as cutting or burning themselves on purpose one or more times during the 12 months before the survey)								
Q5 %	-	-	-	-	13.9	12.8	14.6	14.8	14.1

Partner Discussion Questions: After graphing the data sets to the survey items above, discuss the following questions with your partner. You may write down your thoughts and ideas as you discuss. Be ready to share what you have talked about during whole-class discussion.

1. What trends do you notice for each YRBS statement? Do the statistics increase, decrease, or remain the same over time?
2. Which statistics surprise you the most? Which are the most concerning?
3. How do these statistics relate to stress, mental illness, and mental health issues?
4. Approximately 6,000 Florida teenagers completed the 2017 Florida Youth Risk Behavior Survey across the state. This sample is representative of all Florida teenagers in 9th through 12th grade in 2017. Based on this information, calculate the following:

How many students out of 6,000 felt sad or hopeless (Q1) for two or more weeks in a row according to the 2017 data?

How many students out of 6,000 actually attempted suicide (Q4)?

How many students out of 6,000 did something to purposefully hurt themselves without wanting to die (Q5)?

Do the statistics seem different now after converting them to “out of 6,000”? If yes, how so?

5. Why is it important to understand the trends and issues of self-harm and suicide for Florida’s teens?

Whole Group Discussion: After students have had opportunity to graph and discuss the data provided in pairs, bring students back together for a whole group discussion using the partner discussion questions above as a guide.

Part 2: “Exploring Resources for Support During Times of Crisis”

Launch: The teacher should open this activity by saying something like, “While only a small percentage of Florida teenagers consider suicide or commit self-harm based on the data sets from the YRBS, even one teen that hurts themselves in a time of crisis is too many. There are resources available to support teenagers and adults, too, when someone might feel overwhelmed or contemplating hurting themselves or taking their own life.”

Explanation of Task: Say, “For this activity, we will explore some resources that are available to help someone experiencing a stress-related or mental health crisis and research the ways that these resources work to provide support and counseling to people when they may need it most. You and a partner will conduct computer-based research on resources that can help people in times of a stress-related or mental health crisis. You will choose one resource from each of group on your handout: National Suicide Prevention Resources, State Suicide Prevention Resources, and National Mental Health Resources (teacher note- you can add any relevant local resources as you feel appropriate). For each resource you explore, you and your partner will answer the following questions:

1. What is the name of the resource and what is its mission?
2. Why was it founded and who does it aim to help?
3. How does the resource describe “crisis”?
4. What kinds of supports does the resource offer?
5. How can people get in contact with resource in a time of crisis?
6. What does the resource do to help people when they contact in a time of crisis?
7. What other important information is useful or interesting to you about this resource?

Once you have conducted your research on the three resources of your choice you're your partner, you will **individually** create a brochure, pamphlet, poster, flyer, power-point or other approved presentation method that highlights or describes one of the resources that you explored. Since you explored three different resources, each person should choose a different resource to use for the creation of your brochure. That means you and your partner should have brochures about two different resources, not the same one.

The brochure should include the following information:

- An explanation of the mission of the resource
- A brief history of the resource, including why it was created and who it aims to help
- A description of the kinds of mental health or crisis support available through the resource and what the resource actually does when someone contacts them
- How to contact the resource in a time of crisis
- Any other important information about the resource
- Graphics to enhance the presentation and convey the messages of the resource

Independent Practice: Students should work in pairs to conduct computer-based research on three of the resources (1 from each group) of their choice. The teacher should circulate the room to answer any questions and to monitor students with their ongoing work and research. Teachers may want to consider having students “check in” with them after completing their three explorations before starting on their presentations. Presentation methods should be approved by the teacher prior to their start.

Small Group Share: Once students have completed their resource explorations and presentations, give students an opportunity to share their creations through presentations in small groups of 3-5 students. The teacher should once again monitor small group discussions, noting any interesting patterns, questions, or topics that arise from student conversation and sharing.

Whole Group Discussion & Closure: After students have shared their creations, the teacher should facilitate a sharing out of students’ overall “take-aways” from their sharing by asking the following questions for whole-group discussion;

- What were some patterns or similarities you found about each of the resources that you explored?
- Why do you think these so many of these resources are directed specifically at teenagers?
- What were some of the things that surprised you or that you found most interesting about these resources, their purpose/mission, etc?
- How can these resources help someone who might be in trouble or considering self-harm or suicide?
- Now that you know more about these resources, do you think you could share these resources with someone if they needed them? Why or why not?

Formative Assessment:

In addition to the contributions of the students in whole-group closure, the teacher can assign an exit slip with the following questions:

- What is the most important “take-away” idea that I learned about in class today?
- What questions or concerns did today’s lesson bring up for me today?

Feedback to Students:

The teacher should carefully read through students’ exit slip responses and follow-up with any students that may have pressing questions or concerns. This is particularly important if students indicate any sort of signs of self-harm contemplation themselves; always alert a guidance counselor, school social worker, or authorities if you have concerns over the physical safety of a student.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to complete the handout activity. Similarly, students may create computer-generated brochures if preferred or necessary.

Extensions:

Teachers may want to share the following resource for students' consideration and discussion:

"What REALLY Happens When you Reach Out to Crisis Lines?" by Melina Acosta. Published April 3, 2017 on the Active Minds Blog. Content created by the Active Minds Non-Profit Organization (Mental Health Support Organization)

<http://activemindsblog.org/what-really-happens-when-you-reach-out-to-crisis-lines/>

Unit Summative Assessment:

For the summative assessment of all five activities, students should answer the following prompt in a short answer response: "How are the concepts of stress, stress management, mental health, suicide prevention, and self-harm prevention related to personal health and wellness and what kinds of strategies and resources are available to help those in negative stress-related or mental health related situations?"

Students should write a short (one to two page) essay response to this question demonstrating an understanding of the objectives of the activities within the Supporting My Own Mental Health activity unit.

*Student Handout

Data Exploration Activity: Self-Harm and Suicide-Related Statistics

With a partner, examine the statistics from the YRBS data set. You will need to graph each data set for each question and then discuss the questions about the data sets on your handout. Read each statement and carefully consider how you will set up your graphs for each one. Be sure to think about the appropriate scales for your x- and y-axis. Some data points might be left blank if a question was not asked on the FL YRBS during a particular year.

Florida Youth Risk Behavior Survey – Self-Harm & Suicide-related Statistics

Year	2001	2003	2005	2007	2009	2011	2013	2015	2017
Question 1	Percentage of students who felt sad or hopeless (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)								
Q1 %	28.2	30.1	27.3	25.7	26.3	25.7	25.8	26.4	27.8
Question 2	Percentage of students who seriously considered attempting suicide (during the 12 months before the survey)								
Q2 %	15.4	15.8	14.5	11.2	11.6	12.1	13.9	13.8	13.8
Question 3	Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)								
Q3 %	11.3	12.6	11.6	8.1	9.4	9.4	10.4	11.1	10.7
Question 4	Percentage of students who attempted suicide (one or more times during the 12 months before the survey)								
Q4 %	8.4	9.0	8.5	5.7	6.5	6.9	7.7	7.6	7.6
Question 5	Percentage of students who did something to purposely hurt themselves without wanting to die (such as cutting or burning themselves on purpose one or more times during the 12 months before the survey)								
Q5 %	-	-	-	-	13.9	12.8	14.6	14.8	14.1

Discussion (or written response) Questions:

1. What trends do you notice for each YRBS statement? Do the statistics increase, decrease, or remain the same over time?

2. Which statistics surprise you the most? Which are the most concerning?

3. How do these statistics relate to stress, mental illness, and mental health issues?

4. The 2017 Florida Youth Risk Behavior Survey was completed by approximately 6,000 Florida teenagers in high schools across the state. This sample is representative of all Florida teenagers in 9th through 12th grade in 2017. Based on this information, calculate the following:

How many students out of 6,000 felt sad or hopeless (Q1) for two or more weeks in a row according to the 2017 data?

How many students out of 6,000 actually attempted suicide (Q4)?

How many students out of 6,000 did something to purposefully hurt themselves without wanting to die (Q5)?

Do the statistics seem different now after converting them to “out of 6,000”? If yes, how so?

5. Why is it important to understand the trends and issues of self-harm and suicide for Florida’s teens?

Part 3: Exploring Resources for Support: Suicide & Self-Harm Prevention and Mental Health Wellness

For this activity, you and a partner will conduct computer-based research on resources that can help people in times of a stress-related or mental health crisis. Choose one resource from each of the three groups below to explore. For each resource you explore, answer the following questions:

1. What is the name of the resource and what is its mission?
2. Why was it founded and who does it aim to help?
3. How does the resource describe “crisis”?
4. What kinds of supports does the resource offer?
5. How can people get in contact with resource in a time of crisis?
6. What does the resource do to help people when they contact in a time of crisis?
7. What other important information is useful or interesting to you about this resource?

Part 4: Create a Brochure for a Support Resource

Using your research about each resource or organization, you and your partner will **individually** create a brochure or pamphlet that highlights or describes one of the resources that you explored. Since you explored three different resources, each person should choose a different resource to use for the creation of your brochure. The brochure should include the following information:

- An explanation of the mission of the resource
- A brief history of the resource, including why it was created and who it aims to help
- A description of the kinds of mental health or crisis support available through the resource and what the resource actually does when someone contacts them
- How to contact the resource in a time of crisis
- Any other important information about the resource
- Graphics to enhance the presentation and convey the messages of the resource

Online Resources to Explore

National Suicide & Self-Harm Prevention Resources

- Crisis Text Line - <https://www.crisistextline.org/>
- Society for the Prevention of Teen Suicide - <http://www.sptsusa.org/>
- Suicide Prevention Lifeline - <https://suicidepreventionlifeline.org/>
- The Trevor Project - <https://www.thetrevorproject.org>
- Your Life, Your Voice - <http://www.yourlifeyourvoice.org/Pages/home.aspx>

Florida Suicide & Self-Harm Prevention Resources

- Florida Department of Health Suicide Prevention - <http://www.floridahealth.gov/programs-and-services/prevention/suicide-prevention/index.html>
- Florida Initiative for Suicide Prevention - <https://fisponline.org/>
- Florida Suicide Prevention Coalition - <http://floridasuicideprevention.org/>

National Mental Health Resources

- Active Minds - <http://www.activeminds.org/>
- Mental Health – US Dept. of Health & Human Services - <https://www.mentalhealth.gov/>
- National Alliance on Mental Illness - <https://www.nami.org/Find-Support>