Learning Activities

Grades 9-12

Suggested Learning Activities for Grade 9-12 students during the COVID-19 school closure.

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

Due to the COVID-19 closure, teachers were asked to provide packets of home activities. This is not intended to take the place of regular classroom instruction but will help supplement student learning and provide opportunities for student learning while they are absent from school. Assignments are not required or graded. Because of the unprecedented nature of this health crisis and the District’s swift closure, some home activities may not be accessible.

If you have difficulty accessing the material or have any questions, please contact your student’s teacher.
Social, Emotional and Mental Health - High School

How to use this Learning Packet-

This unit was designed to be used almost exclusively without technology. There is a final project that requires some on-line research and there are on-line resources throughout the lessons that can be accessed for more information but should not be required to complete the activities. Other than that, each lesson starts with the learning target, followed by information on the topic and then a brief activity for students to show their thinking and learning.

Washington State Health Education Standards Addressed in this Unit:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhance behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Please contact your Health Education teacher if you have any questions.
Lesson 1: Self-Esteem

Learning Target: I can assess my self-esteem and determine its impact on personal dimensions of health.

Self-Esteem is the way you feel about yourself and the confidence you have in yourself; the extent to which one feels positive or negative about one’s self-concept.

Self-Esteem is developed by filtering:

1. Feedback from others in your life, positive or negative. - examples from parents, peers, self, media.
2. Self-talk – messages that you send yourself.

Dimensions of Health/Wellness:

- Physical
- Mental/emotional
- Social
- Intellectual
- Financial
- Spiritual
- Sexual
- Environmental
- Occupational
- Multicultural

How Can I Improve My Self-Esteem? (from kidshealth.org)


People with self-esteem:

- feel liked and accepted
- are proud of what they do
- believe in themselves

People with low self-esteem:

- feel bad about themselves
- are hard on themselves
- think they are not good enough

Where Does Self-Esteem Come From?

Parents, teachers, and others. The people in our lives can affect how we feel about ourselves. When they focus on what’s good about us, we feel good about ourselves. When they are patient when we make mistakes, we learn to accept ourselves. When we have friends and get along, we feel liked.

High School Health Education- Social, Emotional and Mental Health
But if adults scold more than they praise, it's hard to feel good about yourself. Bullying and mean teasing by siblings or peers can hurt self-esteem, too. Harsh words can stick, and become part of how you think about yourself. Luckily, it doesn't have to stay that way.

**The voice in your own head.** The things you say to yourself play a big part in how you feel about yourself. Thinking, "I'm such a loser" or "I'll never make friends," hurts your self-esteem.

There are other ways to think about the same things. "I didn't win this time — but maybe next time." "Maybe I can make some friends." That voice is more hopeful. It helps you feel OK. And it could turn out to be true.

Sometimes, the voice in our head is based on harsh words others have said. Or on bad times we have faced. Sometimes, the voice is just us being hard on ourselves. But we can change the voice in our own head. We can learn to think better of ourselves.

**Learning to do things.** We feel good when we learn to read, add, draw, or build. Play a sport, play music, write an essay, ride a bike. Set the table, wash the car. Help a friend, walk the dog. Each thing you learn and do is a chance to feel good about yourself. Step back and look what you can do. Let yourself feel happy with it.

But sometimes we're too hard on ourselves. We don't accept that what we do is good enough. If we think, "It's not really any good," "It's not perfect," or "I can't do it well enough," we miss the chance to build self-esteem.

**What If My Self-Esteem Is Low?**

You can do things to feel better about yourself. It's never too late. Here are some tips to raise your self-esteem:

**Be with people who treat you well.** Some people act in ways that tear you down. Others lift you up by what they say and do. Learn to tell the difference. Choose friends who help you feel OK about yourself. Find people you can be yourself with. Be that type of friend for others.

**Say helpful things to yourself.** Tune in to the voice in your head. Is it too critical? Are you too hard on yourself? For a few days, write down some of the things you say to yourself. Look over your list. Are these things you'd say to a good friend? If not, rewrite them in a way that's true, fair, and kind. Read your new phrases often. Do it until it's more of a habit to think that way.

**Accept what's not perfect.** It's always good to do the best you can. But when you think you need to be perfect, you can't feel good about anything less. Accept
your best. Let yourself feel good about that. Ask for help if you can't get past a need to be perfect.

**Set goals and work toward them.** If you want to feel good about yourself, do things that are good for you. Maybe you want to eat a healthier diet, get more fit, or study better. Make a goal. Then make a plan for how to do it. Stick with your plan. Track your progress. Be proud of what you've done so far. Say to yourself, "I've been following my plan to work out every day for 45 minutes. I feel good about it. I know I can keep it up."

**Focus on what goes well.** Are you so used to talking about problems that they're all you see? It's easy to get caught up in what's wrong. But unless you balance it with what's good, it just makes you feel bad. Next time, catch yourself when you complain about yourself or your day. Find something that went well instead.

**Give and help.** Giving is one the best ways to build self-esteem. Tutor a classmate, help clean up your neighborhood, walk for a good cause. Help out at home or at school. Make it a habit to be kind and fair. Do things that make you proud of the kind of person you are. When you do things that make a difference (even a small one) your self-esteem will grow.

**Reviewed by:** D'Arcy Lyness, PhD
Date reviewed: August 2018

This information was provided by KidsHealth®, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this, visit KidsHealth.org or TeensHealth.org. © 1995-2020. The Nemours Foundation/KidsHealth®. All rights reserved.

---

Make a list of the PEOPLE, PLACES, and THINGS that you enjoy being around (when you think about them you smile, feel joy):

What is one thing that you like about yourself? __________________________________________

Think of a situation in which you experienced confidence and a feeling of satisfaction and self-worth. Answer the following questions:

1. What was the situation?
2. What emotions did you experience?

3. Which dimensions of health/wellness were impacted by this situation?

Set a goal for yourself to do something over this next week that will increase your self-esteem. (Example- For the next 5 days, I will send a text message to 5 different people telling them how much I appreciate them in my life.)

**MY GOAL:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Lesson 2: Stress

Learning Target: I can identify physical and psychological responses to stressors.

What is Stress?

Stress is our response to a threat -

- Fight
- Flight
- Freeze
- (Flop)

Anxiety is our reaction to stress

Stress - anything that puts pressure on us. It’s a part of life. Stress can be useful. It can help us learn new skills, but it can also make us anxious, depressed or sick.

Stressor - What’s causing the stress - a person, place or thing (homework, bullying, disagreements with family or friends).

Eustress - good stress; changes or challenges that benefit your growth and development (meeting a challenge, excitement about winning).

Distress - bad stress; pressures in school, work, relationships that have a negative effect on a person’s wellness (in all dimensions).

What does stress look and feel like?

Muscle pain/spasm
Headaches
Stomach aches
Skin irritations
Confusion
Anger
Asthma or difficulty breathing

Tiredness, insomnia
High anxiety
High blood pressure
Anorexia/ bulimia
Cancer
Depression/ suicide
Alcohol or drug abuse

What are your top 3 Stressors? (list them)

______________________________________
______________________________________
______________________________________

High School Health Education- Social, Emotional and Mental Health
Lesson 3: Stress Management

Learning Target: I can develop a personal stress management plan.

Stress Management refers to activities, practices that help us prevent stress and manage our stress response when it occurs. Effective stress management allows us to cope with stress in a healthy way, leading to happier lives.

Read through the list and highlight the stress management practices that you already use successfully.

1. Talk to a trusted adult or friend about how you feel or write it down in a journal or diary.
2. Take action to reduce or change the thing that is causing the stress. (TIME MANAGEMENT: making a plan)
3. Be sure to eat healthy food and reduce the amount of junk food in your diet.
4. Get plenty of sleep each night.
5. Learn and practice relaxation techniques:
   - Take a mental vacation. Close your eyes for 10 minutes and imagine yourself somewhere relaxing.
   - Try meditation, yoga, tai-chi
6. Be Active! Exercise, dance, let off some steam!
7. Take 10 deep breaths when you feel stressed out
9. Listen to music (especially slow, quiet classical music)
10. Listen to your body and treat it with care.
11. Do something nice for yourself each day. Talk to yourself with love.
12. Don’t rely on alcohol, drugs, or compulsive behaviors to reduce stress.
13. Seek out social support. Spend time with those you enjoy- but keep the physical distance during pandemics.
14. Remember, there are some things you can’t change. Try to be aware of this, but take positive steps to change the things you can.

What do you do when you are feeling distress? ______________________________________

PRACTICE Stress Management by picking from the following options and trying at least 3 of them:

- Reflect with writing (prompts provided, if needed)
- Listen to music- this piece was specifically engineered to reduce stress: “Weightless” by Marconi Union - [https://youtu.be/UfcAVejsIrU](https://youtu.be/UfcAVejsIrU)
- Meditation- on your own or try Calm.com or another app of your choice
- Go for a walk/run, being respectful of physical distance from others
- Draw, color (coloring sheet provided)
- Practice Mindfulness- (article provided)

High School Health Education- Social, Emotional and Mental Health
Writing Prompt Options

1. What is stressing you out? Write down everything you can think that has made you feel this way recently. Next, ask yourself: What did I feel like when I was experiencing that particular stressor? Describe what you felt physically, mentally, and emotionally during each instance. This will help you be more mindful of what’s happening to you the next time your sympathetic nervous system kicks into gear. And perhaps make a choice to react differently to that stressor in the future.

2. What can I do in my life to feel better about what I learn in the news?

3. List 10 things that make you smile.

4. The things that help me the most right now are...

5. What can I do in this moment to get myself some nourishment and self-care?

6. I am thankful that I...

7. How might this stressful experience transform me into a more loving (compassionate, forgiving, patient, helpful, or faithful) person?

8. What past challenge has turned out to be a gift in disguise (even if it’s still painful)? Why? What was the silver lining?

9. What’s not wrong in my life? Here are three things that I can think of right now:

10. What are 2 negative thought you don’t want anymore? What can you do to let go?

11. What do I want my life to FEEL like?

12. List 3 positive relationship goals (for friendship, love or family bond).
Mindfulness Exercises

Being mindful helps people do better in just about every part of life, like focusing on homework or feeling less stressed out. Practicing mindfulness a little bit every day helps you to build this valuable skill.

These exercises help you practice mindfulness in five different ways. Try doing all of them.

As you do each exercise, you will probably find that your mind wanders after a minute or two. That's normal — minds do that. Your job is to gently bring your attention back to the thing you are focused on. The more you practice doing that, the better you train your brain to pay attention.

1. Mindful Eating

You can do this with an orange, an apple, or even something as small as a raisin.

Let's say you decide to do mindful eating with an orange. Your job is to eat the orange slowly, without rushing. Mindful eating means really paying attention to what you're eating. You can do this mindful eating exercise with your eyes open or closed.

1. Start by holding your orange. Roll it in your hand. Notice how it feels.
2. Hold the orange near your nose. What does it smell like? Take a whiff of the bittersweet smell of the orange peel.
3. If you have your eyes open, notice how the orange looks. Pay attention to whether the skin is smooth or bumpy. If you hold it firmly, is it squishy?
4. Slowly peel your orange, paying attention to how it feels in your fingers. Notice the juiciness, and whether the inside of the orange smells different from the outside.
5. Is your mouth watering? Go ahead and taste your orange. Notice how it feels on your tongue, and against your teeth. Notice the flavor, the texture, and the juiciness as you chew each piece slowly. Take your time as you chew, taste, smell, and feel each bite of your orange.

2. Mindful Breathing

With this exercise, you focus your attention on breathing. You want to pay attention to your breath in an easy way — on purpose, but not forced.

1. Sit up in a comfortable way. Close your eyes.
2. Notice your breathing as you inhale and exhale normally. Just pay attention to your breath as it goes in and out. Can you feel the place where the air tickles your nostrils?
3. Pay attention to how the breath gently moves your body. Can you notice your belly or your chest moving as you breathe?
4. Sit for a few minutes, just paying attention to your gentle breathing. See how relaxed you can feel just sitting, breathing in and out.
5. When your mind starts to wander and think about something else, gently guide your attention back to your breathing.
3. Mindful Walking

This exercise is about paying attention to how your body moves as you walk slowly.

1. To start, pick up one foot and take a step forward, in slow motion. Pay attention to how you naturally keep your balance.
2. Now walk in slow motion, step by step. Notice how your arms and legs and feet move. Pay attention to how your knees bend and straighten, as you lift one foot and then the other, nice and slow.
3. Breathe in and out, in time with your steps. See if you can keep your attention focused on walking slowly, step by step, as you relax and breathe.
4. Whenever your mind wanders, gently guide it back to your s-l-o-w motion moving. Keep breathing, in and out, as you enjoy moving in slow motion.

4. Mindful Word

1. Think of a word that seems calm or soothing. This could be a word like "peace" or "love" or "peaceful" or "snowflake" or "sunlight" or "hum" or "calm."
2. Think the word to yourself. Say it silently and slowly in your mind. Say your word to yourself with each breath you take, in and out. Keep your attention gently focused on your word.
3. When your mind wanders, guide your attention back to your word, and keep saying it gently and slowly while you relax and breathe.
4. Can you do this for a whole minute? Can you do it for 5 minutes?

When you practice mindfulness, you will probably notice that you feel calm and relaxed. If you keep practicing, you might start to notice that it's easier to focus your attention on things like schoolwork or listening. You may begin to feel calmer and more patient in your everyday life. You may find that when little things go wrong, you can handle them better.

Reviewed by: D'Arcy Lyness, PhD

Date reviewed: November 2017

This information was provided by KidsHealth®, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this, visit KidsHealth.org or TeensHealth.org. © 1995-2020. The Nemours Foundation/KidsHealth®. All rights reserved.

Develop your stress management plan. What are 3 different strategies you will practice over the next week to prevent and cope with stress?

My Personal Stress Management Plan:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

High School Health Education- Social, Emotional and Mental Health
Why is it important to manage stress?

Your thoughts:

___________________________________________________________

___________________________________________________________

___________________________________________________________

Stress is totally normal and small amounts of it can be a good motivator for us. When multiple challenges are present in our daily lives, it can make it harder to cope. Practicing Stress Management can help our body deal with the stressors in a healthy way. When stress is not managed, it increases our risk of cardiovascular disease, digestive problems, accelerates aging and decreases immune system function. Stress can lead to headaches, muscle aches, irritability or anger, fatigue, anxiety, sadness or depression.
Health Learning Activities

High School

- Search online to find 3 organizations that provide mental health services for teens. These might also include hotlines or online services.
- Keep a health journal that tracks one health habit for two weeks. For example, write down everything you eat for two weeks, or write about how you are feeling each day and consider things that impact your mood. Track your exercise, or monitor your social media use.
- Set a realistic health goal and create a chart to track your progress. Setbacks are common, but goals are more likely to be met if you write them down, tell others about them and set small achievable goals along the way.
- Talk with your family about their hopes and fears as you grow up. What do they expect of you related to dating, alcohol use, tobacco/vaping, and other behaviors?
- Make a meal using colorful foods. Try to use 4 or more different colors (orange carrots, green lettuce, red peppers, yellow zucchini, etc.)
- View the Consent video and discuss what consent means with a family member. [https://www.youtube.com/watch?v=pZwvrXVavnQ](https://www.youtube.com/watch?v=pZwvrXVavnQ)
Lesson 4: Communication Skills

**Learning Target:** *I can demonstrate effective communication skills to express emotions.*

**Interpersonal Communication** is:
- Between people
- Face to Face communication
- *What* is said and *How* it’s said (body language)

---

**Vocabulary**

**Passive:** Compliant, submissive, talks little, vague non-committal communication, puts self down, praises others

**Assertive:** Actions and expressions fit with words spoken, firm but polite and clear messages, respectful of self and others

**Aggressive:** Sarcastic, harsh, always right, superior, know it all, interrupts, talks over others, critical, put-downs, patronizing, disrespectful of others

---

**I Statements**
- Statements that can be used in a variety of situations
- *Most often used to honestly express feelings and needs about something that’s going on that is bothering someone or making them feel uncomfortable*

**All I Statements focus on:**
- A particular behavior or statement that is accurate because you are only talking about yourself; making no assumptions about the other person
- The effect that behavior is having on you
- The feelings that result from that behavior and why you feel that way
- What you want or need from the other person to do or *stop doing*
I Statements

An “I” statement is a form of verbal communication that focuses on feelings or beliefs. It is nonjudgmental, non-threatening, and can help get your feelings and concerns be known and understood. An "I" statement can be used to help reduce conflict and improve communication.

There are several parts to an effective "I" statement, they include:

<table>
<thead>
<tr>
<th>I feel... (identify your emotion)</th>
<th>when...</th>
<th>because...</th>
<th>and I need....</th>
</tr>
</thead>
</table>

An example of an "I" statement is below.

“I feel angry when you talk over me because I feel disrespected and I need for you to hear me.”

Now, try to change the following statements into "I" statements:

1) You never listen to me!

2) You need to get out of bed and do something!

3) You need to stop exercising so much.

4) You need to get your act together.

5) You need to stop yelling. You are out of control.

6) You always leave me out.

7) You never call. You don’t care.
Lesson 5: Self-Harm

Learning Target: I can describe how self-harm or suicide impacts other people.

CAUTION: As you can see from the title, this lesson is about the difficult topic of self-harm and suicide. We know from statistics that this affects many people. Please be kind to yourself and know that you do not have to complete this lesson. If you need to talk to someone, contact information for two organizations that can help are provided below.

Resources:

National Suicide Prevention Lifeline is available 24 hours a day, 7 days a week. It is free and confidential: 1-800-273-TALK (8255) https://suicidepreventionlifeline.org/

Teenlink is staffed by trained youth crisis specialists who are available by phone from 6-10 pm and chat or text from 6-9:30 pm every night. 1-866=TEENLINK (833-6546) https://www.teenlink.org/

Self-Harm
The Mayo Clinic defines self-harm as, “the act of deliberately harming your own body, such as cutting or burning yourself. It’s typically not meant as a suicide attempt. Rather, this type of self-injury is a harmful way to cope with emotional pain, intense anger and frustration.”

Examples of Self-Harm:

- Cutting yourself
- Punching yourself or things
- Burning yourself
- Putting yourself in danger
- Pulling out your hair
- Poking objects through body openings
- Breaking your bones or bruising yourself
- Eating or drinking drugs or chemicals

Why people harm themselves:

- To feel something
- Stop distressing memories
- Show that they need help
- Release intense emotions that overpower them, such as anger, loneliness
- Punish themselves
- For a sense of control

Read the following fictional diary entry then respond to the questions below.

Dear Diary,

I’ve been hurting myself again. It’s been three months now. I feel so ashamed and even worse than I did before. I want to scream and shout, but I will get into trouble if I do, so instead I do this because it is quiet, and no one will know and it makes the pain go away. I’m sitting in the bathroom, just stuck here. Wanting to feel better but nothing else works.

I feel even more ashamed because I should be able to just feel better and appreciate what I have in life but that’s not working. Dad is so strict and doesn’t recognize
that I’m older and deserve more freedoms. He won’t let me join any of the clubs at school so I can’t hang out with my friends so they do everything without me and I miss out. Even when my aunt tells my dad to relax, he gets mad at her and refuses to listen.

Since I don’t see my friends outside of classes, I don’t know who I can talk to. They wouldn’t understand anyway. No one does. I don’t know how else to cope with what’s going on. If anyone finds out, I’ll be in so much trouble. I wish I could stop this.

What advice would you give to this person if they were your friend? What would you recommend they do that would be helpful, rather than harmful? How would it feel if you discovered someone you know engaged in self-harm? How do you think their family could be impacted?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

How to help someone who self-harms:

Find a safe, private space to talk. It is important to not be judgmental and to do your best to stay calm and not overreact. Let the person know that you want to help. Suggest that they talk to their trusted adult; offer to be with them when they do. If they won’t talk to an adult, you need to talk to an adult that you trust because the person who is self-harming needs support.

You could say:

“I noticed some marks on your arm, and I’m worried because I can about you. Are you hurting yourself?”

“I can see that you are in a lot of pain. Do you want to tell me what you’re going through?”

“I really want to help you but I can’t do it alone. Can we go get you some support?”

Additional Resources:

Crisis Text Line- text CONNECT to 741741

Trevor Lifeline 1-866-488-7386 (LGBTQ services for people under 25)
Lesson 6: Supporting Someone Who is Thinking About Suicide

Learning Target: I can explain how to help someone who is thinking about attempting suicide.

CAUTION: As you can see from the title, this lesson is about the difficult topic of suicide. We know from statistics that this affects many people. Please be kind to yourself and know that you do not have to complete this lesson. If you need to talk to someone, contact information for two organizations that can help are provided below.

Resources:

National Suicide Prevention Lifeline is available 24 hours a day, 7 days a week. It is free and confidential: 1-800-273-TALK (8255) [https://suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)

Teenlink is staffed by trained youth crisis specialists who are available by phone from 6-10 pm and chat or text from 6-9:30 pm every night. 1-866=TEENLINK (833-6546) [https://www.teenlink.org/](https://www.teenlink.org/)

Suicide is death caused by injuring oneself with the intent to die. Suicide was the second leading cause of death among individuals between the ages of 10 and 34. About 90% of people who die by suicide experience mental illness.

Who is at risk of suicide?

- Teens with low self-esteem
- Teens who are struggling with depression
- Teen who have been abused, molested, or neglected
- Teens who abuse drugs and/or alcohol
- Teens who are perfectionists
- Teen who are struggling with issues of sexual orientation
- Teens who live in dysfunctional families
- Teens who fail in school or are potential dropouts

Warning Signs of Suicide

- Fighting with or withdrawing from family, friends, and teachers
- Doing poorly, dropping out or refusing to go to school
- Abusing alcohol, drugs or becoming a smoker
- Giving away prized possessions
- Feelings of hopelessness, anxiety or tension and thinking about death
- Change in eating or sleeping habits
- Abrupt changes in behavior
- Purchasing/acquiring a weapon, pills or other suspicious items
- Making comments like, “I wish I were dead” or “you’d be better off without me.”
What to do if you are worried that a loved one is considering suicide:

**Follow the #BeThe1To steps:**

1. **Talk to the person directly**-
   - Ask specific questions:
     - When would you do it?
     - Where would you do it?
     - How would you do it?

   The more specific the answers are that they give means your concern should be greater. Do not worry that asking about suicide directly will plant an idea in their head - you could be the person who helps them get the support they need!

   In addition to asking them, make sure you LISTEN to what they have to say.

2. **Keep them safe** - you may need to take them to the ER or call 9-1-1 or a trusted adult
3. **Be there/show support** - this will increase their connectedness and limit their isolation which has shown to be a protective factor against suicide.
4. **Connect them to resources** - Suicide Lifeline, Trevor Project, Teenlink, other community resources
5. **Follow up** - call, text, leave a message, write a note, send a card but make sure to follow up. This continues the protective factor of connectedness.

**Practice:**

What would you say to a friend who you think may be considering suicide?

- Where would you have the conversation?
- How would you start?
- What questions would you ask?
- What support would you offer?

**Resources:**

#BeThe1To - [https://www.bethe1to.com/](https://www.bethe1to.com/)

National Suicide Prevention Lifeline 1-800-273-TALK (8255) [https://suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)
Lesson 7: Identifying Emotional and Mental Health Resources

Learning Target: *I can identify school and community resources that can help a person with emotional and mental and behavioral health concerns.*

Can you identify a variety of mental health resources in your school and community? If you need help, message a friend, email a teacher, ask a trusted adult or complete a valid internet search.

3 Resources in my high school/for students at my school:
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

1 Community Resource: __________________________________________________________________________

2 On-line Resources: __________________________________________________________________________
- __________________________________________________________________________

1 Personal Resource/trusted adult: __________________________________________________________________________

***********************************************************************************************

Learning Target: *I can describe laws related to minors accessing mental health care*

Summary of Washington State’s laws for adolescent access to care for mental health and substance abuse:

Adolescents older than 13 can get outpatient mental health or substance use treatment without parent’s consent (Parent/guardian will not be notified)

Adolescents older than 13 can get inpatient mental health treatment without parent’s consent. (Parent/guardian WILL be notified)

Adolescents can only get inpatient substance use treatment with parental consent or special waver from the State of Washington

If necessary, the Teen Health Center will inform the youth of referral options for outside care and will assist the youth in discussing these issues with their parent or legal guardian.

Using the information above from the WA State Law, write out how you would tell a friend what our state law says about people under 18 accessing mental health care.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

High School Health Education- Social, Emotional and Mental Health
Mental Health Advocacy Project

Learning Target: I can advocate for reducing stigma associated with emotional and mental and behavioral health.

Advocacy is the act of speaking on behalf of or in support of another person, place or thing. An example of advocating for community health is the work a non-profit organization does to help victims of domestic abuse who feel too afraid to speak for themselves.

Advocacy skills are important. They make it so you are able to take a stand on an issue and influence a change. With this project, you are able to put into action the information learned during this unit to influence others to make informed and responsible health enhancing choices.

According to the 2018 WA State Healthy Youth Survey Data, 15% of high school students in Seattle Public Schools have seriously considered attempting suicide. One in 6 youth aged 6-17 in the US experience a mental health disorder each year. Fifty % of all lifetime mental illness begins by age 14.

From this data, we know the mental health of our students needs more attention. You are tasked with designing an event that kicks off Mental Health Month for your school. The event will help reduce the stigma around mental health by bringing awareness to the state of mental health of teens.

How?- How might you catch the student body’s attention? How could the staff do a better job at meeting the mental/emotional needs of students? What could the student body do to help make students feel comfortable talking about their thoughts and feelings? You might come up with a social media challenge, coordinate something with lime green ribbons, show a screening of the Each Mind Matter documentary, paint positive self-love quotes on the bathroom stalls….

Use the following websites to research and then put together an advocacy campaign focused on reducing stigma associated with an emotional, mental or behavioral health topic:


Requirements:

1. Plan of event: What are you going to do to kick off Mental Health Month?
   • Be specific; dates, who is responsible, where will it take place, etc.
2. Hook: What is this event important? Write an introduction message that includes at least 5 facts about teen mental health.
3. Design a logo/image to include in the materials promoting your campaign. This could be something that is used on t-shirts, posters, buttons, phone popper, etc.
4. Write a letter to your administrators to convince them that this event must happen in order to enhance the health of your school community. Include:
   • How your event meets the needs of students at your school
   • How your event will decrease stigma around mental health at your school
   • How your even will make your school a better place, mentally, emotionally and socially