

Mental & Emotional Health Promotion: Recognize, Reach Out & Resources

OAHPERD Convention

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1:30 – 2:15pm



Today's Presenters



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Session Goals

1. Overview the Behavioral HELPs project components including the lesson plans and professional development modules.
2. Describe the Mental & Emotional Health Units learning outcomes; lesson plans, connections, opportunities, and implementation supports.
3. Identify connections with resources and supports to strengthen lessons and resources for students & teachers.



Why Behavioral HELPs?

- **Our Goal:** Fully prepare our students for a future including career and citizenship.
1. **HEALTHY** and learns about and practices a healthy lifestyle.
 2. Learns in an environment that is physically and emotionally **SAFE** for students and adults.
 3. Actively **ENGAGED** in learning and is connected to the school and broader community.
 4. Access to personalized learning and is **SUPPORTED** by qualified, caring adults.
 5. **CHALLENGED** academically and prepared for success in college or further study and for employment and participation in a global environment.



Why HELPs?

CDC Guidelines for Mental Emotional Health Education & Prevention

- Increasing Students' Mental Health Literacy
- Promoting Mindfulness
- Promote Social, Emotional and Behavioral Learning
- Enhance connectedness among students, staff, and families
- Provide psychosocial skills training and cognitive behavioral interventions
- Support staff well-being



How to Increase Students' Mental Health Literacy

- Knowing how to develop and maintain good mental health
- Reducing stigma about mental distress and mental illness.
- Being aware of common mental health disorders and how they can be treated.
- Knowing how to get help for mental health concerns.
 - Encouraging students to talk with trusted adults and seek support when they have a mental health concern.

Behavioral HELPs: Project Goal

- Enhance K-12 students' knowledge, skills, and beliefs to demonstrate healthy behaviors in the areas of behavioral health through effective instruction.
- **Activities**
 1. Behavioral Health Education Lesson Plans.
 2. Professional learning modules to enhance educators' instructional skills to meet Ohio's Health Education and prevention requirements.

Behavioral HELPs: Themes & Guiding Principles

| | | |
|----------------------|-------------------|---|
| H | H Health | H umanizing and stigma reducing |
| E | E ducation | E mpowerment – developing resiliency, confidence and a strengths-based approach |
| L | L esson | L inked – Our health and skills are linked across topics and dimensions of wellness to recognize, reach out and use resources. |
| P S | P lans | P repared – ready to navigate resources and apply S kills to demonstrate healthy behaviors. <ul style="list-style-type: none">• Skills include decision-making, communication, analyzing influences, accessing health resources, self-management, advocacy. |

Lesson Plan Overview

| Unit Topic | K | 1 | 2 | 3 | 4 | 5 | Middle (6-8) | High School (9-12) |
|--------------------------|---|----|---|----|---|---|--------------|--------------------|
| Substance Use Prevention | 4 | 4 | 4 | 4 | 4 | 4 | 10 | 13* |
| Mental-Emotional Health | 4 | 4 | 4 | 4 | 4 | 4 | 10 | 10 |
| Total | | 24 | | 24 | | | 20 | 23* |

**Note.* High School Lesson 6 includes four options: L6a – Tobacco, L6b - Alcohol, L6c – Marijuana; 6d -Opioids

Lesson Plans

Lesson 4: It's ME

Overview: Students will apply what they've learned in the first three lessons to share and awareness of ME, activities that strengthen ME, skills recognize, reach out and use resources that support ME.

National Health Education Standards

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

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

Healthy Behavior Outcome (HBO):

| | |
|------------------|---|
| MEH HBO 2 | Engage in activities that are mentally and emotionally healthy. |
|------------------|---|

Lesson Objective- Students will be able to:

| Objective | Assessments |
|--|------------------------------------|
| 1. Use positivity to enhance emotions and feelings. | Attachment 4.1: Positivity |
| 2. Recognize different emotions and feelings | Attachment 4.2: Toolkit for ME |
| 3. Describes how to recognize when help or resources are needed to support ME | Attachment 4.3: Show What you Know |
| 4. Identify trusted adults that can support mental and emotional health. | Attachment 4.3: Show What you Know |
| 5. Identify activities, resources, and strategies for each zone of emotions to support mental and emotional health | Attachment 4.2: Tools for ME |

- "I can't do that; it looks too hard." (Try, "It looks really hard, but I'll do my best.")
- We can also say something positive about ourselves (Attachment 4.1). "I am _____." You might think about a talent, interest, or achievement that makes you proud.
- Great job of being positive! We'll keep working on being positive and in this lesson. We'll also practice using communication to enhance our mental health.

Introduction:

- We've learned a lot about ME — mental and emotional health. Our final lesson is going to show what you know about ME health and collect your tools and skills in a toolbox. We're going to review how to recognize our feelings, reach out, and use our resources to support ME health.





Teaching Steps:

Activity 1: Tools for ME

- We're going to collect the tools we've learned during our lessons into a toolkit to strengthen our mental and emotional health. Our toolkit has three sections:
- **Recognize** – One tool is to recognize my thoughts, feelings, and emotions.
 - Add two feelings you recognize for each color (e.g., green for happy, calm feelings).
 - Choose one feeling word and think about a situation or reason you felt that way. Then complete this sentence: I feel _____ because _____.
 - Example: I feel happy because I played with my friends.
- **Reach out** – Use these tools to ask for help from trusted adults and resources.
- **Resources** – These tools can be sources of information, activities, or people who can help me. These can help me be positive, recharge my mental health, or help me at home, at school, and in the community.
 - We learned to:
 - Calm, move, think, and distract.
 - Students can share an example of each tool or resource.

Attachment 4.2: Toolkit for me.





I can recognize my feelings. Write two feelings words for each color.

| Green | Yellow | Blue | Red |
|--|---|---|---|
|  |  |  |  |
| Two feeling words: | Two feeling words: | Two feeling words: | Two feeling words: |
| | | | |
| | | | |

Choose one feeling word from any color and share how you feel.

I feel _____ because....

When I have big feeling, I can.... (Circle your answers)

| Take a Deep Breath | Move | Distract | Ask for help |
|---|--|--|--|
|  |  |  |  |

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

Includes....

- Learning Outcomes
- Learning Activities
- Facilitation Questions
- Assessments & Rubrics
- Slides & Resources
- Student Workbook and Toolkit

Accessing the Lesson Plans

- Available on the Wright State webpage
- Register to become HELPs partner
 - Newsletter and updates to lessons
 - Additional resources
 - Invitations to HELPs events

Behavioral HELPs

| Topic | Recognize | Reach Out | Resources |
|--------------------------|--|--|--|
| Mental Emotional Health | <ul style="list-style-type: none"> • Feelings & Emotions <ul style="list-style-type: none"> ○ Big emotions ○ Overwhelming Feelings ○ Urgent Signs | <ul style="list-style-type: none"> • Ask for help • Support others | <ul style="list-style-type: none"> • Trusted adults • Health professionals • Community Resources • Tools <ul style="list-style-type: none"> ○ Distract, move, think positively, talk, and calm |
| Substance Use Prevention | <ul style="list-style-type: none"> • Thoughtful decisions <ul style="list-style-type: none"> ○ Stop, Think, Choose • Do I need help? • Who can help me? | <ul style="list-style-type: none"> • Say No • Ask for help • Support others | <ul style="list-style-type: none"> • Trusted adults • Health Professionals • Community Resources • Tools <ul style="list-style-type: none"> ○ Positive influences ○ Skills |

Grades K-5 Highlights

- Recognize Feelings
- Feel, Think and Act
- Reach Out to Resources
- It's ME!

Scenario 2

| Situation | I feel... | | | | It feels ... | Upstairs or Downstairs Brain |
|--|-----------|--------|------|-----|--------------|------------------------------|
| | Green | Yellow | Blue | Red | | |
| You are working on a group project with your classmates, but you're having trouble understanding how to design your project. | | | | | | |
| Is it an overwhelming feeling? | Yes | | No | | Unsure | |
| | | | | | | |
| Do I need the help of a trusted adult? | Yes | | No | | Unsure | |
| | | | | | | |
| Who could help me? | | | | | | |

Middle and High School Themes

- Functional Knowledge

- ME Health – Feel, Think, Act
- Connectedness of ME Health to our health.
- Recognize feelings, upstairs/downstairs, big emotions, overwhelming feelings, and urgent signs

- Skills

- Communication
 - Empathy
 - Ask for help
- Accessing Resources
 - Trusted adults & behavioral health professionals
 - Barriers
- Using Resources
 - Tools – move, distract, relax

Middle School – Mental Emotional Health

| What is ME Health? | Emotions & Feelings | Recognize, Reach Out, & Resources | Reaching Out | Stress |
|--|---|---|--|---|
| <p>Students will describe the characteristics of mental and emotional (ME) health as how we feel, think and act. Students will understand the interrelationship with other dimensions of wellness. Students will practice identifying feelings as well as strategies and additional activities that promote ME health.</p> | <p>The lesson helps students identify and describe emotions and feelings; understanding how emotions and feelings are expressed in healthy and unhealthy ways; and identify and practice strategies to think and act in healthy ways. Activities will help students recognize feelings, reach out and use resources to support mental health.</p> | <p>The lesson introduces recognize, reaching out and resources that support ME (mental and emotional health). Students will practice recognizing feelings and identifying resources that can support ME health.</p> | <p>Students will continue to practice reaching out to resources to support the ME (mental and emotional health) of self and others. The lesson activities will practice showing empathy and support as well as using stigma-reducing language. Students will also practice communicating with resources to access the help needed.</p> | <p>Students will recognize stressors; understand how stress can affect us physically, emotionally, and mentally; engage strategies to manage stress. Still will explore resources that can support managing stress and recharge ME if healthy ways.</p> |
| Awareness of ME: Grief & Loss | Strengthening ME: Boundaries | Strengthening ME: Sleep | Strengthening ME: Boundaries for Social Media & Technology | Toolkit for ME |
| <p>This lesson will examine grief and help students understand the grieving process. This includes acknowledging and understanding that the emotions and feelings one experiences are a natural and healthy part of the healing process. The lesson shares strategies to recognize and support someone who might be experiencing grief</p> | <p>Students will understand boundaries, define their personal boundaries that impact mental and emotional (ME) health, and why they are important to mental and emotional (ME) health. Students apply Stop, Think, Choose and assertive communication to make healthy choices and maintain their boundaries.</p> | <p>Students will learn key information about the benefits of sleep and techniques that can be utilized to improve their personal sleep habits to enhance ME.</p> | <p>Students will set boundaries to using technology and social media. Lesson activities will focus positive and negative consequences of social media and technology use. Students will practice applying boundaries and refusal skills to use social media and technology in ways that promote ME health.</p> | <p>Students will construct a customized mental health self-management plan. This toolbox will consist of a collection of various coping strategies, each tailored to address specific emotional and mental challenges. Students will have the ability to access their toolbox and choose appropriate strategies when faced with various situations.</p> |

High School – Mental Emotional Health

| What is ME Health? | Emotions & Feelings | Recognize, Reach Out, & Resources | Supporting ME | Reaching Out |
|---|---|--|--|--|
| <p>Students will describe the characteristics of mental and emotional (ME) health as how we feel, think, and act. Students will understand the interrelationship with other dimensions of wellness. Students will practice identifying feelings as well as strategies and additional activities that promote ME health.</p> | <p>The lesson highlights the connections between emotions and feelings and how we think and act. Students will practice recognizing emotions and reaching out to use resources to think and act in healthy safe ways.</p> | <p>Students will apply recognize, reach out and use resources to support mental health. The lesson will practice recognizing big feelings, overwhelming feelings, and urgent signs of a mental health concern.</p> | <p>Students will learn about resources that support ME health. The lesson creates awareness of the scope of care and support provided by various ME health resources and professionals accessible from home, school or in the community. Students will apply their knowledge in scenarios that will identify resources to support ME health.</p> | <p>The lesson reinforces recognizing, reaching out and using resources. Students will practice reaching out to trusted adults and resources to support ME health. Students will practice asking for help for themselves and demonstrating empathy and support for others.</p> |
| Reducing Stigma | Balancing Responsibilities | Stress | Grief & Loss | Toolkit for ME |
| <p>This lesson targets reducing barriers to recognizing, reaching out and use resources to support ME health. Students will identify individual and societal barriers to accessing ME health resources. Activities will also target how to reduce ME health stigma and support ME health.</p> | <p>Students learn how to maximize their time by implementing boundaries; setting priorities; recognizing when to reach out to resources; and practicing self-care strategies.</p> | <p>Students will examine stress and how it impacts ME health. Students will also learn how stress impacts how we think and act. Students will identify how to recognize stress and anxious feelings. Students will identify strategies, tools, and resources to think and act in healthy ways.</p> | <p>The lesson uses recognize, reach out and use resources to understand the feelings associated with grief and loss; strategies to think and act in healthy ways when experiencing grief and loss; and how to reach out, demonstrate empathy and support others.</p> | <p>Students will put their MEH Toolkit together by utilizing the skills they learned from the previous lessons in this unit. This personalized toolkit of strategies, tools, and resources will help students to recognize, reach out and use resources to strengthen mental and emotional health.</p> |

Recognize my Feelings: Feelings Index

| I FEEL... | | | | | | | |
|------------|-----------|----------|------------|-------------|--------------|-----------|-------------|
| CHEERFUL | ENERGIZED | FOCUSED | CALM | ANXIOUS | APPREHENSIVE | WORRIED | NERVOUS |
| SAFE | SECURE | RELAXED | RESTED | CONCERNED | SURPRISED | RESTLESS | WORRIED |
| CAREFREE | PEACEFUL | HAPPY | JOYFUL | DISCOURAGED | SHY | TIMID | UNEASY |
| EXCITED | INSPIRED | HOPEFUL | BALANCED | CAUTIOUS | CONFUSED | EDGY | VULNERABLE |
| ANGRY | FURIOUS | LIVID | TENSE | DOWN | DISAPPOINTED | DISGUSTED | BORED |
| IRRITATED | ANNOYED | MAD | PANICKED | DRAINED | EXHAUSTED | TIRED | SAD |
| FRIGHTENED | GROUCHY | STRESSED | FRUSTRATED | MISERABLE | HOPELESS | LONELY | INTIMIDATED |
| STUNNED | AFRAID | HOSTILE | DEFEATED | FATIGUED | BITTER | SLEEPY | PESSIMISTIC |

| IT FEELS... | |
|-------------|-------------|
| | 1 SMALL |
| UPSTAIRS | |
| | 2 MEDIUM |
| DOWNSTAIRS | |
| | 3 BIG |

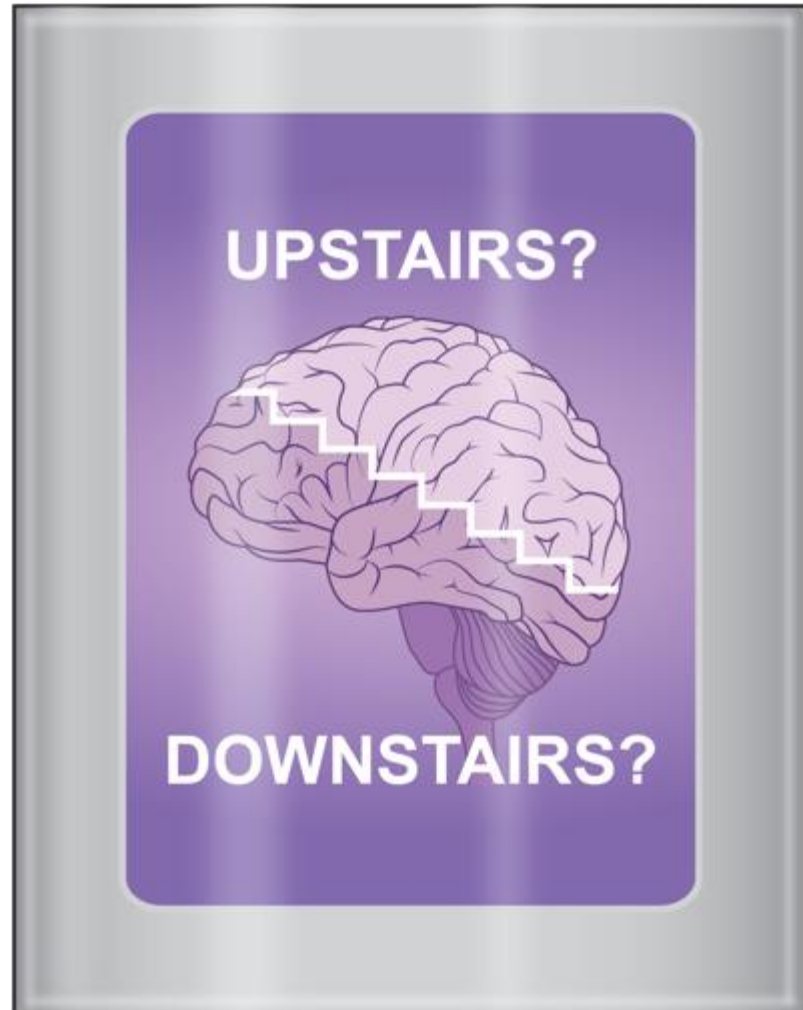
Recognize

- **Big emotions** (Level 3) or feelings are when we have difficulty controlling or regulating the emotion. **Small emotions** (Level 1) are still important feelings, but we still feel in control of our thoughts and actions.
- **Overwhelming Feelings** - hang around for a long time, change the way we feel and behave, and may stop us from doing what we enjoy.
- **URGENT warning signs** that are observable changes, behaviors or statements that directly or indirectly signal an individual is contemplating suicide or violence towards others ([Wisconsin, Lesson 2](#)).
- If notice, see, hear, or recognize these **URGENT warning signs** you must talk with a **trusted adult right away, call 911**, and seek immediate help from a mental health provider.

Recognize: Urgent Signs

- Someone is threatening to hurt or kill themselves.
- Someone is looking for ways to kill themselves: seeking access to pills, weapons, or other means.
- Someone is talking or writing about death, dying, or suicide in a way that is not “typical” for them.
 - **Always reach out to a trusted adult when you recognize overwhelming feelings in yourself or others, threats or actions that could hurt or injure themselves or someone else.**
 - **Reach out to resources like a trusted adult or health professional if your everyday feelings or big emotions need help or support.**

Recognize: Upstairs or Downstairs Brain



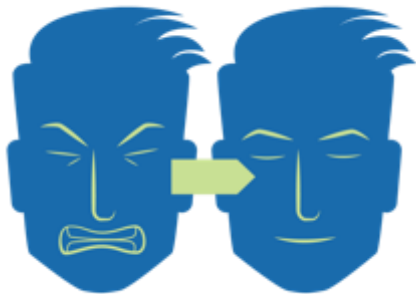
- **Upstairs (Level 1)**

- The frontal lobe just behind the forehead is
- Responsible for our executive function.
- Processes information, focus, plan, prioritize, and make thoughtful decisions.
- In our upstairs brain we are more self-aware and socially aware

- **Downstairs (Level 3)**

- Regulate our response to stimuli and emotions.
- Breathing and regulates heart rate,.
- Maintains these functions without much thought or control.
- Our downstairs brain takes over when we encounter a stressful, dangerous, and threatening situation.

Feel, Think, and Act Scenarios



| Situation | Feeling | Type (Circle) | Brain | Think and Act | |
|---|---------|---------------|-------|---------------|---------|
| | | | | Unhealthy | HEALTHY |
| I got a new game that I can't wait to play. | | Everyday | | | |
| | | Overwhelming | | | |
| | | Urgent | | | |
| A friend said they're just tired of everything and wish they were not here anymore. | | Everyday | | | |
| | | Overwhelming | | | |
| | | Urgent | | | |
| Another student in your class is calling you hurtful names and has threatened to hit you. | | Everyday | | | |
| | | Overwhelming | | | |
| | | Urgent | | | |
| I didn't sleep much last night. | | Everyday | | | |
| | | Overwhelming | | | |
| | | Urgent | | | |

Reaching Out

- Think about what you want or Why am I reaching out?
- Decide who to talk to or the resource to use
- Choose the right time and place
- Ask for help
 1. Start with a conversation starter.
 2. Share what you recognized or noticed
 3. Ask for help
 - State what you need
 4. Thank the person for helping, listening, or caring.
 - Congratulate yourself for being brave and caring about ME health.



Recognize, Reach Out, & Resources:

How to Talk with a Friend or Someone about Mental Health

- **Empathy**

- Show you care
- Try to put yourself in the other person's shoes
- Be non-judgement.



- **Active Listening**

- Attentive
- Stay calm
- Withhold judgment,
- Asking open-ended questions to clarify, summarize or paraphrase what you heard
- Show empathy, and use inviting body language (e.g. eye contact, nodding, body posture).

Reach Out to Resources

- Why is it important to reach out?
 - We want to think and act in ways that are healthy and safe.
 - We can be helpful to ourselves and others by reaching out and using resources.
- How to reach out?
 - My mental health - “I noticed I’m feeling very anxious. Can I talk to you more about this?”
 - If you notice a signal in a friend, family member, or another person, you could say something like, “I noticed you seem a little upset. Would you like to talk about it?”

Resources

- Trusted Adults

- Home
- School
- Community
 - Trained professional
 - Community resources
 - 988 and other local resources



- How do you know they are a trusted adult?

- Gives good advice when you want and ask for it.
- Respects your need for privacy.
- Does not judge, tease, or criticize when you talk freely about your feelings and emotions.
- Helps you figure out what to do the next time a difficult situation comes up.
- Trained professionals

Tools

- Calm yourself and relax – take a breath or find a calming space.
- Think and be positive – take on the challenge.
- Distract – doodle, fidget, or color.
- Move – stand up and move around.
- Talk – share how you are feeling with someone.



Related Topics

- Stress
- Boundaries
 - Time Management
 - Technology
- Grief and Loss
- Toolkit for ME
 - Show what you know
 - Awareness of ME
 - Strengthening ME
 - Supporting ME

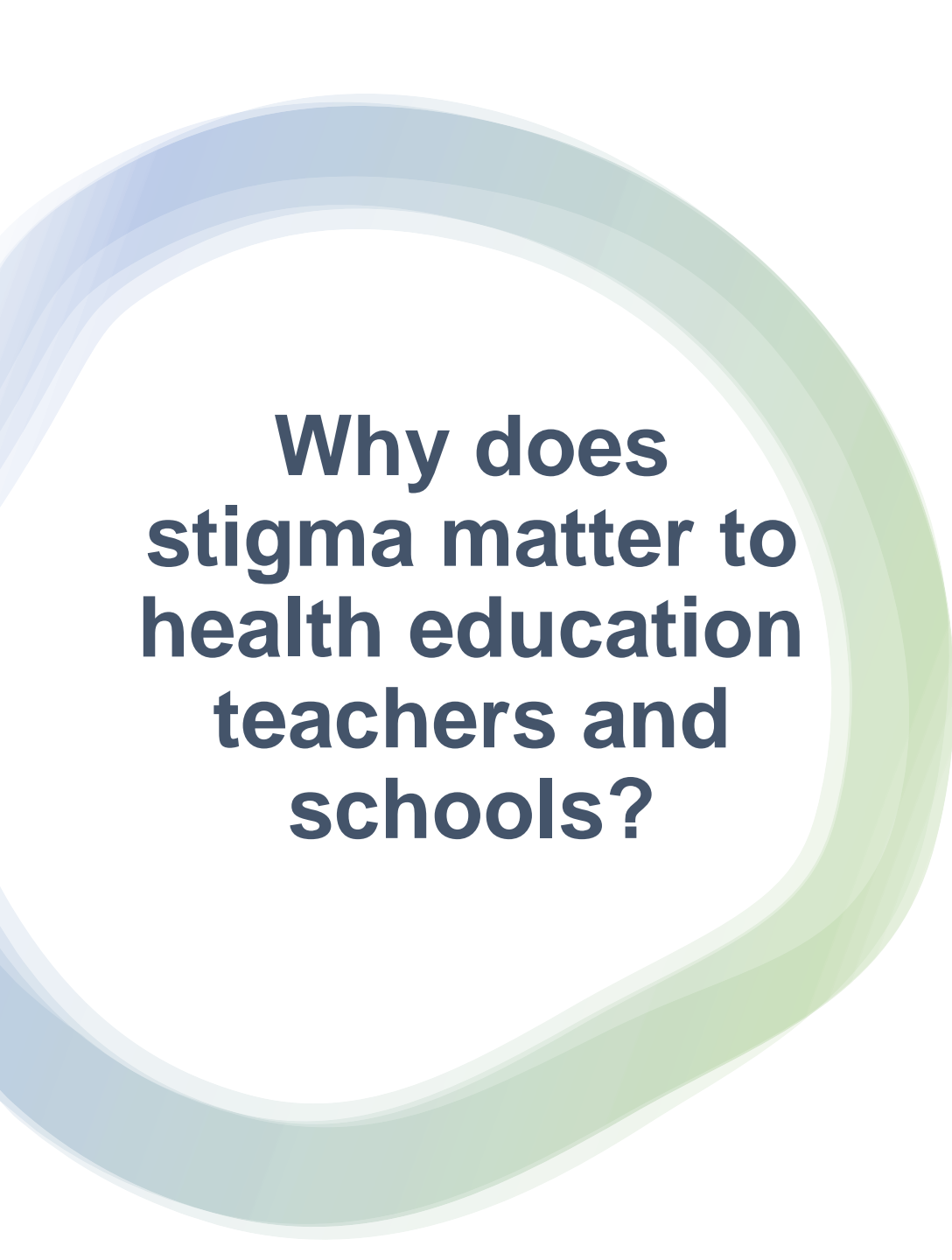
Supporting ME: Barriers & Helpers

“I know there are resources, but why won’t I seek help, support or resources?”

| Possible Barrier | Reframe our Brain to Overcome Barrier |
|--|--|
| Feeling like a burden. | <ul style="list-style-type: none">• If a friend reached out to you and expressed emotions similar to how you were feeling, would you be willing to listen to them?• Would you view them as a burden? |
| Thinking that their problems are not as bad as others. | <ul style="list-style-type: none">• Everyone’s feelings are valid and worth attention.• Asking for help is okay. |
| Thinking that nothing is going to change. | <ul style="list-style-type: none">• One step at a time; one resource at a time; one conversation at a time.• Moving forward can lead to change. |
| Thinking that they should be able to handle things on their own. | <ul style="list-style-type: none">• Receiving help is a sign of strength. We are all worthy of support from others. |
| Feeling ashamed or embarrassed. | <ul style="list-style-type: none">• Noticing changes in ourselves and giving this our attention takes courage, patience and grace.• Mental health is health.• Caring about ourselves and taking action helps us to be the best version of ourselves. |

What is Stigma?

- The belief that an individual has an undesirable attributes that renders them socially discredited.
- Perceptions that individuals with behavioral health disorders are weak, flawed, dangerous and socially incompetent (Wahl & Harman, 1989; Wahl, 2003)
- Manifests in stereotypes, prejudices, and discrimination (Heary, Hennessy, Swords, & Corrigan, 2017)
 - Stereotypes – beliefs about the attributes of the group
 - Prejudices – negative feelings about a group
 - Discrimination – behavior towards a group based on prejudice
- Children held more negative attitudes about adults with MH disorders than adults with physical disorders.
- Young adults were more likely to perceive greater stigma with using MH services than older patients.



Why does stigma matter to health education teachers and schools?

- Teens with less MH knowledge had less positive MH attitudes than students who were more informed.
- Teens receive information about mental health terms and disordered symptoms, yet mental health stigma is not emphasized.
- MH programs for school-age children did not identify curriculum that had address stigma as a core element of their curriculum (Browne & Colleagues, 2004).
- It is critical to address misconceptions, stigma & barriers as part of MH education.

How to reduce stigma?

- Practice sharing how we feel
- Build skills and confidence to recognize, reach out and resources
- Understand behavioral health resources and supports
- Creating a culture of caring and support for self and others.

A Whole School, Whole Community, Whole Child Approach

- Develop whole child teams and councils that are led by a Whole Child Liaison.
- Coordinate policies programs and practices.
 - Address health education requirements.
 - Coordinate your suicide prevention, violence prevention, and social inclusion instruction.
 - A plan for developing healthy behaviors or Tier 1 (Universal prevention) from K-12.
 - Educate families, staff and community.
- Coordinate a system of care so students, educators and families can recognize, reach out and use resources.
- Reduce stigma and promote behavioral health.



Takeaways

- What matters to you?
- Why does it matter?
- So now what?
 - How can I help?

