

Middle School Student Wellness Plan 2023-24



If you are experiencing difficulties during school hours, please contact your school counselor for assistance.

If you are experiencing difficulties outside of school hours, please refer to these community resources.

- The Center for Progress and Excellence – Mobile Crisis Unit Crisis Hotline Number, 1-844-395-4432
- SAMHSA’s National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and [Spanish](#)) for individuals and families facing mental and/or substance use disorders. 1-800-662-HELP (4357)
- National Suicide Prevention Lifeline, 988 or 1-800-273-8255

We encourage all students to share and discuss their Wellness Plan activities with their parents or guardians.



Student Wellness Plan 7th and 8th Grades

What is a Wellness Plan and why is it important?

The purpose of this document is to keep track of your goals and progress during your wellness journey. It is important to be able to look back to see what you have learned, as well as to have accountability for your goals.

Save a copy of this document in your Google Drive so that you can refer to it for each lesson during Wellness Wednesday. To do this, click "File" in the top left menu, then select "Make a copy." You may rename it with your name and Wellness Wednesday Plan. Be sure to change the folder to "**My Drive**". Then click "Make a copy. This will open in a new tab and you may edit that document.




Lesson 1 - Mental Health Awareness and Assistance

Lesson 1, Activities 1 and 2 - My Profile

Directions: Below is your blank wellness profile. Double-click the drawing to open it into editing mode. When prompted by the speaker, you will double-click a text box to open it and write your response. **Please do not work ahead.** We will return to complete the profile later in Lesson 1.

My Profile



Hobbies

Friends

About Me:

Name:

Age:

Grade:

Status Updates:

My habits:

My career interests are:

A goal I'd like to accomplish this year:

Three trusted adults in my life are:

My protective factors:



Lesson 1 Strategy - Reflection

Directions: Reflect on the following statement and complete the sentence by answering the questions in the blanks.

"When I am feeling an unpleasant feeling, I"

What can I do?	
Who can I talk to?	
Who can I get help from?	



Lesson 2 - Recognition of Signs and Symptoms of Mental Health

Lesson 2, Activity 1 - Concerning Posts

Directions: Review each concerning post and then write a response that you could send your friend to offer support.



You see that two months ago your friend tweeted: "OMG I wish I didn't look fat in all of my pictures." This catches your attention and you wish you would've seen the post sooner. You are able to empathize with your friend, because you know what it feels like to compare yourself to others. This would've been a great opportunity for you to reach out to your friend and offer support.

Type two statements you could send to this friend to offer support.



You continue scrolling and see that a month ago this same friend posted: "I haven't eaten in 2 days. LOL" Again, you really wish you would've known about this post sooner. You realize you have two options: you could reach out to support your friend and to encourage them to talk to an adult, or you can reach out to an adult yourself.

Type two sentences on how you could encourage your friend to reach out to an adult.

Then type two ways that you can reach out to an adult yourself to help your friend.



Lesson 2, Activity 2 - Challenge Yourself

Directions: Read the six activities that are suggested to improve well-being. After reviewing them, write six examples of activities or habits you can begin using to improve your own well-being. You can use some of the ideas from the table or come up with personalized activities of your own!

<p style="text-align: center;">Do a Puzzle</p> <p>Challenge your mind with a sudoku or crossword. Check your local newspaper or find free puzzle apps and websites online.</p>	<p style="text-align: center;">Have a Day Off Social Media</p> <p>Turn off Snapchat and Instagram for a day and find other ways to connect with people face-to-face.</p>	<p style="text-align: center;">Do Something Nice</p> <p>Perform a random act of kindness for someone and notice how good it makes you feel.</p>
<p style="text-align: center;">Spend Time with Animals</p> <p>Pay attention to how they move their bodies, what makes them excited or calm, and what they choose to explore. Notice how they make you feel when you're around them.</p>	<p style="text-align: center;">Start a Gratitude Jar</p> <p>Write something you are grateful for each day on a piece of paper and place it in an empty jar or container to reflect on later. Get your whole family or friends involved. When it's full, take turns to read aloud the things everyone is grateful for.</p>	<p style="text-align: center;">Call Instead of Texting</p> <p>Having a real conversation can have a much more positive effect on your well-being than sending a text.</p>



<p style="text-align: center;">Take on a DIY Project</p> <p>Learn how to fix a broken bike or a squeaky door. You'll find plenty of free tutorials on YouTube to get you started.</p>	<p style="text-align: center;">Do Some Stargazing</p> <p>Head outside at night and spend time gazing at the stars. Search for constellations and shooting stars.</p>	<p style="text-align: center;">Smile at a Stranger</p> <p>Try smiling at a stranger as you pass by; you never know how much it could brighten their day!</p>
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"I choose to challenge myself by incorporating these activities into my life..."

1.	
2.	
3.	
4.	
5.	
6.	



Lesson 3 - Strategies to Develop Healthy Coping Techniques

Lesson 3, Activity 1: "Group Chat"

Directions: Write two coping skills for each friend based on what you observe on their individual video chat screen.

<p style="text-align: center;">Friend 1</p> <p>Coping skills:</p> <ol style="list-style-type: none"> 1. 2. 	<p style="text-align: center;">Friend 2</p> <p>Coping skills:</p> <ol style="list-style-type: none"> 1. 2.
<p style="text-align: center;">Friend 3</p> <p>Coping skills:</p> <ol style="list-style-type: none"> 1. 2. 	<p style="text-align: center;">Friend 4</p> <p>Coping skills:</p> <ol style="list-style-type: none"> 1. 2.



Lesson 3, Activity 2: Coping Skills Checklist

Directions: Type six skills that you can use in the future to cope with a stressful situation. Make sure that three of these strategies can be used in school, and three can be used at home.

1.	
2.	
3.	
4.	
5.	
6.	

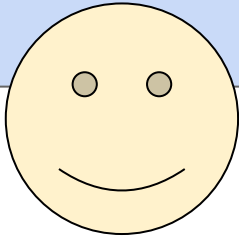
Lesson 3 Strategy: Compliment Yourself

Directions: Write five compliments you can give yourself. Think about what you like about your personality, your abilities, and what you're good at. It can be anything you are proud of!



Lesson 4 - Strategies to Support a Peer, Friend, or Family Member with a Mental Health Disorder

Lesson 4, Activity 1: Trusted Adult

	<h1>Trusted Adult</h1>
About	
Name:	
Relation to me:	
Characteristics:	

Directions: Fill in the sections below regarding the trusted adult you chose. You will list their name, how they relate to you (such as mom, teacher, family friend, uncle...etc.) and then give three characteristics that make them a trusted adult. Consider how they show you support and bring you comfort.

Name:

Relation to me:

Characteristics:



Lesson 4, Activity 2: "I" Statements

Directions: Read each scenario, then write an "I" statement in a sentence, offering support in the blank provided.

Scenario 1:

Your friend who sits next to you at lunch expresses that they are super stressed about their advanced math class. You can see that they look tired and you have noticed that their mood has changed; they seem more negative. You feel there could be more going on with them other than stress from the math class.

What "I" statement can you use to offer support?

Scenario 2:

Your younger sibling has been coming home from school looking upset and seems to get angry over every little thing.

What "I" statement can you use to offer support?

Scenario 3:

A classmate who you aren't really friends with comes out of the bathroom crying. You don't know much about them, but obviously something is wrong.

What "I" statement can you use to offer support?



Lesson 4 Strategy: Positive Note to a Friend or Peer



Write a positive note to a friend. It could be a compliment, encouraging words, or about a positive moment you both have shared.



Write a short note to a trusted adult in your life. Tell them what character traits you appreciate and admire about them.



Lesson 5 - How to Reduce Stigma About Mental Health Disorders

Lesson 5, Activity 1: Influencers

Directions: One of these imaginary influencers is promoting positive change while the other is contributing to stigma. Identify which influencer has earned their “verified badge” in their efforts to reduce the stigma.

Influencer 1:

Beth is a comedian who performs at local clubs in Los Angeles on weeknights. She is diagnosed with depression and uses comedy as a coping mechanism to deal with the symptoms. During performances, Beth uses the spotlight to make fun of her own depression because she feels that laughter is the best medicine.

Influencer 2:

Jason is local teen who became famous for posting funny videos about his cat. He suffers from social anxiety, especially in large crowds. He uses his video platform to open discussions about social anxiety and how he uses his cat’s companionship to cope. Jason feels that speaking about mental health can be done best through relatable and engaging content.

Based on the influencer profiles shared, identify which influencer has earned their “verified badge” in their efforts to reduce the stigma.





Influencer 1:

Shay is social media fashion icon who posts information on healthy food choices and exercise routines. She has been diagnosed with bulimia, an eating disorder, and continues to struggle with body image. Shay encourages teens to create healthy habits and promotes having a positive self-concept by creating realistic expectations.

Influencer 2:

Ricardo is a famous athlete who plays for a national organization and is among the top performers as well as the most-liked players. He suffers from post-traumatic stress disorder (PTSD) due to a traumatic event from his past. Ricardo is very active on social media platforms, where he often retaliates against or verbally attacks any commenters he disagrees with. He then uses his PTSD as an excuse when negative publicity arises.

Based on the influencer profiles shared, identify which influencer has earned their "verified badge" in their efforts to reduce the stigma.



Lesson 5, Activity 2: Stand Up!

Directions: Listen to the scenario presented in the video. Work individually or with your shoulder partner to come up with two ways to reduce stigma. How can you help your friend in this scenario? There will not be any group sharing, so your teacher will monitor your discussions.

A friend confides to you that he has noticed himself becoming angry very quickly and without any real triggers, and that once the anger becomes uncontrollable, he starts crying. Your friend is upset because he doesn't understand why or what triggers him. You know that this friend is dealing with stress at home and that he was diagnosed with anxiety a few weeks ago. Your friend tells you that lately he is feeling worse, because other students have been making fun of him and calling him insane when they see him crying.

1.	
2.	



Lesson 6 - Prevention of Child Trafficking/Relationship Safety/ Internet Safety

Lesson 6, Activity 1 - Posers

Directions: Read along as the speaker reads each of the following two scenarios. Answer the question after each one.

Scenario 1:

You met Catherine at the movies with your friends last week. A few of them know her from playing soccer together. You hang out for a few hours at the theater before going home. When you get home, you have a new friend request from a profile named Cat in the Hat. You assume that it's Catherine and accept the request. You immediately get a message to see if you want to hang out tomorrow and to ask for your address. She offers to pick you up to go to the park.

Knowing your internet safety rules, what is suspicious about the message you received?

Scenario 2:

It's summer break, and you are at the local water park with your family. In the past week, you and a group of friends have been creating accounts with funny names to prank each other. While at the water park, you check your phone and see that you have a new request from an account named RangerDanger. You accept the request, assuming it's part of the prank circle. RangerDanger immediately messages asking what you're up to and requests that you send a selfie.

Knowing your internet safety rules, what is suspicious about the message you received?



Lesson 6, Activity 2 - Protect Yourself

Directions: List three things that you can do to protect yourself online, and three things that you can do to protect yourself in public.

Online Protection	Public Protection



Lesson 6 Strategy - 5 Senses Mindfulness Exercise

Directions: Follow the instructions below as they are given to you by the narrator.

“Sit up straight with your feet firmly on the ground. Close your eyes and take three deep breaths. As you breathe in, count slowly 1-2-3... then breathe out counting 1-2-3. Repeat this 2 more times.”

Now open your eyes. Take a look at the screen with all 5 senses listed. Think of answers to each of these questions as the narrator asks them:

- What are 5 things you can see?
- What are 4 things you can feel?
- What are 3 things you can hear?
- What are 2 things you can smell?
- What is 1 thing you can taste?



Lesson 7 - Prevention of Mental Health Disorders

Lesson 7, Activity 1 - Daily Routine

Directions: When the narrator prompts you, answer the questions for that activity, writing them in the second column. Then in the third column, when the narrator reads the recommended answers, write if you think your current routine is healthy or needs improvement.

Habit	Time	Healthy or Needs Improvement?
How many hours do I normally sleep?		
Do I usually eat breakfast?	Yes or No	
How many hours do I socialize with friends each day?		
Do I usually eat lunch?	Yes or No	
How many hours do I normally spend looking at a screen/gaming/social media?		
How many hours do I spend outside each day?		
How many hour(s) do I engage in physical activity each day?		
Do I usually eat dinner?	Yes or No	
Do I complete my homework each night?		



Lesson 7, Activity 2 - Creating a SMART Goal

Directions: In the table above, highlight one habit that you wrote “Needs Improvement” and would like to create a goal for. In the table below, create a SMART goal to improve that habit.

Specific	What do you want to accomplish?	
Measurable	How will you measure this?	
Attainable	How can this be accomplished?	
Realistic	Why is this important to you?	
Time-Bound	What is your deadline?	



Lesson 8 - Prevention of Suicide

Lesson, 8 Activity 1- What's Going On?

Tanya is a 15-year-old girl who lived in the Midwest. Her parents have recently divorced, which has forced her to move to a new community of only 3,000 people. She hates the small-town atmosphere, and hasn't made any new friends. Her sister, Tiffany (whom she considers her only friend) is going away to college in the fall, which makes her feel even worse. Tanya is having trouble sleeping, her grades are falling, and she cries almost every day. She has tried to tell her dad and new stepmom that she is feeling terrible, but they said that things will get better, if she will just give it some time. One evening, Tanya gives her sister her birthstone ring, saying that she won't need it anymore.

What are three warning signs you noticed in Tanya's story?

1.	
2.	
3.	

What are two ways you can contact an adult?

1.	
2.	



Lesson 8, Activity 2 - Important Hotline Numbers

Directions: This video provided two phone numbers that you can call if you need mental health services. Please type the correct phone number in the boxes provided.

1.	National Suicide Prevention Hotline:
2.	Center for Progress & Excellence Mobile Crisis Team:



Lesson 9 - Prevention of the Abuse of and Addiction to Alcohol, Nicotine, and Drugs

Lesson 9, Activity 1 - Insta-fluencers

Directions: You have five minutes to search the Internet for a photo that discourages the use of alcohol and drugs, including nicotine. It can be someone saying "No" to alcohol and/or drugs, or show the negative effects that drug use has on someone. You want this photo to make an impact at first glance. Get creative! Copy and paste the photo below, then add a caption under the post. Finally, come up with a minimum of two hashtags that are relative to the prevention of alcohol and drug use, as well as the prevention of addiction.

Paste photo here



Lesson 9, Activity 2 - Speak Up

Directions: You will use the same photo from your Insta-fluencer's post and you will now write three sentences explaining the harmful effects of substance use/abuse.

Paste photo here

Write three sentences describing harmful effects of drugs, alcohol, and vaping.



Lesson 9 Strategy - Just Say No

Directions: Write three statements that you can personally use to say "No" to alcohol or drugs. They can be as personal as you would like them to be. Make them relevant to your life and personality.

1.	
2.	
3.	



Lesson 10 - Resources

Lesson 10, Activity 1 - Who Can Help Me?

Directions: Reflect on the following questions as they are read to you by the narrator in the video. For each question, write the name of an adult whom you would most likely go to. These adults will form your support system.

An adult whom I can ask for help at school is _____
_____.

An adult whom I can ask for help at home is _____
_____.

An adult whom I can speak with if I'm having trouble with my parents is _____
_____.

An adult whom I can speak with if I'm concerned or worried about a friend or classmate is _____
_____.



Lesson 10, Activity 2 - Match Up Activity

Directions: Match the letter from the first table to the correct question or statement from the second table by typing the letter next to the sentence. You will have six minutes. The first one has been done for you as an example.

A. Consequences	F. A trusted adult
B. Self-help	G. "I" Statement
C. Mental health	H. Goal
D. Stigma	I. https://www.nami.org/home
E. False	J. True

1.	C	A person's emotional well-being that affects their thoughts, feelings, and actions.
2.		My friend expressed that they are feeling sad and are having harmful thoughts. Who should I tell?
3.		What website can I access for more resources and information on mental health?
4.		Signs are the same as symptoms.
5.		The results or effects of the choices you make.
6.		My sibling has been acting differently and I am concerned. What kind of statement can I use to have a meaningful conversation?
7.		Resources, such as books or apps, that help users with relaxation techniques.



8.		Mental health labels that are associated with seeing a person as "weak" rather than "sick", would be an example of _____?
9.		Anyone can be a victim of human trafficking.
10.		A written plan of the future or desired result that a person or a group of people envision, plan, and commit to achieve.



Lesson 10 Strategy - Three Things I Learned on My Journey

Directions: Write three main ideas that you have learned on your Wellness Wednesday journey. They can be tools you've learned, wellness facts, new vocabulary words, or resources.

1.	
2.	
3.	

