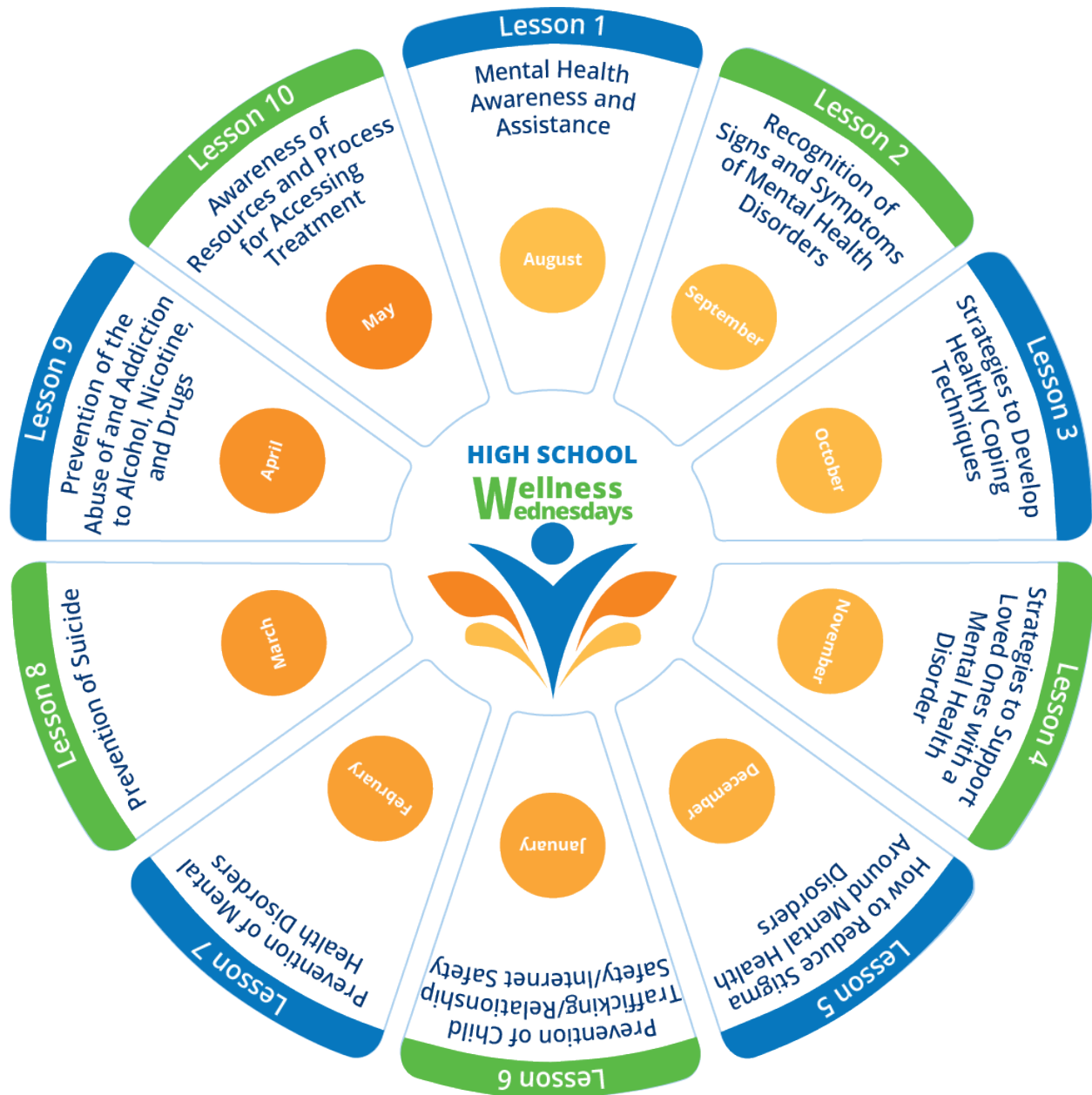


High School Student Wellness Plan Ninth Grade



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

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



Student Wellness Plan

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 see what you have learned, as well as to have accountability to your goals. You will refer to this plan for each lesson during Wellness Wednesday.

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, Activity 1 - Start Off Your Wellness Plan

Directions: Using the table below, write down your current habits in regards to sleep, dieting, and exercise. What improvements can you make in these three areas?

Sleep	Diet	Exercise
<p>Current Habits:</p>	<p>Current Habits:</p>	<p>Current Habits:</p>
<p>Improvements:</p>	<p>Improvements:</p>	<p>Improvements:</p>



Lesson 1, Activity 2 - SMART Goals

Directions: Create a mental health and well-being SMART goal that you would like to accomplish this year, in regards to your mental health and well-being. Throughout the year, check your progress, keeping in mind each component of your SMART goal.

<p>S Specific</p>	<p>Your goal should be well defined, detailed, and clear. Five "W" questions:</p> <ol style="list-style-type: none"> 1. Who needs to be involved? 2. What do I need to do? 3. Where will I reach this goal? 4. When will I reach the goal? 5. Why do I want to achieve this goal? 	
<p>M Measurable</p>	<p>Is your goal measurable? You should be able to tell when you reach your goal.</p>	
<p>A Achievable</p>	<p>Can you reach the goal? Consider your available time, skills, and financial status.</p>	
<p>R Realistic</p>	<p>Is your goal realistic within the given time frame and with the available resources?</p>	
<p>T Timely</p>	<p>Set a start and finish date for your goal.</p>	
<p>SMART Goal</p>	<p>Revise your goal based on the answers to the questions above.</p>	



Lesson 2 - Recognition of Signs and Symptoms of Mental Health Disorders

Lesson 2, Activity 1 - 5 Signs, 5 Symptoms

Directions: Work individually or discuss with a small group. Fill in the blank below. Identify which disorder the signs and symptoms listed may be associated with.

Signs	Symptoms
Changes in eating habits	Feeling overwhelmed
Headaches	Difficulty concentrating
Isolating from peer group	Feeling restless
Fatigue	Feeling irritable
Avoiding extracurricular activities	Being hypervigilant

These signs and symptoms can be indicative of _____ disorders.

Signs	Symptoms
Fatigue	Impaired memory
Irritability	Mood swings
Impulsivity	Feeling anxious
Absenteeism (in school)	Daytime sleepiness
Substance abuse	Difficulty concentrating

These signs and symptoms can be indicative of _____ disorders.



Lesson 2, Activity 2 - Mental Health Scenarios

Directions: Work as a class to review each case study below, one at a time. Determine which mental state applies to the scenario and if the individual requires further intervention; discuss why or why not.

Mental Well-Being	Mental Distress	Mental Health Problem	Mental Illness
Content and comfortable state	Emotional reaction	Very strong reaction; emotional and often physical	Includes mental health disorders like anxiety or depression
Requires no intervention	May subside in a short amount of time	Includes feelings like hopelessness, grief, despair	Diagnosed by a professional
	Includes feelings like anger, frustration, disappointment, sadness	Support may include talking to a friend, family member, trusted adult, School Counselor	Requires therapeutic intervention

Scenario 1: You notice that your brother has become more agitated and aggressive in the past few weeks. He plays video games for hours on end. He also has been eating a lot and has gained some weight. He doesn't talk to his friends as much as he used to. When you ask him to do something with you, he says no, even if it is something he normally would say yes to.

What mental state is described in the scenario here? (highlight one)

<i>Mental well-being</i>	<i>Mental distress</i>	<i>Mental health problem</i>	<i>Mental illness</i>
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Based on your determination, what intervention is needed? (highlight one)

<i>No intervention needed</i>	<i>Support from a trusted adult</i>	<i>Support from a mental health professional</i>
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Scenario 2: Your friend expresses that she is worried about the upcoming ACT, college applications, and balancing school, work, and volunteering. She also shares that she has felt extremely overwhelmed lately, and she hasn't been sleeping well. She also says that she finds it difficult to concentrate in school lately, which just leads to a stronger feeling of being overwhelmed.

What mental state is described in the scenario here? (highlight one)

<i>Mental well-being</i>	<i>Mental distress</i>	<i>Mental health problem</i>	<i>Mental illness</i>
--------------------------	------------------------	------------------------------	-----------------------

Based on your determination, what intervention is needed? (highlight one)

<i>No intervention needed</i>	<i>Support from a trusted adult</i>	<i>Support from a mental health professional</i>
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Scenario 3: Your cousin had a friend that recently died unexpectedly. He has been pretty down the past couple of weeks, and expresses that he misses his friend. He seems distracted lately. You offer to go to the movies with him and he agrees.

What mental state is described in the scenario here? (highlight one)

<i>Mental well-being</i>	<i>Mental distress</i>	<i>Mental health problem</i>	<i>Mental illness</i>
--------------------------	------------------------	------------------------------	-----------------------

Based on your determination, what intervention is needed? (highlight one)

<i>No intervention needed</i>	<i>Support from a trusted adult</i>	<i>Support from a mental health professional</i>
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Lesson 3 - Strategies to Develop Healthy Coping Techniques

<p>Activity 1: Identify Your Stressors</p>	<p>Activity 2: Identify Your Strategies</p>
<p>Directions: Think about the stressors you experience on a day-to-day basis. Maybe it is a challenging class; maybe it is balancing work, school, and home; maybe it is something totally different that is personal to your life and your experiences. Your stressors probably will look different than those of the person next to you, and that is okay. Only fill in the left side of the chart for Activity 1.</p>	<p>Directions: Come up with a coping strategy or coping skills for each stressor you identified. Remember, this should be personal to you and your life experiences. Think about what has worked for you and helped you to overcome stressful times in the past.</p>

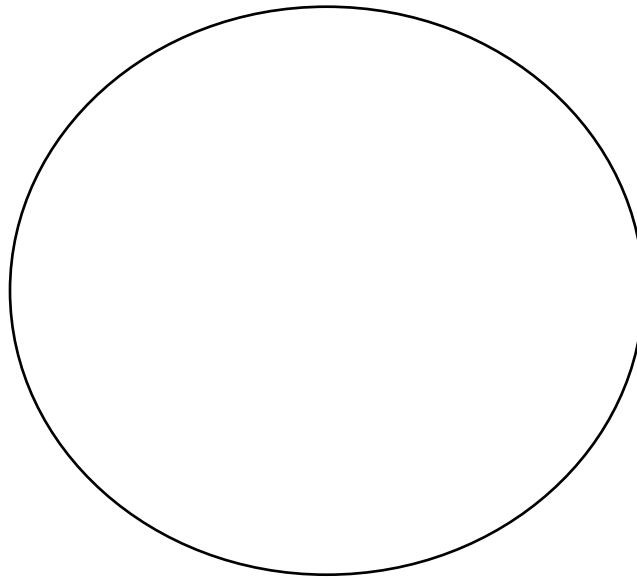
Stressors	Coping Strategy
1.	
2.	
3.	
4.	
5.	



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

Lesson 4, Activity 1 - Comfort Zone

Directions: Read through each lettered situation and consider your comfort level. If you are uncomfortable with a situation, write the associated letter outside of the circle. If you are comfortable with the situation, write the associated letter inside the circle. The closer to the center of the circle, the more comfortable and confident you are with the situation. There are no right or wrong answers; this is only to help you understand your level of comfort in regards to particular situations.



- A. Telling your parents that you think you might need help to address any mental health concerns you may have.
- B. Telling a friend that you are concerned about them and think they may need help.
- C. Telling a friend that you need to see a doctor for a minor injury.
- D. Telling a friend that you are going to start seeing a counselor.
- E. Taking time to learn more about mental health.
- F. Offering support to someone who comes to school with a broken leg.
- G. Offering support to someone with depression.
- H. Reminding your peers that it is not okay to use insensitive terms.
- I. Talking to a trusted adult about your concerns for a peer's mental health.
- J. Reaching out to a mental health provider to schedule an initial appointment.
- K. Talking to your friends about how to seek mental health support.



Lesson 4, Activity 2 - A.C.T.

Directions: In small groups or on your own, read through each scenario below and write out your responses to the ASK, CARE, and TELL questions.

1. You are talking with a friend about their home life. Everything seems to be fine, but then your friend starts to yell and demands that you leave them alone. You notice that your friend has been getting angry a lot lately and that many of your friends have stopped spending time with them.

ASK	
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CARE	
-------------	--

TELL	
-------------	--

2. Your friend tells you that they do not see any point in their life. They tell you that they feel like there is no way out and they have been thinking about suicide.

ASK	
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CARE	
-------------	--

TELL	
-------------	--



Lesson 5 – How to Reduce Stigma Around Mental Health Disorder

Lesson 5, Activity 1 - Stop Stigma

Directions: Work individually to come up with words or phrases that promote or reduce stigma associated with mental illness.

Use each letter of the word STIGMA as the first letter of a word or phrase that promotes a stigma.

S	
T	
I	
G	
M	
A	

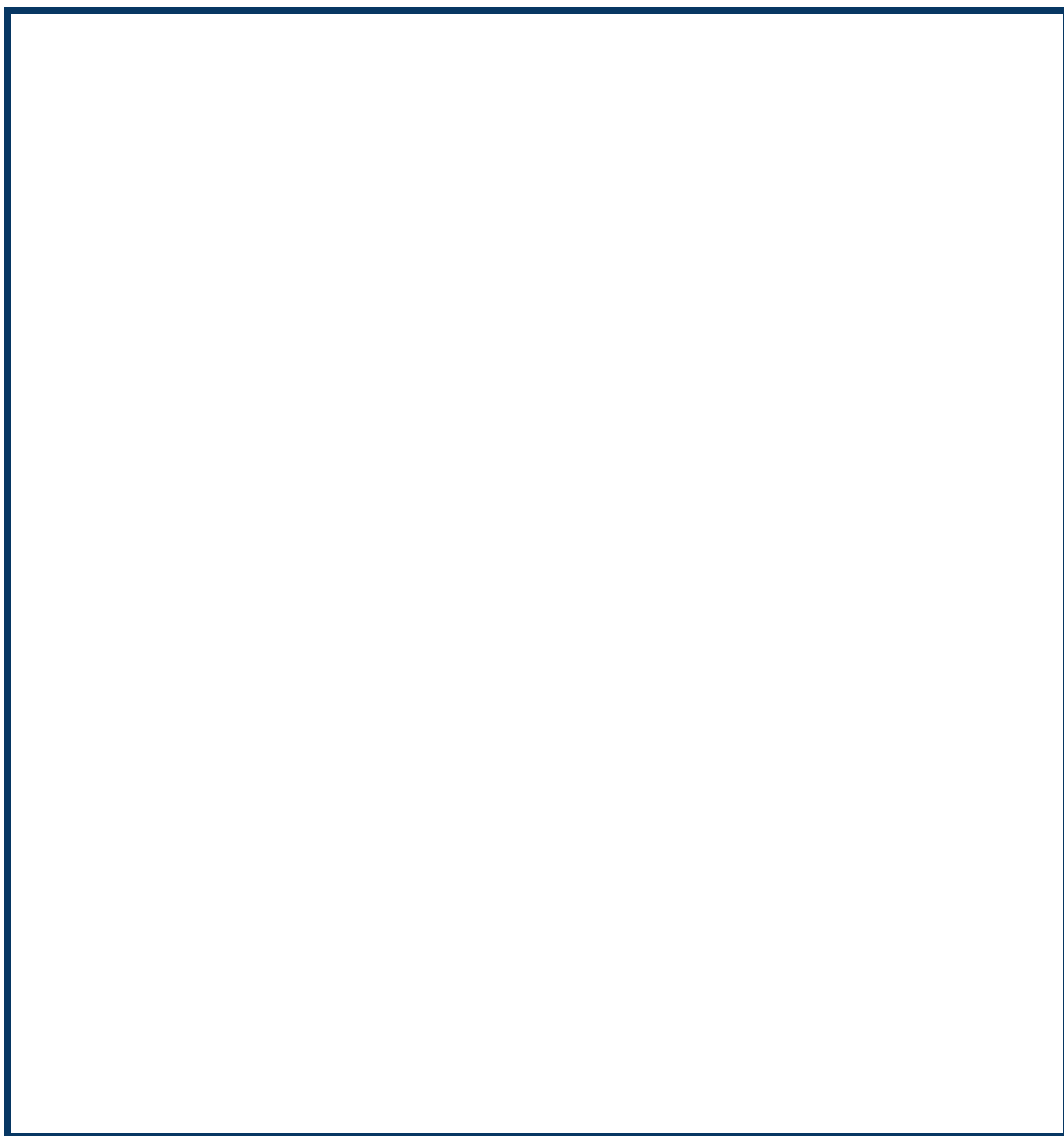
Use each letter of the word STOP as the first letter of a statement that helps to reduce the stigma.

S	
T	
O	
P	



Lesson 5, Activity 2 - Develop A Flier to Reduce Stigma

Directions: Work individually or in groups of 2-3 to create a flyer that: encourages your peers to seek mental health support and reduces stigma about mental health. You can draw using the "Drawing" feature. Think about positive phrases, coping skills, etc. that you have learned so far this school year.



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

Lesson 6, Activity 1 - Create a Public Service Announcement

Directions: Work individually or in a group of up to 4 to create a 30-second public service announcement (P.S.A.) about human trafficking. Use a tagline - to grab the attention of your audience then, introduce the information, including important facts like risk factors, how individuals are targeted, and indicators that someone is in a dangerous situation. Wrap it up with information on how someone can get help.

P.S.A.! _____



Lesson 6, Activity 2 - Let's Review!

Directions: Review the material that has been covered in today's lesson. Highlight the appropriate response for each of the 10 items below.

1. Human trafficking is?	<ul style="list-style-type: none"> A. emotional, verbal, and physical abuse B. the use of force, fraud, or coercion to obtain a type of labor or sex act C. making threats, spreading rumors, and excluding someone D. not an issue in today's society
2. Unhealthy relationships or friendships are characterized by good communication, respect, fairness, and honesty.	True or False
3. _____ is the act of preparing someone for a particular purpose or activity.	<ul style="list-style-type: none"> A. Grooming B. Bullying C. Emotional abuse D. Dating
4. Which of the following would be a characteristic of a healthy relationship?	<ul style="list-style-type: none"> A. Insults B. Manipulation C. Excessive jealousy D. Trust
5. Unexplained absences from school, changes in attire, and new tattoos can be potential indicators of human trafficking.	True or False
6. All of the following tips promote online safety <u>except</u> :	<ul style="list-style-type: none"> A. Do not post or send pictures that are provocative B. Protect your personal information C. Do not worry about the digital footprint you are leaving behind D. Be selective about who you friend on social media accounts and websites
7. Human trafficking is not a concern in wealthy parts of the world.	True or False



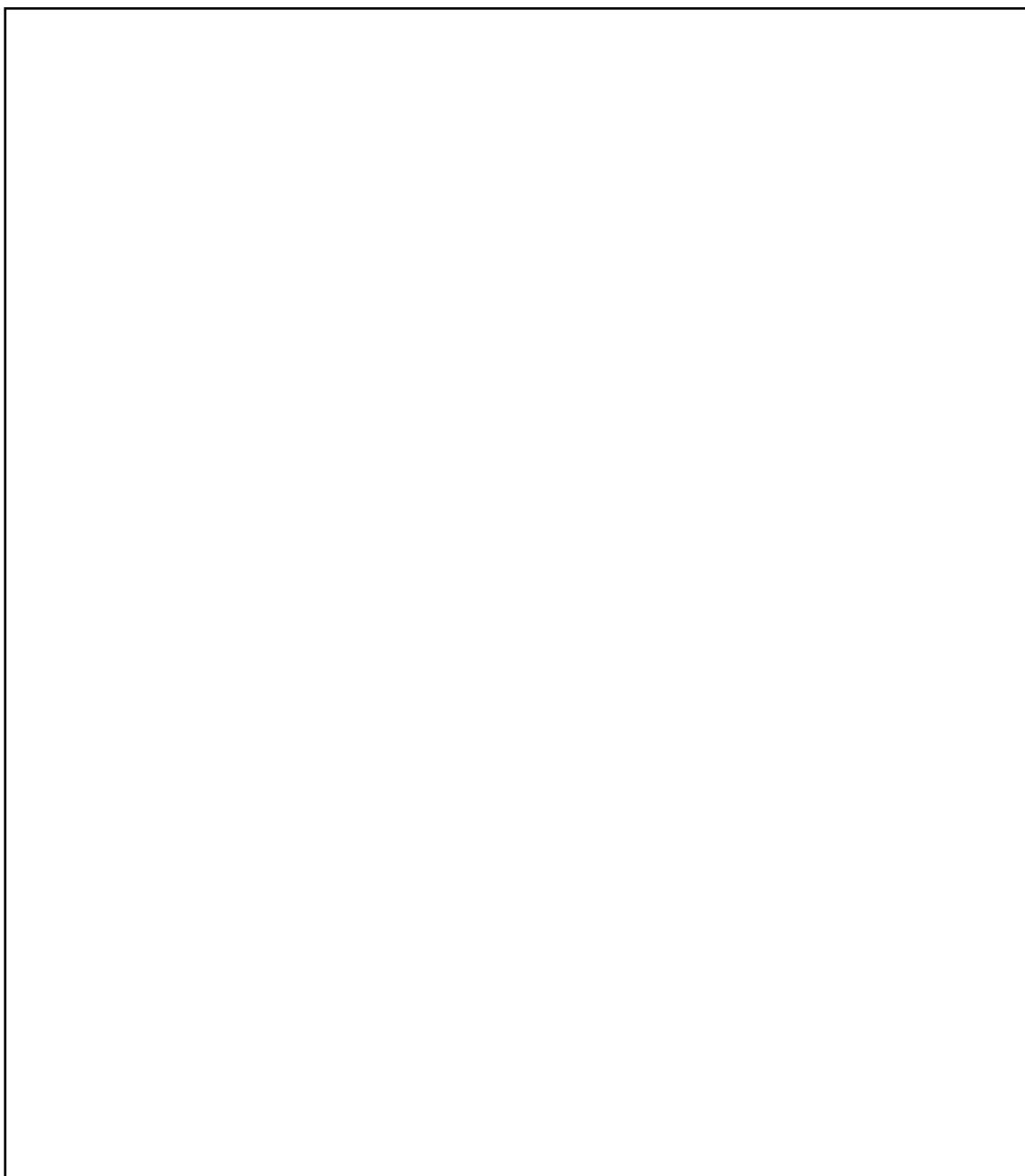
8. Characteristics of a good friendship include all of the following <u>except</u> :	<ul style="list-style-type: none"> A. Providing comfort to each other B. Talking about the other person behind their back C. Supporting one another D. A sense of trust
9. What you post on social media is temporary. You can always delete your post so you do not need to stop and think first.	True or False
10. Which of the following should you NOT do if you suspect human trafficking may be taking place?	<ul style="list-style-type: none"> A. Confront the victim and the suspected perpetrator B. Contact local law enforcement C. Tell your School Resource Officer D. Report it to the National Human Trafficking Hotline



Lesson 7 - Prevention of Mental Health Disorders

Lesson 7, Activity 1 - Take A Break

Directions: Use the box below to create your own collage of how you can “Take A Break” from daily stressors you experience. You can draw your own pictures or type in ways you can “Take A Break”. Be sure to reference this collage anytime you need a reminder about ways in which you can de-stress.



Lesson 7, Activity 2 - Notes of Appreciation

Directions: Write a note of appreciation to someone for whom you are grateful. Once you have written the notes, consider how you can show your appreciation to that particular individual.

I appreciate _____

I am grateful for: _____

I am thankful for: _____

I appreciate _____

I am grateful for: _____

I am thankful for: _____

I appreciate _____

I am grateful for: _____

I am thankful for: _____

I appreciate _____

I am grateful for: _____

I am thankful for: _____



Lesson 8 - Prevention of Suicide

Lesson 8, Activity 1 - S.O.S. (Signs of Suicide)

Directions: Carefully read each statement below and consider what the signs of suicide may be. Highlight, circle, or underline the signs. Then, consider what you could do to help the person in need.

<p>Scenario 1: Isabelle is sitting at her desk in the front of the class. Emily and Nicole walk past her desk and Emily says, "Did you hear about Isabelle? She got the highest test score in the class. She's so perfect; all the teachers love her." Meanwhile, Isabelle is thinking, "You have no idea how much pressure I am under. What if I get a bad grade? What if I do something wrong? I don't think I can take this pressure anymore."</p>	<p>How can you help?</p>
<p>Scenario 2: While in art class, Jayden is working on his drawing and receives multiple compliments for his use of various drawing techniques, especially from his friend Brittany. Jayden tells Brittany, "I'm going to finish this today and you can have it. Actually, you can have all my drawings. I want you to have something to remember me by."</p>	<p>How can you help?</p>
<p>Scenario 3: Kevin and Olga have been dating for the past 6 months. Over the weekend, Olga broke up with Kevin, and he is struggling with the break up. Kevin's friend, Devonte tells him, "Breakups can be really hard, but everything will be okay. Is there anything I can do to help you?" Kevin replies, "Thanks, but there is nothing you can do. There is nothing anyone can do. I just want this pain to stop."</p>	<p>How can you help?</p>



Lesson 8, Activity 2 - Healthy Choices

Directions: Refer back to your SMART goal from Lesson 1, Activity 2. You may revise that goal, if needed come up with two new goals, or you may make three completely new goals. Identify healthy choices you can make that are associated with each goal you create. All goals should enhance your well-being.

Goal 1	
Healthy Choices	

Goal 2	
Healthy Choices	

Goal 3	
Healthy Choices	



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

Lesson 9, Activity 1 - Identify Drug Misuse Vs. Use

Directions: After reading each scenario, stop to discuss whether it is appropriate use or misuse of the drug indicated and what actions should be taken by the individual.

Scenario 1: Zach recently had a tooth pulled. He was experiencing a lot of pain, and decided to take the leftover pain medication prescribed to his sister after removal of her wisdom teeth.

Use or misuse?	Actions to be taken:

Scenario 2: Laura injures her knee while playing soccer. The doctor prescribes her a prescription pain medication and instructs her to take one tablet every four hours. Laura follows instructions, but continues to experience pain. She alerts her mom about her continued pain, and they schedule a visit with her doctor.

Use or misuse?	Actions to be taken:

Scenario 3: John is worried about an upcoming test and decides to take a friend's prescription medication to help him study.

Use or misuse?	Actions to be taken:

Scenario 4: Donny is hanging out with friends when one of them offers him some prescription pills. He decides to take them to see what it would be like.

Use or misuse?	Actions to be taken:



Lesson 9, Activity 2 - Peer Pressure Comic

Directions: Sketch a short three panel comic of what peer pressure may look like.

Sketch your comic here. You may use clipart as well.

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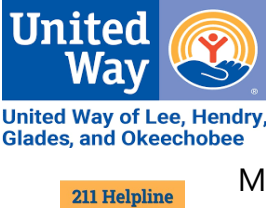
Explain what makes your comic peer pressure and how someone could avoid it or get out of the situation.



Lesson 10 - Awareness of Resources and Process for Accessing Treatment

Lesson 10, Activity 1 - Match the Resource

Directions: Below are logos of local mental health organizations in our community. Match the logo with your guess of the description and services provided. Write the letter of the description on the line next to the logo.

 <p>Match: ____</p>	<p>A. This organization provides crisis intervention. They also provide outpatient mental health treatment to children, teens, and adults who are uninsured. Their Mobile Crisis Response Team call line is answered 24 hours a day, 7 days a week.</p>
 <p>Match: ____</p>	<p>B. A local community behavioral healthcare center that provides outpatient therapy, psychiatry, residential therapy, case management, detox, and other community-based programs.</p>
 <p>Match: ____</p>	<p>C. This organization provides free and confidential health and human services related information. This is a great resource for finding support for many personal needs.</p>
 <p>Match: ____</p>	<p>D. A resource to use when you are in immediate danger. You can call this resource for a mental health emergency and request an officer trained in crisis intervention.</p>
 <p>Match: ____</p>	<p>E. This resource can be contacted if you or someone you know is in crisis. You can speak with a trained counselor, and it can be used for any mental health concerns, not just suicide.</p>

Lesson 10, Activity 2 - Wellness Wednesday Review

Directions: Read each question below and select the most appropriate answer.

1. Mental health disorders only affect the individual that is experiencing them.	True or False
2. What does the "R" in SMART goals stand for?	A. Relatable B. Realistic C. Redundant D. Rational
3. Potential warning signs of mental health disorders can include:	A. Difficulty sleeping B. Difficulty concentrating C. Changes in eating habits D. All of the above
4. A coping skill is defined as the ability to "bounce back" from life's challenges and setbacks.	True or False
5. Knowing your own personal limitations and comfort level are important when supporting a peer, friend, or family member through a mental health concern.	True or False
6. Something that is NOT helpful in reducing stigma surrounding mental health is:	A. Learning more about mental health B. Showing compassion and support C. Calling people crazy when they exhibit strong emotions D. Being mindful of the language you use when talking about mental health
7. Human trafficking happens:	A. In wealthy areas B. In foreign countries C. In impoverished areas D. Everywhere
8. The most common type of abuse in relationships is:	A. Physical B. Emotional C. Verbal



9. Self-harm is the act of:	A. Hurting yourself on purpose B. Noticing and appreciating the good things in your life C. Thinking about death and dying D. None of the above
10. I can speak to ____ at school if I am struggling with my mental health or know someone who is.	A. My school counselor B. The school social worker C. An administrator D. My teachers E. Any trusted adult

