

# High 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

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



## Student Wellness Wednesday Plan

10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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, Activity 1 - Pre-Assessment

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

1. If you see someone being bullied, what should you do?	<ul style="list-style-type: none"> <li>A. Join in and start calling them names.</li> <li>B. Report what you know to a trusted adult and, if you are comfortable, speak out in support.</li> <li>C. Nothing. There are no consequences for someone who is bullying another person.</li> </ul>
2. Withdrawal from friends and activities may be a sign of a mental illness.	True or False
3. The "S" in SMART goals stands for:	<ul style="list-style-type: none"> <li>A. Standard</li> <li>B. Shared</li> <li>C. Specific</li> </ul>
4. Drug and alcohol abuse only has short term effects.	True or False
5. Fill in the blank. More than _____% of people with a mental illness do not seek support.	<ul style="list-style-type: none"> <li>A. 75</li> <li>B. 50</li> <li>C. 90</li> </ul>
6. There are no local resources that provide assistance for people with mental health illness.	True or False
7. What is a potential sign of self-harm?	<ul style="list-style-type: none"> <li>A. Bruising</li> <li>B. Wearing long sleeves or pants in warm weather</li> <li>C. Statements of hopelessness</li> </ul>

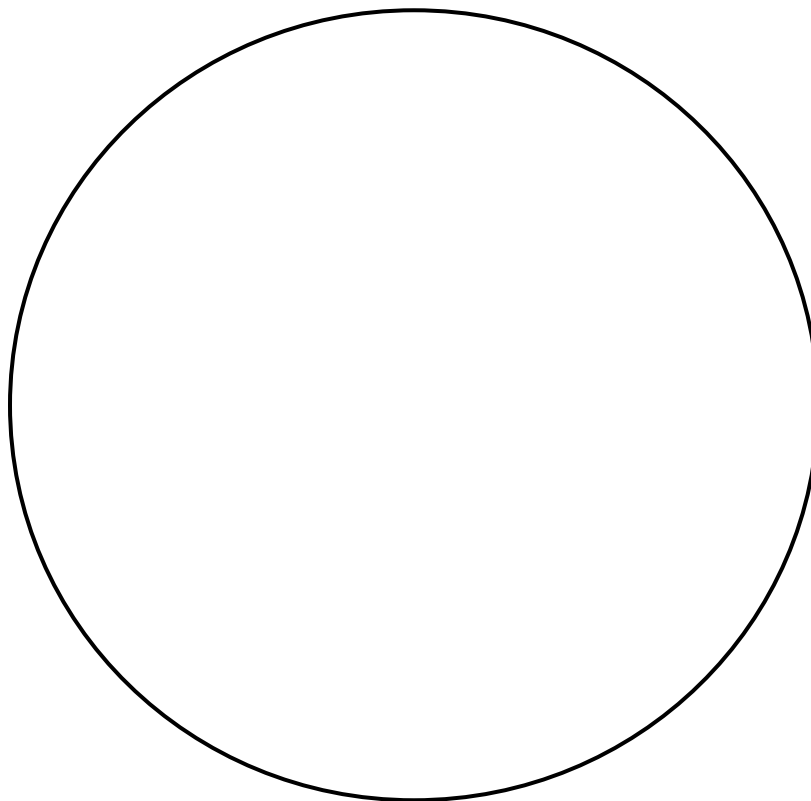


	D. All of the above
8. Fill in the blank. The most prominent mental health disorder amongst teenagers is _____.	A. Sleep disorders B. Lack of sleep C. Depression D. Anxiety



## Lesson 1, Activity 2 - Personal Value Chart

**Directions:** Establish your personal value circle. Divide the circle into six slices. Within each slice, write one of the six things that are most important to you at this time.



As you look at what you have included in your circle above, consider how you actually spend your time, then think about the following. You may respond on the lines provided, if you wish to.

- How will you spend your time to create more balance?
- What steps are you willing to take to sustain this balance?
- What can you change TODAY to work toward incorporating one or more of your 6 values?
- How will you feel once you have more balance in your life?

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

### Lesson 2, Activity 1 - Mental Health Scenarios

**Directions:** Work in pairs or individually to review each of the scenarios below. Determine which mental state applies to the scenario and whether further intervention is needed, and discuss why or why not. Circle your answers.

<b>Mental well-being</b>	<b>Mental distress</b>	<b>Mental health problem</b>	<b>Mental illness</b>
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:** Your sister expresses that she is worried about a project that is coming up. She also tells you that she has no desire to complete the project; that she actually has had no desire to do anything she enjoys the last month. You notice that she spends more time in her room, either lying in bed and staring at her phone, or sleeping. You also notice that she has not eaten much the last few days.

**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 has come to you stating that she has felt very sad the last two weeks, but can't pinpoint the reason why. But, she says that at the moment, she is very happy and energetic, but also does not know why. You notice that her energy is upbeat, but she starts crying while talking about her dog.

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

<i>Mental wellbeing</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 3:** Your friend recently lost an uncle whom he was very close with who passed away unexpectedly. Your friend hasn't seemed like themselves since. They have been distant: they stopped attending basketball practice and no longer joins you at the movies. Your friend has not spoken to their other friends since the passing of their uncle.

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

<i>Mental wellbeing</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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## Lesson 2, Activity 2 - 5 Signs, 5 Symptoms

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

Signs	Symptoms
Lack of appetite	Feeling sad
Loss of interest in everyday activities	Self-doubt
Difficulty sleeping	Illogical thinking
Unusual shift in mood	Feeling irritable
Full of energy	Difficulty concentrating

These signs and symptoms can be indicative of: \_\_\_\_\_ disorders.

Signs	Symptoms
Changes in eating habits/appetite	Feeling sad
Fatigue	Difficulty sleeping
Restlessness, inability to sit still, pacing	Feeling worthless
Angry outbursts, irritability, or frustration	Difficulty thinking, concentrating, or making decisions
Self-harming behaviors	Thoughts of death or suicide

These signs and symptoms can be indicative of: \_\_\_\_\_ disorders.



## Lesson 3 - Strategies to Develop Healthy Coping Techniques

### Lesson 3, Activity 1 - Gauging Self-Awareness

**Directions:** Consider your thoughts and feelings throughout the day. The Green section of the gauge represents positive thoughts, feelings, and emotions. The Orange section of the gauge represents neutral thoughts, feelings and emotions. The Yellow section of the gauge represents negative thoughts, feelings, and emotions. Draw an arrow to show how you usually feel during or about each activity or situation. *If your arrow is pointing toward the Yellow section, consider how you can improve your negative thoughts, feelings, and emotions, and list your ideas. Consider the severity, intensity, and duration of your reaction to determine if help is needed from a trusted adult or helping professional.*

1) Starting my day



Plan for improvement:

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2) Getting enough sleep



Plan for improvement:

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3) Eating healthy food



Plan for improvement:

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4) Future goals after high school



Plan for improvement:

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5) Hanging out with current friends



Plan for improvement:

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Reflection: Looking at your gauges. How do you feel? Are your plans for improvement realistic? What is one thing you can begin doing today to improve one or more of your gauges?

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### Lesson 3, Activity 2 - Coping Strategies A-Z

**Directions:** You may work individually or in groups of up to 4 to create a poster with coping skills. List a coping strategy for each letter. For example, A- ask for help, B - bubble bath, C - count down from 100, etc.) Remember that coping strategies can be different for everyone. Show off your unique style of approaching difficult situations and how you can build resiliency.

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X	
Y	
Z	



## Lesson 4 - Strategies to Support a Peer, Friend, or Family Member

### Lesson 4, Activity 1 - Asking Open-Ended Questions

**Directions:** Work individually or in pairs. Read each of the close-ended questions, then change it to an open-ended question and write it in the box on the right.

Closed-Ended Question	Open-Ended Question
Does walking help you calm down?	
Who is your biggest supporter?	
Do your friends know this about you?	
Have you told your parents?	



## Lesson 4, Activity 2 - Show Your Support

**Directions:** For the next 5 minutes, you will work individually or in groups of three to five to determine how you can best support a friend in need. Choose one scenario, then write how you would ask an open-ended question, show your support for their situation, and help them seek further help in addressing their mental health concerns in the space provided.

**Scenario:** For the last two weeks, your friend has been lying in bed, barely eating, and constantly crying. She refuses to leave her room and does not want to join your group of friends for the usual monthly get together.

ASK:

SUPPORT:

HELP:

**Scenario:** Your friend has come to you to complain about their boss. At first, your friend seemed to only be upset about what happened the night before. However, after you ask her a question, your friend becomes visibly more upset.

ASK:

SUPPORT:

HELP:

**Scenario:** Since the beginning of the school year, your friend has shown less interest in completing his school work. When your friend refuses to complete a major project, you become concerned and reach out to them. At first, your friend tries to blow off your concern. But, after you keep pressing, they admit that they have no interest in school anymore and do not see a point in continuing.

ASK:

SUPPORT:

HELP:



## Lesson 5 - Stigma and Mental Health

### Lesson 5, Activity 1 - Famous Individuals and Mental Health

**Directions:** Work individually or in small groups. Choose at least one of the individuals listed below to research. Look for information so you can answer the following questions:

- What mental illness was the individual diagnosed with?
- What were they known for achieving in their lifetime/career?
- How have they contributed (if at all) to the conversation surrounding mental health?

1. Abraham Lincoln
2. Ernest Hemingway

3. Princess Diana
4. Winston Churchill

Famous Individual	Mental Illness Diagnosis	Career/Lifetime Success	Contributions to Mental Health Conversation





## Lesson 5, Activity 2 - Breaking Barriers

**Directions:** For each statement or item listed, consider the stigma associated with mental illness. How might you react to the statement and advocate against or decrease the stigma? Type a response in the box.

Mental Health Statement	Possible Reaction
<p>Your brother confides in you that he has been feeling really sad lately. He tells you he thinks your parents won't understand. He feels ashamed.</p>	
<p>Your friend tells you about a student in her History class who is always by herself. Your friend says, "I guess she is just crazy."</p>	
<p>Your friend has been acting distant lately. She tells you she has been diagnosed with anxiety, but she doesn't want your other friends to know. She is afraid they won't know what to say or will act differently around her.</p>	



## Lesson 6 - Child Trafficking/Relationship Safety/Internet Safety

### Lesson 6, Activity 1 - Digital Footprint

**Directions:** As the narrator has described, any image can be taken out of context. To illustrate this, look at the picture below. Create two stories for this snapshot: one that paints the picture in a positive light, and one that paints the picture in a negative light.



Positive Light Scenario	Negative Light Scenario

How would your opinion of the people in the image be influenced by what someone wrote about them and you read?

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## Lesson 6, Activity 2 - Crossing the Line

**Directions:** Look at each of the statements below and think about what you have learned about characteristics of healthy and unhealthy relationships. Evaluate each statement and how it relates to your personal values. Above the line, list the statements that do not cross your personal boundaries and that you would be comfortable with. Below the line, list statements that do cross your personal boundaries and that you would not be comfortable with. It is expected that your answers may be different than your classmates, because this is personal to each individual and their personal boundaries.

Hugging your best friend	Telling a lie to your teacher
Sharing your location with your friends	Unwanted physical contact with an adult
Getting in the car with someone who is under the influence	Letting a classmate cheat off your test to get an invite to a party
Posting a demeaning comment on someone's social media	Saying no to something that makes you uncomfortable
Giving your boyfriend/girlfriend your password to Instagram	Showing support for a friend by attending their sporting event or musical/art performance

**Does not cross the line:**

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**Crosses the line:**



## Lesson 7 - Prevention of Mental Health Disorders

### Lesson 7, Activity 1 - Using Your Strengths Plan

**Directions:** Work individually for the next five minutes to develop a plan for using your strengths on a regular basis. First, you will identify at least three of your greatest strengths. Then, develop a plan about ways in which you can use your strengths to make improvements to your own mental health.

**Step 1: Highlight or write in three of what you consider to be your greatest strengths.**

Authentic	Open-Minded	Persistent	Kind	Loving
Creative	Curious	Love to Learn	Brave	Social
Flexible	Enthusiastic	Humorous	Fair	Team Player
Grateful	Forgiving	Humble	Honest	Optimistic
Hopeful				

**Step 2: Write a brief plan for how you can regularly use your chosen strengths.**

Strength	Plan
Kind (Example)	I will say "Hi" every day to at least one person I do not know.





## Lesson 8 - Prevention of Suicide

### Lesson 8, Activity 1 - Personal Protective Factors

**Directions:** Complete the table below to help answer the question, "When faced with a difficult situation or dilemma, who do you turn to?"

I can count on _____ to help me: (family members, friends, or trusted adults)	What type of support does this person provide me with? (emotional, financial, social, intellectual, physical, or other)	I will contact this person by: (text, phone call, in person, or some other way)

Consider which of these protective factors below are already a part of your life and check them. Then check any others that you feel you can engage or participate in to promote your mental wellness and feel more connected.

- Join a club at school
- Join a community organization
- Join a sports team
- Spend more time with family
- Spend more time with friends
- Spend time outside
- Get enough sleep daily
- Volunteer in your community
- Fuel your body with proper nutrition
- Exercise regularly
- Mentor someone, or find a mentor
- Set SMART goals for yourself



## Lesson 8, Activity 2 - Personal Safety Plan

**Directions:** Think about what you have learned about personal safety and suicide prevention. The first section lists strategies that can help anyone who is feeling unsafe. Complete each table, identifying your best coping strategies, personal safety strategies or ways you keep yourself safe, and where you can go to remain or feel safe.

If I ever feel like my safety is in danger, I will:

- Tell a trusted adult or healthcare provider immediately.
- Seek emergency help: at school, my School Counselor, the School Resource Officer, Administration, or another trusted adult; outside of school, my parents, a trusted adult, or law enforcement.
- Call 9-1-1 or call or text the National Suicide Prevention Lifeline at 988.

My best coping strategies are:

1.
2.
3.

My personal safety strategies/ways I keep myself safe include:

1.
2.
3.

I will go here to be safe:

1.
2.
3.



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

### Lesson 9, Activity 1 - Let's Get This Straight

**Directions:** Read each scenario below. Determine the myth in the scenario. Then, write one fact opposing the myth.

**Scenario 1:** Rachel takes some of her father's prescription medication out of her parent's bathroom. She tells her friends that it is safe to take them since a doctor gave them to her father.

**What is the myth?**

**What is the fact?**

**Scenario 2:** Terrance is hanging out with his friends when Jayden approaches him. Jayden offers Terrance his vape pen, encouraging him to try it. Jayden tells Terrance that there is no harm in using the vape pen because it is safe.

**What is the myth?**

**What is the fact?**

**Scenario 3:** Jennifer and Marcus are working on a class project about adolescent drug use. They were assigned to research alcohol abuse. Marcus does not like their topic, stating, "Teenagers aren't old enough to drink alcohol anyway, so it's not really an issue."

**What is the myth?**

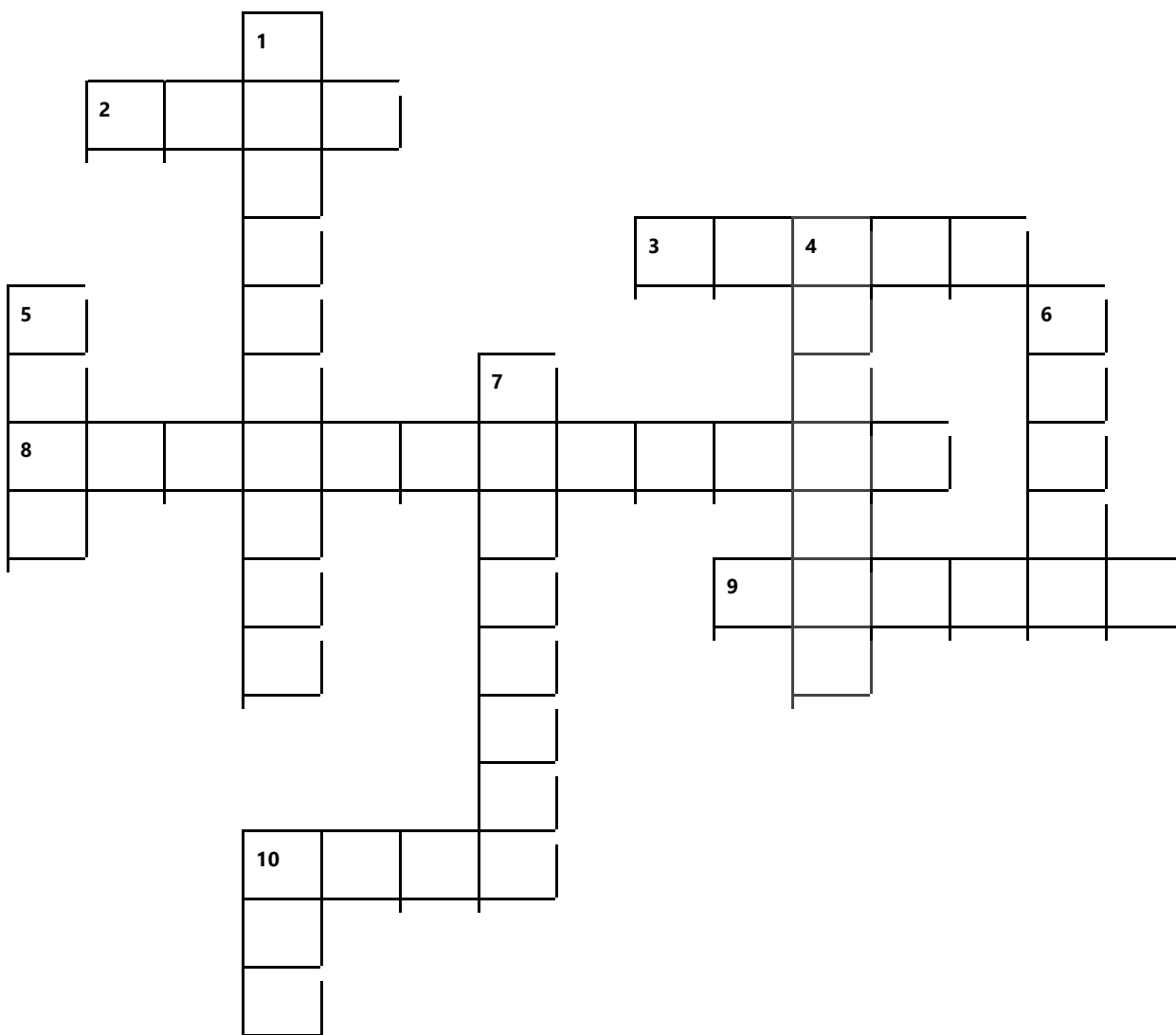
**What is the fact?**





### Lesson 9, Activity 2 - Drug Prevention Crossword

**Directions:** Complete the crossword puzzle below.



**Across**

- 2. A slang word for marijuana
- 3. All drugs cause damage to this organ
- 8. These drugs should only be used with your doctor's consent
- 9. A slang term for a depressant
- 10. True or False: Most teens do not smoke

**Down**

- 1. A type of drug that slows down your central nervous system and your respiratory system
- 4. The depressant most commonly used among teenagers
- 5. Another term for an electronic cigarette
- 6. True or False: The most common drug used among teenagers is THC.
- 7. This is the addictive drug found in tobacco products
- 10. The main ingredient found in marijuana



## Lesson 10 - Awareness of Resources and Process for Accessing Treatment

### Lesson 10, Activity 1 - Is Help Needed?

**Directions:** Read each of the statements as if a friend is telling it to you. Consider the severity of the situation, as well as the intensity and duration. Using what you have learned this year, determine if it could be handled alone or if it would require support from a friend, peer, trusted adult, or a professional. If help **IS** needed, identify what factors indicated that. List options of people who could help with each scenario.

1. I've been feeling so tired the past few weeks. It's hard to get out of bed. I don't have the energy to go to school.
  - a. Can the situation be handled alone or does it require help?
  - b. If help is needed, what signaled that help is needed, and who could help?

2. Thinking about junior year is overwhelming. I don't know which path I should take with my academics. All of my friends are doing dual enrollment, but I don't want to miss out on the high school experience. Every time I think I have made my decision, someone else gives me their input and then I feel like I'm back at square one. I wish my parents would just make the decision for me, but they want it to be my choice.
  - a. Can the situation be handled alone or does it require help?
  - b. If help is needed, what signaled that help is needed, and who could help?



3. Some days I feel great and enjoy being social. Other days I can't tolerate being around others and feel super down.
  - a. Can the situation be handled alone or does it require help?
  - b. If help is needed, what signaled that help is needed, and who could help?



### Lesson 10, Activity 2 - Wellness Wednesday End of Year Review

**Directions:** Match the information from Column A with the correct answer from Column B. Write the letter for the answer in the box on the left.

Answer	Column A	Column B
	1. Fill in the blank: The 8 domains of personal wellness, according to SAMHSA, are: emotional, intellectual, physical, occupational, financial, social, _____, and spiritual.	A. Resilience
	2. Fact or fiction: Most teenagers who have experienced a major depressive episode receive treatment.	B. Rose, thorn, bud
	3. The ability to cope with stressors in your life and adapt to challenging and traumatic events is the definition of:	C. Emotional self-regulation
	4. These questions require more thoughtful and elaborate responses.	D. Environmental
	5. This strategy we learned involves thinking of the highlight of your day, what went wrong in your day, and what you are looking forward to.	E. Cyberbullying
	6. This has increased as a result of access to the Internet and social media.	F. 988
	7. Fill in the blank: An example of a protective factor is _____.	G. Fiction, most teenagers who have experienced a major depressive episode do not receive treatment
	8. The National Suicide Lifeline can be reached via phone or text at this number.	H. Open-ended questions