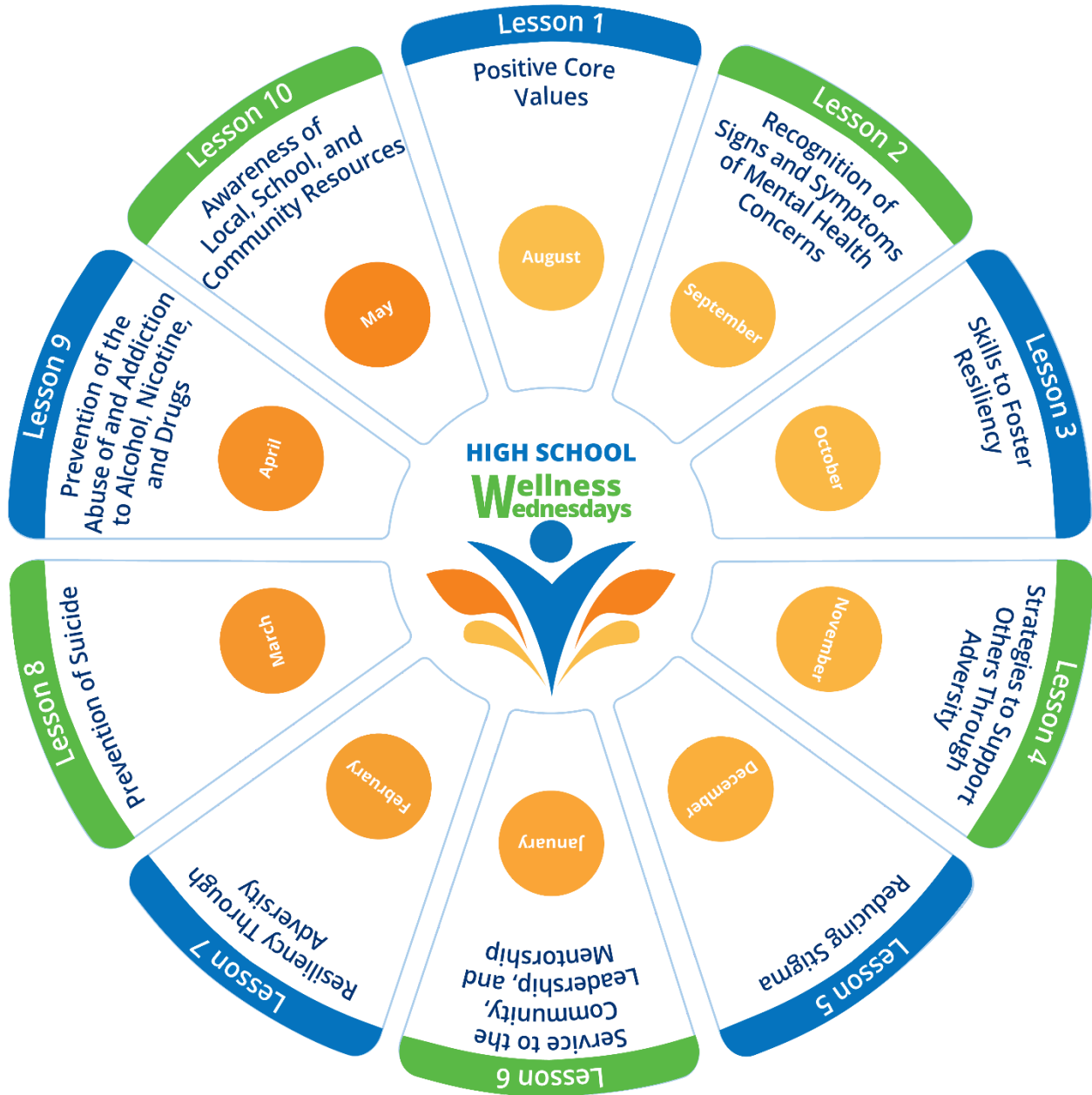


# High School Student Wellness Plan Twelfth Grade



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 or 1-800-273-8255

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



# Student Wellness Wednesday Plan

12th 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 see what you have learned, as well as to have accountability for 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 - Positive Core Values

### Lesson 1, Activity 1 - Appreciating Past Resilience, Part 1

**Directions:** To appreciate and understand the resilience skills we already have, it is important to reflect on past experiences with difficult situations. For this activity, you will identify and reflect on a time when you had to overcome a stressful or emotionally difficult situation.

Describe the stressful/difficult situation:

How did you respond/cope with the stress/difficult situation?



## Lesson 1, Activity 2 - Appreciating Past Resilience, Part 2

**Directions:** Using your responses from Activity 1, answer the following questions.

What challenges did you overcome during the identified situation?

What difficult thoughts/emotions did you recall experiencing at that time?

Was there someone you turned to for support? Who? Why did you choose to seek support from this person?

What values or personal qualities were helpful to you in dealing with this situation?



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

### 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 enjoyed 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 in 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 is 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 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 is 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 with 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 join 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 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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## 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.

<b>Signs</b>	<b>Symptoms</b>
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.

<b>Signs</b>	<b>Symptoms</b>
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 - Skills to Foster Resiliency

### Lesson 3, Activity 1 - Resiliency Reflection

**Directions:** Use the box provided below as a space to reflect (write and/or draw) on a challenging experience that you have pushed through. It may be helpful to consider the following questions: When did this experience happen? Where did it occur? What happened? Who was there? Were they a support? What have you learned about yourself as a result of this experience?



## Lesson 3, Activity 2 - Decision Making Organizer

**Directions:** Think about a decision you have made or will soon make. Identify the best choice using the chart below. You will identify the pros and cons of each choice and then determine which option is the best choice.

<b>What is the decision I have to make?</b>	
<b>Choice 1:</b>	<b>Choice 2:</b>
<b>Pros:</b>	<b>Pros:</b>
<b>Cons:</b>	<b>Cons:</b>
<b>Best Choice:</b>	



## Lesson 4 - Strategies to Support Others Through Adversity

### Lesson 4, Activity 1 - Is it Empathy?

**Directions:** After reading the brief stories below, identify if the friend in each example is being empathetic or insensitive. Using the lines under each example, explain why you believe one way or the other.

**Scenario 1:** Brianna notices that her friend, Tasha, has recently been showing up late to the first period, looking exceptionally tired and less talkative. Tasha is normally a morning person, arriving early to meet Brianna in the parking lot with a coffee in hand. Because this new behavior is uncharacteristic of Tasha, Brianna is concerned. She decides to talk to Tasha, to find out if everything is okay. After some encouragement, Tasha confides in Brianna that because her parents are having financial issues, she has gotten a night job stocking shelves at the grocery store. She says that the bills are barely getting paid, so she feels responsible for helping her family. As Tasha speaks, Brianna maintains eye contact with her body facing Tasha. Brianna nods her head and shows non-verbal facial expressions that allow Tasha to feel safe to continue sharing.

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**Scenario 2:** Driving home from school, David and his brother Max silently ride with the windows down. Today, Max is frustrated about the grade he earned on a Chemistry test especially since he stayed up late last night studying. He begins telling David that his overall grade has dropped to a D. Furthermore, Max states that he has always hated the course and doesn't understand any of it so "what's the use." As Max is talking through his frustration, David continues to look out the window interjecting limited verbal agreements. After a few minutes, David puts on his headphones, lays his head back, and closes his eyes. Max takes a deep breath and returns to a silent drive.

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## Lesson 4, Activity 2 - My Support Network

**Directions:** In the graphic below, identify and list your current supports in each of the six segments. Be creative and consider all the people you believe could be a positive support and list them in the most appropriate category.



## Lesson 5 - Reducing Stigma

### Lesson 5, Activity 1 - Social Media Impact Analysis

**Directions:** Consider your daily social media usage. Respond to each question below and establish a plan to make changes, if necessary.

<b>List the top three social media apps or platforms that you use daily.</b>	
1. 2. 3.	
<b>Estimate the amount of time that you spend on these social media apps or platforms each day.</b>	
<b>What type of activities do you engage in on these social media platforms? Is it: connecting with others, shopping, educational, simply scrolling through and watching videos/reels? Or something else entirely?</b>	
<b>Consider the impact of social media usage on your daily life. List the benefits and disadvantages.</b>	
<b>Benefits</b>	<b>Disadvantages</b>
<b>What changes do you need to make to lessen the disadvantages of your social media usage?</b>	



## Lesson 5, Activity 2 - Reframing Self-Talk

**Directions:** In the table below, there are some examples of negative self-talk that individuals commonly use. There are two spaces to add your examples of negative self-talk. Fill in each row next to the example of negative self-talk with what evidence supports that negative self-talk and positive-self talk that you can use to replace the negative self-talk. There is one complete example to get you started.

Negative Self-Talk	Evidence of Support	Positive Self-Talk
<i>I am a failure. I never do anything right.</i>	<i>I have failed at things before.</i>	<i>I am good at a lot of things. I can overcome challenges and learn from past failures. I am motivated to keep trying.</i>
I will never be successful.		
I always mess things up.		
<i>Replace with your own example</i>		
<i>Replace with your own example</i>		
<i>Replace with your own example</i>		



## Lesson 6 - Service to the Community, Leadership, and Mentorship

### Lesson 6, Activity 1 - My Community

**Directions:** In the table below, you will see three types of communities that you belong to with the fourth community being your choice. Reflect for a moment on the characteristics of each community. You can either type various words that describe each community or write a sentence that you believe represents your community. In the next row, explain your unique impact on the community.

<b>Home community</b>	<i>Describe:</i>
	<i>Impact:</i>
<b>School community</b>	<i>Describe:</i>
	<i>Impact:</i>
<b>Neighborhood community</b>	<i>Describe:</i>
	<i>Impact:</i>
<b>Other community (ex. sports, religious...etc.)</b>	<i>Describe:</i>
	<i>Impact:</i>



## Lesson 6, Activity 2 - Community Service Match

**Directions:** Read each question and type your response. You will double-click the graphic to open the "Drawing Tool," where you can then click in each box to type your answer. You can use complete sentences or bullet points for your answers.

<b>What needs do I see in my community?</b>	<b>What do I enjoy?</b>
	<b>What do I want to learn more about?</b>
<b>How can my talents, values, and interests be used to help the needs I see in my community?</b>	<b>What organization or volunteer opportunity interests me?</b>



## Lesson 7 - Resiliency Through Adversity

### Lesson 7, Activity 1 - Promoting Positive Thinking

**Directions:** In the table below, review the completed example to help get you thinking. Complete the next two “fill in the blank” sections. Identify two negative thoughts you have. Then, fill in Step 2 and Step 3 for each of those negative thoughts that you come up with that are personal to your experience.

<b>(Example) Step 1: Identify the negative thought:</b> I always make mistakes.	
<b>Step 2. Challenge the negative thought.</b> Always is a strong word. I do not always make mistakes. Sometimes, I make mistakes.	<b>Step 3. Reframe the negative thought.</b> I find success in the things I work hard at, like my sport and Spanish class. I can be successful in other areas if I put more effort into them.

<b>Step 1: Identify the negative thought:</b> <i>(fill in the blank)</i>	
<b>Step 2. Challenge the negative thought.</b> <i>(fill in the blank)</i>	<b>Step 3. Reframe the negative thought.</b> <i>(fill in the blank)</i>

<b>Step 1: Identify the negative thought:</b> <i>(fill in the blank)</i>	
<b>Step 2. Challenge the negative thought.</b> <i>(fill in the blank)</i>	<b>Step 3. Reframe the negative thought.</b> <i>(fill in the blank)</i>



## Lesson 7, Activity 2 - Emotional Awareness

**Directions:** By developing a better awareness of emotions, you can develop strategies to manage your emotions. In the table below, respond to each of the items.

### Part 1: Identify Emotions

Highlight any emotions you are currently experiencing.

Accepted	Angry	Annoyed	Anxious	Ashamed	Bored
Confident	Creative	Curious	Disappointed	Embarrassed	Excited
Grateful	Guilty	Happy	Hopeful	Hurt	Jealous
Lonely	Loved	Overwhelmed	Powerful	Sad	Scared

### Part 2: Identify Emotional Triggers

Think about events or situations that may have triggered the emotions you highlighted above. Describe the event or situation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Part 3: Identify Coping Strategies

For each emotion you highlighted above, list a healthy coping strategy in the chart below. Refer back to these strategies to manage your emotions more effectively in the future.

Emotion	Coping Strategy



## Lesson 8 - Prevention of Suicide

### Lesson 8, Activity 1 - Stress Management Plan

**Directions:** Think about the things that cause you stress. Identify your plan for reducing and coping with your stressors by completing the chart below. Be as detailed as possible - think SMART goals (specific, measurable, achievable, relevant, and time-bound.)

Area of Wellness	Plan
Exercise	
Nutrition	
Sleep	
Social	
Self-Care/Relaxing	



## Lesson 8, Activity 2 - Identifying the F.A.C.T.S

**Directions:** Read through the scenario below and identify the warning signs for suicide. Underline the concerning statements.

	<i>Angela: this is the worst week of my life!</i>
<i>Jen: IKR, i'm so done!</i>	
	<i>Angela: i can't do this anymore. nothing I do is right</i>
<i>Jen: things will get better.</i>	
	<i>Angela: i just need my life to be over</i>
<i>Jen: don't joke like that</i>	
	<i>Angela: i'm not joking, i can't make things better for myself and i just keep on disappointing everyone in my life</i>
<i>Jen: you're scaring me</i>	
	<i>Angela: i'm sorry, i just can't anymore</i>
<i>Jen: stop talking like that! let me help you, let's go do something fun, do you wanna get some ice cream?</i>	
	<i>Angela: maybe getting out of the house would be a good idea, i'll ask my mom if she can take me since i'm basically on house arrest</i>
<p>If you were Jen and you received these texts from your best friend, Angela, how would you respond? Think about the strategies we have discussed and how you can help your friend seek support. Write out the words you would use to communicate to her:</p>	



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

### Lesson 9, Activity 1 - Just One Pill Can Kill: A Message to Students by Students

**Directions:** Consider the impact of public service announcements created by your peer group. Do public service announcements created by your peer group make an impact on you? Why? Why not? Use the space below to reflect your thoughts and opinions.



## Lesson 9, Activity 2 - Because I Care

**Directions:** Write a short letter or note to a younger friend or family member explaining the importance of taking pills, powders, or liquids that are prescribed by a licensed doctor and legally made. What would you tell a younger brother or sister? Think about your favorite younger cousin; what do you want him or her to know? What is important for your best friend's younger brother or sister to know? Why do you care? Use the space below to write your short letter or note.



## Lesson 10 - Awareness of Local, School, and Community Resources

### Lesson 10, Activity 1 - Social Support Network

**Directions:** In each of the boxes below, identify and list the supports you already have. Once you have listed each support's name, identify how that person supports you or can support you in the future. For instance, many supports can lend a helping hand whereas others can help financially or simply by listening.

<b>Support's Name</b>
<b>How do/can they support me?</b>

<b>Support's Name</b>
<b>How do/can they support me?</b>

<b>Support's Name</b>
<b>How do/can they support me?</b>

<b>Support's Name</b>
<b>How do/can they support me?</b>



# Lesson 10, Activity 2 - When I Need Help...

**Directions:** Write the names of three local community resources along with their websites (if applicable) and phone numbers that you can contact in a mental health emergency. One has been completed for you as an example.

Community Resource	Website	Phone Number
Center for Progress and Excellence (CPE)	<a href="https://progressandexcellence.com/">https://progressandexcellence.com/</a>	844-395-4432

