



Level I:

We All Have Mental Health

A Mental Health Education Program Designed for Grades 4-6

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Erika's Lighthouse is a not-for-profit depression and mental health education organization that educates upper elementary, middle school and high school communities about teen depression, eliminates the stigma associated with mental health issues and empowers teens to take charge of their mental health. For more information and other programs and resources, go to www.erikaslighthouse.org.

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This program was written for educators, professionals and other adults working with adolescents to educate them regarding the issues surrounding depression. While Erika's Lighthouse consults with clinical, therapeutic, legal, and child development experts, nothing in this program should be construed as specific or general medical or psychological advice. Erika's Lighthouse assumes no responsibility for any actions taken as a result of the material or information contained in the program. Every child's and family's situation is unique, and Erika's Lighthouse urges children, adolescents, parents, and educators to seek and find competent professional advice appropriate for specific individuals and actions.

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PROGRAM IMPLEMENTATION GUIDE

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**to keep this program free and available for all
school communities.**



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Welcome to We All Have Mental Health: A Lesson Plan for Grades 4-6

Maintaining good mental health is among the most challenging issues affecting today's youth, and the stressors young people face can be intense. Mental health is an important—and often a required—topic for schools to address with their students. At Erika's Lighthouse, we have a strong track record of creating mental health education programs that are student-centered, effective, impactful and hopeful.

This program was inspired by a young person named Erika.

Erika was a bright light who, sadly, lost her battle with depression in 2004 at age 14. Erika's Lighthouse was founded in her honor and is dedicated to helping other young people learn about depression and overcome the stigma surrounding mental health disorders. We All Have Mental Health was designed to be taught in classrooms for grades 4-6, led either by a teacher and/or a school mental health professional. The lessons provide opportunities for students and staff to engage in open and safe conversations about identifying when feelings might become overwhelming, knowing when to ask for help from a trusted adult and talking about good mental health.

This program consists of 4 engaging and interactive lessons designed to provide students with:

- increased knowledge of key concepts related to good mental health
 - The ability to identify the difference between everyday feelings and overwhelming feelings
 - self-advocacy and peer-to-peer intervention to promote help-seeking
-

CLASSROOM RULES/AGREEMENTS

If this program is being offered as part of an existing social-emotional learning program, you will probably already have established classroom rules. If this is the case, this is a good time to review existing rules with your students and refine them in preparation for this curriculum.

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This curriculum addresses sensitive topics. In order for students to feel safe and be fully engaged in the lessons, it is important to establish or review the classroom rules. These rules or agreements can help students work together in a thoughtful, respectful, safe and productive way.

If you have not developed classroom rules, here are some guidelines you may find useful in helping students come up with them:

- Everyone should be involved in creating the classroom rules.
- Use guiding questions to help students identify the rules that will achieve a safe and caring classroom:
 - How can we be sure that people will be able to safely share private information and feelings?
 - How can we be sure that everyone has a chance to freely share and that they are heard?
 - How can we be sure that people are not forced to say or do something that makes them feel uncomfortable or unsafe?

Some examples of classroom rules that are brainstormed may include:

- Listen quietly when others are speaking
- Treat others as you would like to be treated
- Be polite, courteous and respectful at all times
- Participate
- Right to pass
- Respect differences

HOW TO ANSWER DIFFICULT QUESTIONS PROTOCOL

Sometimes when covering sensitive content such as emotions, social influences, and personal topics, questions may arise that are difficult to answer. Sometimes, the question may relate to personal values that are not universally shared. Or the question might have more than one answer depending on a person's values, beliefs, and personal history.

It may be helpful to follow this protocol when responding to difficult questions:

1. ***Affirm that the student's question is legitimate.*** Restate it for clarification and acknowledge that others might also wonder about this. "Thanks for asking that. I am sure other people would like to know about..."
2. ***Identify if there is a belief/value that is inherent in the question.*** Point out anything about the question that might be opinion-related. It is important to express the range of opinions without identifying that any single opinion is the right one. "Some people might believe...while others believe..."
3. ***Answer the factual part of the question.*** "Here is what is known to be true..."

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4. **Refer to a trusted adult.** "This would be a great question to ask your (aunt, dad, caregiver, etc.)"
 5. **Check back.** "Did I answer your question?"
 6. **Leave the door open.** "If you have any other related questions, I hope you will feel free to ask."
-

SENSITIVE & PERSONAL ISSUES

Any time sensitive topics are addressed in class, it is important to ensure that all students are protected from potential trauma, particularly those who may have had adverse childhood experiences (ACEs). Social, emotional and mental health education may deal with issues of interpersonal relationships, suicide and substance use.

The teacher's capacity to listen non-judgmentally, with empathy, and to demonstrate a comfortable attitude in dealing with students' beliefs and feelings associated with mental health and emotions is crucial to the curriculum's successful implementation. Students come to the classroom with many different values, cultural and religious beliefs, and ideas about these topics. Teachers should keep in mind that because their students come from many backgrounds and traditions, some may have difficulty sharing ideas and discussing these issues with their peers.

When a student has experienced trauma of some sort in their life, it may have an impact on their ability to thrive and be healthy. These resources will provide guidelines and suggestions for helping to avoid further trauma to students affected by ACEs.

<https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/>
<https://www.weareteachers.com/video-every-teacher-needs-know-childhood-trauma/>

Teachers can go a long way towards helping a child who has depression by [noting what they see](#), consulting with the school's health staff, and treating the child with respect and sensitivity.

But it is important to note that teachers are not responsible for either diagnosing or treating a child who has depression. Only a trained mental health professional can do that.

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TEACHING THIS PROGRAM

Erika's Lighthouse wants educators to be successful when teaching this program. Here are a few suggestions to ensure that.

1. Review all of the materials before teaching: it is suggested that each teacher reviews all parts and the accompanying materials before teaching.
2. While teaching the program, take notes on how the lesson went in different classes and on how you might adapt the lesson in the future. If you have a suggestion for an edit or adaptation, feel free to share with Erika's Lighthouse staff.
3. If you have student work samples that stand out from any worksheets, please share with Erika's Lighthouse!

PROGRAM EVALUATION

Our pre/post program evaluations are designed to capture a well-rounded perspective of school mental health efforts and the Erika's Lighthouse classroom education's role in supporting inclusive school cultures. Links and QR codes are available at the start and end of Lesson 1 and Lesson 3. Pre and post tests are available for students, while post-evaluations are for educators and the school mental health professionals involved in facilitating these lessons.

Data collected can be given to schools and districts upon request.

Crisis Text Line
(text HELP to 741741)

National Suicide Prevention Lifeline
(dial 1-800-273-8255)

PLEASE CONTACT US AT ANY TIME AT
info@erikaslighthouse.org

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Lesson 1: Understanding Mental Health

Objective: *To understand mental health and how feelings are a part of it.*

Overview: *In lesson 1, students will learn what mental health is, including the difference between everyday feelings and overwhelming feelings. Students will engage in activities that help promote learning.*

National Health Education Standard:

NHES 1 - Comprehending Concepts

Learning Objectives:

- **Students will...**
 - Identify that mental health is as important as physical health
 - Explore activities that are emotionally/mentally healthy
 - Distinguish between everyday feelings and overwhelming feelings

Teacher Preparation:

Review

Review the program introduction and video.

Materials

- Slides
- Charades cards
- Everyday Feelings & Overwhelming Feelings / True - False signs posted on opposite sides of classroom/space
- Notice / Wonder chart (recreate on whiteboard/chart paper and/or print for students to complete independently)
- Exit tickets (1 per student)

Evaluation Surveys

Our new pre/post program evaluations are designed to capture a well-rounded perspective of school mental health efforts and the Erika's Lighthouse classroom education's role in supporting inclusive school cultures. We have developed surveys for students, educators and the school mental health professionals involved in implementing these education programs. Data collected can be given to schools and districts upon request.

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Level I Student Pre-Test and Post-Test

Please take a few minutes one day before or at the start of the lesson and have your students complete the Level I evaluation survey. The link and QR code are also available at the end of Lesson 3 slideshow so students can complete the post-test.

Pre-test link: <http://elhue.info/>



Post-test link: <http://elhuepost.info>



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Lesson 1

Slide 1: Introduction Script

"Today we are going to be learning about mental health, how we can better understand it and our feelings, how to practice good mental health and how, if we are struggling with our mental health or concerned about a friend, we can get the help we deserve. We are going to be learning about the difference between everyday feelings and overwhelming feelings. This information may help you or someone you know.

KEEP IN MIND: If anything shared today prompts a feeling that you need to talk to someone or that you aren't feeling good, make sure to go to a trusted adult (a teacher or parent, for example), the school social worker or the school nurse. Please feel free to ask questions at any time, but if you want to talk to me after this lesson that is fine too."

Icebreaker: Ask everyone to share one good thing about today.

Slide 2: What is mental health?

Teacher says: "Mental health is about our feelings, thoughts, and moods and is important for a happy, healthy, productive, and balanced life. Just as we brush our teeth everyday to take care of our teeth, we need to make sure our brains get taken care of, too. Just like taking care of our bodies, there are ways for us to take care of our minds, too. Looking after our mental health is just as important as looking after our physical health."

Physical health = taking care of our body; mental health = taking care of our mind

**Note to facilitator:* consider posting the term/definition of mental health for students to reference throughout these lessons. This will most importantly support students' use of health literate language and will be useful in a game in the final lesson.

Slides 3: Today you will learn...

Teacher says: "In this lesson, you will learn:

- More about mental health
- Ways to keep your mind healthy
- The difference between everyday feelings and overwhelming feelings."

Slide 4: How do we care for our mental health?

Teacher says: "There are many ways that we can care for our mental health. We are going to play charades to demonstrate some of these ways. I will ask for volunteers to act out a mentally healthy behavior just using their bodies - no words, sounds, or props. I will show the volunteer the mentally healthy behavior listed on a card without anyone else seeing and then they will act it out. Everyone else will watch and guess."

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Teacher asks for a volunteer and shows one mentally healthy behavior card. Teacher should be prepared to prompt and provide assistance with each behavior in case the student volunteer gets stuck.

Save the “showing feelings” card for last to flow into the next activity.

Teacher says: “As we just learned, it’s healthy to feel and show the feelings we feel. When you’re sad, it’s OK to show that you’re sad; when you’re happy, it’s OK to show that; even when you’re mad, there are healthy ways to show that you are mad. Feelings can be big or small and everything in between. They can be everyday feelings or overwhelming feelings.”

Teacher reads definitions from slide 5.

*Before showing slide 6, engage students in the following movement activity:

Teacher says: “Posted on this side of the room is a sign that says “Everyday Feeling” and on the other side “Overwhelming Feeling”. I am going to say a feeling and you are going to move (or point) to the type of feeling you think the feeling I said is.”

Teacher shares the below feelings one at a time, in mixed up order, allowing students to decide.

Teacher asks students to explain their thoughts, using the definitions of everyday feelings and overwhelming feelings that are posted on slide 5.

Everyday feelings: Happiness, joy, sad, disappointed, frustrated

Overwhelming feelings: loss, grief, despair, rage, anger, lonely

Slides 5-6: Mental Health & Feelings/Everyday & Overwhelming Feelings

Show slide 5 to summarize the previous activity.

Slide 7: Feeling Thermometer

Teacher says: “The feeling thermometer is a tool that helps us measure the intensity of our emotions. As we climb in temperature, from green to yellow to red, our feelings become more uncomfortable.

Teacher asks: “How can we explain everyday feelings and overwhelming feelings using this thermometer?”

Teacher invites students to identify and share where they are on the feelings thermometer.

Connect to icebreaker: “How might identifying something good today/right now influence someone’s spot on the thermometer?”

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Consider connecting to other influences. This is a great opportunity to explain how music, movies, other media, etc. influence feelings. If we know a song makes us sad/angry, we can be aware of that when we may be having an overwhelming feeling vs. a song that makes us feel peaceful/calm.

Teacher says: Now we are going to watch a video. **Teacher prompts** students to be on the lookout for everyday feelings and overwhelming feelings in the characters, Sasha and Andre.

Slide 8: Show “We All Have Mental Health” video

Consider providing students a copy of the Notice & Wonder chart to jot down notes as they watch.

Consider pausing halfway to allow students to jot down notices/wonder without missing anything.

Slides 9-12: Discussion questions *(expected responses italicized)*

- How are the feelings that Sasha and Andre are feeling different?
 - *Sasha has everyday feelings, Andre has overwhelming feelings.*
- What does Sasha do to manage her everyday feelings?
 - *She talks to her mom, takes a break*
- Who does Andre talk to about his overwhelming feelings?
 - *He talked to his teacher*
- Overwhelming feelings can be difficult to admit or talk about. What made it difficult for Andre to talk about his mental health or to ask for help?
 - *He didn't think his friends would understand.*

Slides 13-16: Knowledge Check. As the teacher goes through slides one by one, students move or point to the True / False sign on opposite sides of the room indicating their answer to the true/false statement. Teachers can also use a preferred polling tool or thumbs up/down.

Encourage students to share their reasons why they answered true or false before revealing the correct answer.

Slide 17: Notice & Wonder Think-Pair-Share.

Teacher says: “Think about the activities we’ve done today - the video - the conversations. Spend some time independently now thinking about what you notice and what you wonder. Write your ideas down.”

Provide ample time for independent thinking, then pair students up to talk about their answers. Again, provide ample time to discuss, then bring students all together and ask for volunteers to share a notice and/or a wonder.

This is a great time to ask students if they have any questions about today’s activities or information learned.

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Slide 18: Exit Ticket: Emotions

Teacher directs students to independently complete the exit ticket by writing their name and coloring in or marking which feeling they are identifying with. Consider reposting the definitions of everyday and overwhelming feelings.

Slides 19-20: Closure

Review slide 19.

Teacher says: “Mental health is balance: the ability to manage stress and lead a balanced life. Our mental health is just as important as our physical health, and just like we have PE to strengthen our bodies, we can keep our minds healthy, too. Remember that everyday feelings come and go and we can handle them easily. Overwhelming feelings are also normal and may require more support like talking to someone or asking for help. If anything shared today prompts a feeling that you need to talk to someone, make sure you go to a trusted adult. Here at school, you can talk to _____. You can always come and talk to me, too.”

Slide 20: Read slide 20 to students in preparation for the next lesson.

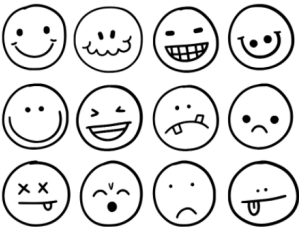
Lesson Assessment

True/False & Notice/Wonder responses
Emoji exit ticket.

- Exit Ticket: Emotions

Lesson 1 Exit Ticket:

1. Color in the emoji that you are mostly feeling after today's lesson.



2. Is this an everyday feelings or an overwhelming one? Why?

- Review of student worksheets

For additional resources and support materials, check out the Additional Program Options and School Policy & Staff Development sections of our [Resource Portal](#).

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Lesson 2: Managing Stress and Discovering Coping Skills

Objective: *To learn about how to manage stress*

Overview: In lesson 2, students will learn about stress and healthy coping strategies. Students will engage in learning activities that promote effective stress management.

National Health Education Standards:

NHES 1 - Comprehending Concepts

NHES 7 - Self Management

Learning Objectives:

Students will be able to:

- Describe stress.
- Demonstrate a variety of healthy practices and behaviors to cope with stress.

Teacher Preparation:

- Before this lesson, the teacher should review last session's exit tickets, and other student work.
- Teacher should also read the stress article.
- Teacher should set up a GoNoodle account to access and choose movement activities appropriate for their student population.

Materials:

- [Stress Article](#) by KidsHealth (printed for each student or digital access)
- Managing Stress Worksheet (1 per student)
- Set up coping strategies stations
 - Station signs/directions (materials listed on direction for each activity)
 - Paper for students to write on
- Exit Ticket (1 per student)
- Optional: Coping Diary (1 per student)

Slide 1-2: Recap

Recap by asking students: What is mental health? What do you remember from the last session?

Teacher says: "Everyone deserves good mental health. Everyone deserves the opportunity to live a healthy, happy, and meaningful life. Our mental health deserves the same amount of attention as our bodies. Mental health is balance, the ability to manage certain things, such as stress and emotions, and achieve one's potential."

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Teacher says: “We can’t control how we feel, but there are things that people can do to promote good mental health and reduce stress. Many of the decisions we make every day about what we eat, how much we sleep, how active we are, and other things we do can make an enormous impact on the way we feel.”

“Keep in mind: If anything shared today prompts a feeling that you need to talk to someone, trust that feeling and make sure you go to a trusted adult. Here at school, you can go to _____. Please feel free to ask questions at any time, but if you want to talk to me after this lesson, that is fine, too.”

Slides 3-5: What stands in the way of good mental health?

Teacher says: “What stands in the way of good mental health?” *Expected response: Students will likely offer many ideas; teacher should guide students to “unmanaged stress” as one thing that can get in the way of good mental health.* “What might too much stress do to our bodies?” *Expected response: stomach aches, headaches, sweaty, shaking, heart beating fast, sickness* “When do you know that you are stressed? What does it feel like in your body? *Teacher can share their stress response (i.e. stomach aches, tight shoulders) to prompt student responses.*

Teacher says: “Stress is a normal part of life, it helps motivate us to get things done and do our best. BUT too much stress can cause problems for our bodies and our minds.”

Slides 6-7: Low Battery & Stress Article

Teacher says: “Too much stress can lead to overwhelming feelings and so we need to be able to recognize when we are feeling stressed and we need to respond to that in healthy ways. Like a phone or other electronic device, people need to recharge, too. Just like a phone, if we don’t charge up (or take care of ourselves), we don’t work as well. Sometimes that charge is just enough to get us through (like plugging in your phone to finish a game) and sometimes that charging is a total reboot (like charging your phone all night long). When people use coping strategies, it’s just like charging a phone! It’s best to keep yourself (and your phone) in the green, we sometimes dip to yellow and even sometimes to red. We want to be in the green and we should use coping strategies to keep us there. As you work today, see if you can figure out what “coping strategies” are!”

Teacher says: “You are going to read (or listen to) an article about stress from a website that is full of great health information for kids. When you are done reading (or listening), highlight the sentence that you think is the most important one.”

Students read or listen

Note: if students choose to listen, provide them a paper copy so that they can mark up/highlight the sentence that is most important to them. Teacher invites students to share important sentences, allowing students to explain why.

Slide 8:

Teacher says: “There are many ways you can handle stress. It is important to know how YOU react to stressful situations in your life so that you can better manage these reactions.”

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Students complete the Managing Stress Worksheet. Invite students to share out. During this sharing, it is important to recognize both positive & negative coping strategies and process what is and is not working for students.

Slides 9-10: Coping Skills, Activity and Follow-Up Questions

Teacher says: “Coping means to face and deal with responsibilities, problems, or difficulties in a calm, appropriate and successful manner. We use coping strategies sometimes without paying attention. It is what we do to make ourselves feel better when we are upset. Coping helps us tackle our problems and find solutions like asking for help or processing strong feelings for difficult situations we cannot change.

Note: Consider adding “coping strategies” and “stress” terms & definition to the posted area from lesson 1.

Teacher says: “Remember Sasha and Andre? What did they do to cope with their feelings?”
(Expected response: *talk to trusted adult, take a break, hang out with friends, do something that you enjoy, exercise, talk to a friend*) Why did what worked for Sasha not work as well for Andre (Expected response: *because Andre’s feelings were overwhelming/more severe; what works for one person may not work for another person*).

Teacher says: Around the classroom are different stations that have a different coping strategy at each one. You are going to choose 1-2 coping strategy stations to try out. When you’re making your choice about which station to go to, consider what you think would help you cope with stress best and/or choose something you’ve never done before.

*Teacher should briefly describe each station, using the signs provided.
Teacher should note that breathing / meditation exercises are purely invitational and students should not be required to participate. Remind students that these activities are exploratory in nature and therefore if something doesn’t feel right, students should trust that feeling.*

Stress Management Coping Stations (materials available on Resource Portal under Level I Lesson 2: Coping Strategies Stations):

-Mindfulness

[4-7-8 Breath Video](#)

The 4-7-8 breath. This breathing exercise involves breathing in for a count of 4, holding the breath for a count of 7, and exhaling for a count of 8. You can adjust the speed of each breath based on how fast you count. When a person does this for the first time, they should do it seated or lying down and only for a few breaths, as it can make some people feel a bit giddy or light-headed.

Source: *U.S. Department of Veterans Affairs.*

-Progressive relaxation

Smiling Mind (free)

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HeadSpace: [Link](#)

Calm

[Script](#) (animal analogy - younger/less mature audience)

-Organization, to do lists

- organize your folders/backpack/desk
- Make a list of things you have to do, should do, want to do

-Talk with teacher/trusted adult (invite in counselor or other appropriate school staff member)

-Coloring

- [Colormandala](#)

-Journaling

- Write about your day / your life.
- Write about your favorite thing / person.
- What is your favorite memory from last year or this year?
- What's something you never want to forget?
- Write about anything that you want...in any style that you want! Just write.
- How are you feeling right now? Why?
- What do you hope for?
- What are you thankful for?
- What problem(s) would you like to solve? Why?
- What is important to you?

-Healthy snack (be mindful of school policies and allergy restrictions)

-Movement (walk around school, GoNoodle)

*If time permits, allow students to engage in a different station.

Slide 11: Exit Ticket

Slides 12-13: Discussion and Closure

Teacher lead discussion:

- How do you feel after doing this activity? (revisit thermometer slide) Listen and discuss.
 - It's important to find activities that help you feel good. If what you tried today didn't help you feel less stressed, remember that there are lots of other options and it may take a few tries to find what works best to make you feel good, but it's important to trust and listen to yourself! If you are having trouble finding coping strategies that work for you, be sure to reach out to your trusted adults.
- How many of these activities can you actually do? (tapping into self-efficacy)
- Who can help a person be mentally healthy? (expected responses: self, parents, friends, etc.)
- What healthy behaviors can you do to keep mentally healthy?
 - Consider offering "Optional Coping Diary" as an extension/optional homework assignment. **Teacher explains** "Pick two strategies from the lists to manage stress and improve mental health. Instruct students to practice over the next week and write or draw the coping skill they used each day. Students can have the opportunity to share their learning from the completed worksheet during one of the next sessions.

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Slide 15: It's OK to not feel OK

Teacher says: "It's OK to not feel OK; when we don't feel OK, we need to address it.

"Everyone deserves good mental health. Stress is normal, too much stress can increase the risk for health problems. Small improvements in nutrition, sleep, movement, and other coping skills can help us better manage stress and achieve good mental health."

"If anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult at home or at school. Here at school, you can talk to _____. Please feel free to talk to me after this lesson, too."

Lesson Assessment:

- Exit Ticket:

Who is a trusted adult that you can talk to today after school about this lesson ? _____
What will you tell this trusted adult about this lesson?

- Review of student worksheets

For additional resources and support materials, check out the Additional Program Options and School Policy & Staff Development sections of our [Resource Portal](#).

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Lesson 3: Help-Seeking

Objective: To learn how to help yourself or a friend who is struggling

Overview: In lesson 3, students will explore their capacity to access emotional help for themselves or a friend in need. Students will practice communication strategies that promote help-seeking behaviors.

National Health Education Standards

NHES 3 - Accessing Valid Sources of Information

NHES 7 - Self Management

Learning Objectives:

Students will...

- Identify characteristics of trusted adults
- Respond with help seeking behaviors to situations involving overwhelming feelings

Teacher Preparation:

Review

Video

Previous student work and exit tickets

Materials

Slides

Trusted Adult Worksheet (1 per student)

What would you say/do Worksheet (1 per student)

Exit ticket (1 per student)

Log in for HeadSpace/Smiling Mind

Projection setup with audio

Evaluation

Share the link or QR code (available at the end of this guide and also on the slideshow for Lesson 3) so that your students can complete a post-test on the program to show what they have learned. Individual student information will not be identified and data collected can be given to schools and districts upon request.

Slides 1-2: Intro & Feeling Thermometer

Teacher says: “Now that we know about and understand everyday feelings and overwhelming feelings, and how they connect to good mental health, we are going to talk about where you can find valid and reliable information about mental health, where you can find help and support and how you can ask for help for yourself or a friend.”

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Teacher says: Keep in mind, if anything shared today prompts a feeling that you need to talk to someone, trust that feeling. Make sure you go to a trusted adult at home or in school. In school you can contact/go to _____. Please feel free to also ask questions anytime through today's lesson/workshop, also. You can certainly come talk to me after this lesson/workshop, too.

Review/check in on coping strategies/Coping Diary assignments. Have students share what they learned/notice/wonder about using coping skills.

Invite students to share their current feeling: Thermometer / Mood Meter slide

Slide 3: Video

Teacher says: "Remember the video we watched during the first lesson/workshop. These are the things that you noticed and wondered about mental health from the first time you watched.

Reference student responses from lesson 1 to facilitate discussion. "We are going to rewatch the video now. This time, be on the lookout for who Sasha and/or Andre went to for help with their feelings and how they got that help."

Rewatch video. Direct students to jot down who and how Sasha & Andre got help.

Slides 4-6: Trusted Adult

Teacher introduces/reinforces the idea of a trusted adult by defining the term (an adult who is reliable, dependable, and trustworthy and who can help you) and engage students in identifying potential titles of trusted adults at home, school, and in the community, using the adults from the video as a starting point. *In the video, Sasha and Andre connected with a parent, school administrator, counselor.* Expected additional responses from students: *parents, teachers, social workers, counselors, religious leaders, coaches, grandparents, aunts/uncles, doctor, mental health professional etc.*

Note: It is OK for everyone to have different adults they might turn to. For some students it may be a teacher in the school, and for other students it may be a coach or friend's parent. Also, while it is good to note that mental health professionals are a good source, these young students wouldn't necessarily have access to those professionals without a parent or guardian first.

Students complete the Trusted Adult worksheet.

Teacher says "We all have people in our lives who can support us. If you are concerned about your own mental health or a friend's mental health, talk to a Trusted Adult - someone who is reliable, dependable, and trustworthy. What does "reliable" look like? *They do what they say they'll do, they are available/around when you need them (and when you don't).* What does "dependable" look like? *You can count on them, they listen to you.* What does trustworthy look like? *You can count on the person, they keep information confidential, they act the same in different situations.*

When you need a trusted adult, you can talk to them in person, call them, or even email/text them (*note: suggest texting/email only if students have access to these forms of communication*) to tell them

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that you're worried. There are even people whose job it is to help people with their mental health -- these are mental health professionals, like counselors, social workers, psychologists."

Additional Note: Add "Mental Health Professional" and "trusted adult" to the list of terms/definitions started in Lesson 1.

Slide 7

Students complete the "What would you do or say" activity in partnerships and then share their ideas.

If students need prompting to get started, consider offering these ideas:

- "I noticed you're not acting like you usually do. Are you ok?"
- Invite them to play with me/us at recess
- Do you want me to go talk to the teacher with you?

-You've been having trouble sleeping at night because you're worried about a lot of things.

-Your friend's pet died last week and they seem very sad.

-Your friend used to work hard and be interested in school, but they're not so interested anymore.

-You get angry at tiny things that used to not bother you.

-A kid in your class has been grumpy for (what seems like) no reason for a couple of weeks.

-Your friend tells you that s/he has an overwhelming feeling of sadness and frustration and they ask you for help.

Teachers should validate student responses, especially highlighting instances where students identify "asking for help" as an action. Then provide the following instruction.

Slides 8-9

Teacher says "Asking for help can be challenging, but is important in each of these situations. What are some feelings that you might have when you ask for help?" *Expected responses: nervous, scared, excited, powerful, worried* "You might feel nervous because you're not sure how to start the conversation or because you're afraid of what the other person will think of you. Asking for help when you are not feeling well or a friend isn't feeling well is the first step to getting better and is a healthy thing to do.

"Think about a time when you were feeling physically sick (i.e. stomach bug, sore throat, fever, ear infection) and had to ask for help. What did you tell your trusted adult? *Expected response or prompt for how your body was feeling, what you've already tried to do to feel better, and maybe even what the adult might do to help you feel better.* Asking for help when you are having overwhelming feelings is not any different.

Students return to their partnerships to revise their answers on the scenario worksheets based on the direct instruction. Provide ample time to revise and discuss revisions.

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Slide 10: Role Play

Invite students to plan and perform a **roleplay** of one of the situations from the “What would you do/say” activity and a 4th/5th grader’s healthy response to it. Students can add in any additional characters that they need to make the story come to life and be realistic.

Debrief: **Teacher says:** “How did it feel to ask for help? How did it feel to listen to a friend?”

Teacher says: “It’s important to take care of yourself and understand some of the limits to the support you can give your friends. Sometimes a person can take on too much responsibility for helping a friend, trying to fix them themselves. This can cause stress and bring that helpful person down. Remember, a friend’s job is to listen, show that you care, and help your friend get to the adults and additional help that they need when they need it. I encourage you to ask a caregiver, teacher, or other trusted adult if you are worried about your friend (or yourself).

Slides 11-14

“Sometimes people find it easier to ask Siri or Google or YouTube for help and more information. Sometimes this information is ok, but it is unreliable. Anyone can post anything on the internet. If you can’t get information from a trusted adult for some reason, kidshealth.org is a great website -- we used this during the last lesson/workshop. Why do you think this is a good website to use?

Expected responses: up to date, written/reviewed by health experts, easy to access and understand.

Remember: talking to a trusted adult is the first and most important step to getting help though. In our school, we have _____ available.

Slides 15-16

The concept of stigma may have already come up; be sure to address it here even if it hasn’t.

Teacher says “Sometimes asking for help is hard. Stigma can get in the way of asking for help for ourselves or others. What is stigma? *Stigma is when we are afraid people will judge or think negatively about us.* Which character was afraid of being judged? Andre. He was hesitant to talk to his friend and an adult about how he was feeling. When this happens it is usually because of the stigma attached to asking for help. It is important for all of us to feel safe to ask for help. Being brave and honest, especially about overwhelming feelings and other mental health topics, helps to remove stigma around mental health.

Slide 17: Community/classwide meditation

Teacher should note that breathing / meditation exercises are purely invitational and students should not be required to participate. Remind students that this activity is exploratory in nature and intended to be helpful and peaceful. Therefore if something doesn’t feel right, students should trust that feeling.

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Slides 18-19

Teacher says “If you are struggling with overwhelming feelings, there is hope and there is help. You should speak to a trusted adult. If anything shared today prompted a feeling that you need to talk to someone, trust that feeling. Make sure that you go to a trusted adult. In our school, you can reach out to _____. Please feel free to reach out to me after this lesson, too.

Three word summary: Invite students to create a 3 word advice statement / summary of today's lesson and share out. (i.e. *ask for help, you can help, trusted adults rule, rely on others*)

Slide 20: Exit Ticket: Self-Referral Card

During our next class you'll have the opportunity to show what you know about mental health in a creative, helpful and healthy way!

Lesson Assessment

- Exit Ticket: Self-Referral Card

Lesson 3 Exit Ticket:

Name: _____

Teacher: _____

After learning about mental health,

- ☐ I would like to talk to a mental health worker very soon.
- ☐ I would like to talk to a mental health worker sometime this week.
- ☐ I do not need to talk to a mental health worker now, but if/when I do, I will reach out to _____ (write name)

- Review of student work

Post-Test

Please have your students complete an evaluation survey after completing the three lessons. You may share this link with them or the QR code (also provided in the slideshow).

Post-test link: <http://elhuepost.info/>



*Personal/identifying information will NOT be collected**

For additional resources and support materials, check out the Additional Program Options and School Policy & Staff Development sections of our [Resource Portal](#).

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Lesson 4: Unit Assessment

Objective: *To show what you know about mental health*

Overview: *In lesson 4, students will show what they know about mentally healthy behaviors, mental health challenges, and seeking mental health resources.*

National Health Education Standards

NHES 1 - Comprehending Concepts

NHES 3 - Accessing Information & Services

NHES 7 - Self Management

Learning Objectives: n/a

Teacher Preparation:

Prior to lesson implementation, the teacher will review the assessment options and determine which assessment to require of students or to allow students to choose between 2-3 options. Teacher should determine if students are to work independently or in partners/trios, depending on the needs of students and the culture/expectations of the learning environment.

Materials

- Kahoot links:
 - [Vocab Check](#)
 - [Knowledge Check](#)
 - [Managing Strong Emotions](#)
- 1 to 1 student devices to join Kahoot game

For Assessment Option 1:

- Paper, pencils, computers, assessment worksheet

For Assessment Option 2:

- Paper, pencils, computers, video recording equipment, assessment worksheet

For Assessment Option 3:

- Paper, pencils, computers, colored pencils/crayons/markers, assessment worksheet

Introduction

Teacher says: "Over the past few lessons, we've explored mental health, especially focusing on what to do when everyday feelings become overwhelming feelings. Today you'll get the chance to show what you know. We'll start with a Kahoot game!"

Kahoot Game(s) - students play while the teacher facilitates.

Teacher explains assessment options. Note: Facilitator/teacher should determine the need for requiring/recommending drafts and revisions based on student needs.

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Assessment Activity Option 1:

You are a poet with a large audience of 4th and 5th grade students. Write a poem in any style you choose (acrostic, free verse, etc.) highlighting what you think 4th and 5th graders should know about mental health. Include in your poem:

- An explanation of what everyday and overwhelming feelings are;
- How to practice at least two mentally healthy behaviors for when a person is experiencing everyday feelings and overwhelming feelings; and
- What to do if/when those feelings become too big for you to handle.

Assessment Activity Option 2:

You are an expert in kids and have a popular blog and/or YouTube channel. 11-12 year olds from around the country leave you messages asking for advice. After talking with *your* trusted adults, you share your advice with your audience. The following message recently came in:

Hey Kid Expert! I've been hearing A LOT about mental health lately. I've always known about keeping my body healthy, but my mind? What!?! I need to know more about mental health. What do I need to know to keep my mind healthy?

Your task: Write a 3 paragraph blog or record a 2-3 minute video. Your blog or video should include:

- An explanation of what everyday and overwhelming feelings are;
- How to practice at least two mentally healthy behaviors for when a person is experiencing everyday feelings and overwhelming feelings; and
- What to do if/when those feelings become too big for you to handle.
- If doing a video, students should write out a script with talking points.

Assessment Activity Option 3:

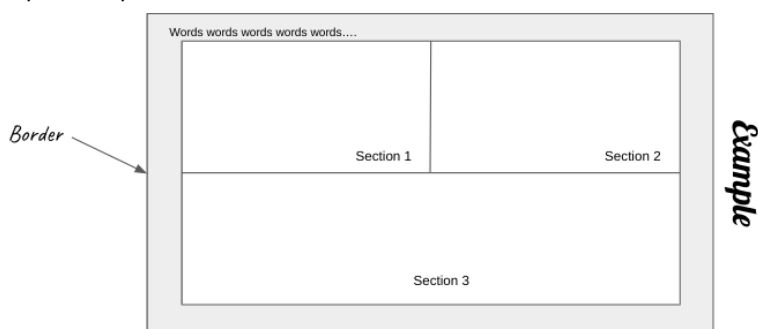
You are a classmate to someone who has been absent, so your teacher asked you to summarize everything you've learned about mental health during this unit onto one page. Use images, words, and colors to explain mental health to your classmate. Be sure to include:

- An explanation of what everyday and overwhelming feelings are;
- How to practice at least two mentally healthy behaviors for when a person is experiencing everyday feelings and overwhelming feelings; and
- What to do if/when those feelings become too big for you to handle.

Requirements:

- Make a border with key words related to mental health
- Organize your thoughts/information into 3-5 different sections
- Use images/pictures

Example template:



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Once students have a clear understanding of the assessment, work begins. Teachers should circulate to support students and encourage them to utilize their student workbook (their resources) as they create.

Closure

Invite students to share their creations, as well as challenges and successes that accompanied the creation of them.

Ask:

-What mentally healthy behaviors did you include in your creations?

-Who can 4th/5th graders go to for help when feelings are overwhelming?

Discuss with students: *What should we DO with these creations?* Guide students towards the idea that these creations can be shared in the school's counseling center, clinic, nurses office, principal's office to support students who may be experiencing overwhelming feelings.

Teacher says: Remember that if anything shared today gives you feelings that you need to talk to someone, trust that feeling and reach out to a trusted adult. Mental health is as important as physical health!

Unit Assessment Rubric

Needs Improvement	Expectation	Exceeds Expectations
	Accurately identifies mentally healthy behaviors for everyday feelings	
	Accurately identifies mentally healthy behaviors for overwhelming/stressful feelings	
	Accurately identifies who can help kids when mental health / feeling are challenging or troublesome	