

# Teacher Companion Guides Florida Edition 2020-2021

If you have a friend with mental health challenges, it's time to HELP.

Help as soon as you can.

Empathize with them.

Listen and don't try to fix it.

Plan your next steps.

If you are experiencing mental health challenges, it's time to ACT.

Apply coping strategies.

Consider options for help.

Talk to a trusted adult.

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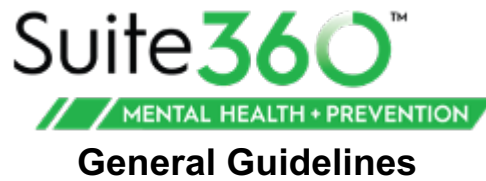


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## Teacher Companion Guides

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Suite360 Mental Health & Prevention is designed to START a conversation about mental health and other sensitive topics. The digital programming will give your students a basic understanding of mental health and other topics such as child trafficking, substance misuse and abuse, and online safety as well as resources available to them. A crucial part of these important conversations is the connection that comes from discussing these difficult issues in an open and respectful manner.

That is why each lesson also includes a Teacher Companion Guide that provides you with a brief summary of the lesson, important vocabulary, and potential follow up questions. If you're not sure how to begin having these conversations, just review the Key Takeaways or go to the Continue the Conversation section of the companion guide and ask one of the questions. You know your students best and can guide the discussion from there.

Introspection and reflection are also critical parts of helping students grapple with this subject material. Therefore, every lesson also includes a writing prompt and a grading rubric matched with an academic standard to give students the opportunity to demonstrate their understanding of the lessons.

Two pages within these Teacher Companion Guides stand out from the rest. First, please print the Student Resources page found just after the Table of Contents and post this in your classroom and around the school. It is important that students always have access to resources they can use to seek help for themselves or others should the need arise.

Second, please ask students to complete the Student Support Sheet found after the Student Resources page. Each student should write down the name of at least one trusted adult and ensure that they know how to contact that adult. That page may then be sent home with students. If a student does not have a trusted adult's name that they can write on this form, discuss the situation with your school counselor or district mental health professional.

## **Response Guidelines**

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If a student ever asks a question or shares information that you don't have the answers to or know how to respond to, take the following steps:

1. Stay calm.
2. Validate what the student said and how brave they were to share.
3. Let them know that you want to help in any way possible while protecting their privacy.
4. If the response indicates an emergency, get help immediately.
5. If the response does not indicate an emergency, get help as soon as the class is over.

### **Why is mental health education a priority?**

Mental health includes emotional, psychological, and social well-being. It affects how we think, feel, and act. Many factors contribute to mental health problems, including biological factors (e.g., brain chemistry), life experiences like trauma or abuse, and family history of mental health problems.

According to the National Research Council:

- 13-20% of children living in the U.S. have a mental health concern.
- Suicide is the second leading cause of death among children ages 12-17.
- Mood disorders (e.g., depression, anxiety, bipolar disorder) are the most common mental health diagnoses among youth.
- Approximately 1 in 5 youth worldwide experience mental health conditions prior to turn age 25. A typical school of 500 students could have up to 100 students with mental health needs.

### **Why is prevention education a priority?**

The facts are scary but critically important for protecting youth.

- Child sex trafficking is defined as “the recruitment, transportation, transfer, harboring, and/or receipt of a child for the purpose of exploitation before the child reaches 18 years of age.”
- As many as 300,000 school-age children are at risk for sexual exploitation each year in the United States.
- Studies show that the average age a child is trafficked into the commercial sex trade is between 11 and 14 years old.



- It is estimated that more than 20 million men, women, and children around the world are victims of human trafficking.
- A person can be trafficked without ever leaving his or her hometown.
- One in four girls and one in six boys will be sexually assaulted by the age of 18.
- There is a high correlation between substance misuse and abuse and trafficking.
- More and more traffickers are recruiting their victims online through social media and multiplayer games.

The goal of these lessons is for students to learn the risk factors and warning signs of child trafficking and substance misuse and abuse as well as how to keep themselves safe. Students of all ages are encouraged to seek help for themselves and others if they see or experience these warning signs.

**Risk Factors.** To reduce risk, we must have open conversations about prevention, but we must also build self-esteem and foster healthy relationships. This creates a solid foundation that makes kids less vulnerable to tricks and traps of traffickers or groomers. Good grades, socioeconomic status, and a two-parent home are not insulators; the vulnerability of the child is key to who will be targeted.

While trafficking can occur to anyone in any situation, some factors have been known to contribute to a person's vulnerability to being trafficked. These include:

- Poverty
- Lack of education or job opportunities
- Addiction
- Displaced people and refugees
- School-age youth made vulnerable by unstable family situations or who have little or no social support
- Kids in the state or county custody

**Warning Signs.** Human trafficking can often go unnoticed, even by an individual interacting with a victim on a regular basis. Recognizing "red flags" can help alert others to a harmful situation. Red flags include a student who:

- Has unexplained absences from school or an inability to attend school on a regular basis
- Suddenly changes their usual attire, behavior, or relationships
- Suddenly has more expensive material possessions
- Chronically runs away from home

- Acts fearful, anxious, depressed, tense, or nervous and paranoid
- Shows signs of physical or sexual abuse, physical restraint, confinement, or other serious pain and suffering
- Seems to be deprived of food, water, sleep, medical care, or other life necessities
- Makes references to sexual situations or terminology that are beyond age-specific norms or engaging in uncharacteristically promiscuous behavior

Source: [Human Trafficking Toolkit](#)

## Implementation Options

There are several ways that the content of Suite360 Mental Health & Prevention can be implemented. Each option is presented here. Please talk with your school administrators to learn which implementation option you should use in your classroom.

The online lesson presentation includes three options. Online content may be teacher-led using a computer and SmartBoard. It can be student-directed as students go through lessons independently on their own computers or devices. Finally, a hybrid approach may be used where teachers lead lessons to the whole class while students respond individually on their own devices.

Activities following the online lessons include adult-facilitated discussions and a follow-up activity. Teachers may decide the duration of each of these and may shorten or lengthen the lesson by asking more or fewer questions.

Follow-up activities differ for younger and older students. Performance-based activities are provided in this guide for each lesson for younger students in grades K-2. Students in grades three through twelve are provided with a written prompt. Teachers may set guidelines for students as they complete these assignments to further manage time.

The State of Florida mandates a total of five hours of mental health instruction for students in grades 6-12. That can be completed by completing one online lesson per topic (approximately 30 minutes), followed by 20 minutes of discussion and activities.

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## Student Resources

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (741741) or go to [www.crisistextline.org](http://www.crisistextline.org)
- 2-1-1 National Helpline

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
<b>H</b> elp as soon as you can.	<b>A</b> pply coping strategies.
<b>E</b> mpathize with them.	<b>C</b> onsider options for help.
<b>L</b> isten and don't try to fix it.	<b>T</b> alk to a trusted adult.
<b>P</b> lan your next steps.	

## Student Support Sheet

Write the name of at least one trusted adult (such as a teacher, coach, counselor, parent, or another family member) you could contact if you needed support.

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I know how to contact this person (check all that apply):



- Text
- Phone Call
- Email
- In-Person

Other resources

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (741741) or go to [www.crisistextline.org](http://www.crisistextline.org)
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<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

# Lessons for Students in Grades K-5

<p>If a friend needs help with strong feelings, it's time to HELP</p> <p>Help quickly.</p> <p>Encourage your friend.</p> <p>Listen.</p> <p>Plan to talk to an adult.</p> 	 <p>If you need help with your strong feelings, it's time to ACT</p> <p>Ask for help.</p> <p>Calm your mind and body.</p> <p>Talk about what you feel.</p>
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## Mental Health Awareness Grade K

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**Brief Summary:**

We know that there are things we can and should do to care for our physical health, including getting enough sleep, eating a healthy diet, drinking plenty of water, and exercising. This lesson helps students begin to understand how they can care for their mental health in similar ways.

**Lesson Objectives:**

- Students will identify things they can do to care for their mental health.

**Shared Vocabulary:**

- Mental health - how we take care of our brain and our feelings

**Key Takeaways:**

- You can take care of your mental health just like you take care of your physical health.
- Take care of your body, get enough rest, do things that you enjoy, and talk to adults you trust when you have strong feelings.

**Continue the Conversation:**

- What do you do to take care of your mind and body?
- What do you think it looks like when you have good mental health?
- What should you do if you have strong feelings or thoughts?

**Additional Resources:**

- [5 Little Ways to Show Kids the Importance of Mental Health](#)
- [Youth Mental Health](#)

**Home Resources**  
**Mental Health Awareness**  
Grade K

**Shared Vocabulary:**

- Mental health - how we take care of our brain and our feelings

**Key Takeaways:**

- You can take care of your mental health just like you take care of your physical health.
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**Continue the Conversation:**

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- What do you think it looks like when you have good mental health?
- What should you do if you have strong feelings or thoughts?

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Talk about what you feel.



**Follow-Up Activity**

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## **Mental Health Awareness**

### **Grade K**

Question: Show children how to use a coping skill to help care for their mental health. Ask students to sit quietly in their desks or on the floor. They should sit in a comfortable position. Instruct students to close their eyes. Tell them to breathe in slowly as you count to three and then breathe out slowly as you count to three. After doing this a few times, ask students to try to tighten up all the muscles in their bodies. Instruct them to slowly release the tension in their legs, arms, back, neck, and then to totally relax.

After the activity, talk to students about how they feel physically and mentally.



**Activity Rubric**  
**Mental Health Awareness**  
**Grade K**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students demonstrate the ability to use coping skills to manage strong feelings.					

## Coping Skills Grade K

### **Brief Summary:**

Even the youngest of children experience strong or intense emotions. Learning how to deal with those emotions is part of learning to care for your mental health. In this lesson, students will learn what mental health is and how they can be healthy by using coping skills and talking to a trusted adult when they feel strong or intense emotions.

### **Lesson Objectives:**

- Students will define mental health and coping.
- Students will distinguish between good and bad coping skills.

### **Shared Vocabulary:**

- Mental health - things you do to take care of your mind and feelings
- Coping skills - things you do to help manage strong feelings

### **Key Takeaways:**

- We all have strong feelings sometimes. Taking care of your mental health includes how you act when you have those strong feelings.
- You can use coping skills to calm down when you have strong feelings.
- Talk to an adult you trust if your strong feelings are too hard to handle alone. Don't hide them!

### **Continue the Conversation:**

- Why is it important for people to take care of their mental health?
- What can you do to take care of your own mental health?
- What coping skills have you used before? Did they help?
- What new coping skills can you try?

### **Follow-Up Activity/Prompt**

- Tell students that you are going to say some things about coping with strong feelings. If the coping skill you say is a healthy one, they should go to the front of the room. If it's not a healthy coping skill, they should go to the back of the room.
  - I should pretend to be sick and not go to school if something at school upsets me. (Unhealthy Coping Skill)

- I should talk to my mom if my brother said something that hurts my feelings. (Healthy Coping Skill)
- I should take a deep breath if someone at school makes me angry. (Healthy Coping Skill)
- I should yell and hit someone who takes my toys. (Unhealthy Coping Skill)

### **Additional Resources**

- **Additional Activities:**

- Instruct students to draw pictures of themselves using coping skills. This can be done individually or in small groups. Post the pictures in the classroom to remind students to use their coping skills when they have strong feelings.

- **Resources for Kids:**

- [When I Feel Sad by Cornelia Maude Spelman](#)
- [Ruby Finds a Worry by Tom Percival](#)

- **Resources for Adults:**

- [Developing Coping Skills: 5 Ways to Help Kids Who Struggle with Self-Control](#)
- [Calming Anxiety in Children](#)
- [Teaching Coping Skills](#)

## Home Resources

### Coping Skills

#### Grade K

#### Shared Vocabulary:

- Mental health - things you do to take care of your mind and feelings
- Coping skills - things you do to help manage strong feelings

#### Key Takeaways:

- We all have strong feelings sometimes. Taking care of your mental health includes how you act when you have those strong feelings.
- You can use coping skills to calm down when you have strong feelings.
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#### Continue the Conversation:

- Why is it important for people to take care of their mental health?
- What can you do to take care of your own mental health?
- What coping skills have you used before? Did they help?
- What new coping skills can you try?

If a friend needs help  
with strong feelings,  
it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with  
your strong feelings,  
it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Coping Skills**  
**Grade K**

Ask students to practice healthy coping skills in the earlier activity. Instruct them to identify which skills are most helpful for each individual student.

**Activity Rubric**  
**Coping Skills**  
 Grade K

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify things you can do to cope with strong emotions.					

## Online Safety Grade K

### Brief Summary:

The internet is being used more widely for school lessons as well as gaming. This lesson provides information to young children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

### Lesson Objectives:

- Students will identify steps they can take to stay safe online.

### Shared Vocabulary:

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- a person who uses the internet to bully other people.

### Key Takeaways:

- The internet is used for learning, but there are also dangers online.
- Never give out personal information or send pictures to people you met online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.

### Continue the Conversation:

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?

### Additional Resources:

- Set up restrictions on computers so children don't have access to everything.
- [5 Tools: Keeping Kids Safe Online](#)
- [Chicken Clicking by Jeanne Willis and Tony Ross](#)

## Home Resources

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## Online Safety Grade K

### Shared Vocabulary:

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- a person who uses the internet to bully other people.


### Key Takeaways:

- The internet is used for learning, but there are also dangers online.
- Never give out personal information or send pictures to people you met online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.

### Continue the Conversation:


- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?

If a friend needs help with strong feelings, it's time to **HELP**



Help quickly.  
Encourage your friend.  
Listen.  
Plan to talk to an adult.

If you need help with your strong feelings, it's time to **ACT**



Ask for help.  
Calm your mind and body.  
Talk about what you feel.

## Follow-Up Activity Online Safety

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Question: Brainstorm with students to identify ways that bad or tricky people might try to trick them online. Ask each student (or a small group of students) to create a poster to display in the classroom showing how they should respond to that attempted trickery.



**Activity Rubric**  
**Online Safety**  
**Grade K**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify safe ways to respond to tricky people online.					



## Substance Abuse Prevention

### Grade K

**Brief Summary:** Students are taught that medicine and drugs can help your body when used in the right way, but they can hurt if used the wrong way. The lesson includes an introduction to the dangers of using drugs, alcohol, or smoking and what they should do if these are offered to them.

#### Lesson Objectives

- Students will identify drugs and alcohol as a danger.
- Students will discuss what to do if they are offered drugs or alcohol.

#### Shared vocabulary:

- Drug – something you put in your body that changes the way it works
- Drug abuse – when drugs are used in an unsafe way

#### Key Takeaways:

- There are some drugs that are okay to use, like medicine that a doctor or your parents give you.
- Drugs can be used in an unsafe way that can make you very sick.
- People who use drugs or alcohol can get help.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

#### Additional Resources:

- [Partnership to End Addiction](#)
- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

## Home Resources

### Substance Abuse Prevention

#### Grade K

#### Shared vocabulary:

- Drug – something you put in your body that changes the way it works
- Drug abuse – when drugs are used in an unsafe way


#### Key Takeaways:

- There are some drugs that are okay to use, like medicine that a doctor or your parents give you.
- Drugs can be used in an unsafe way that can make you very sick.
- People who use drugs or alcohol can get help.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? Who can you tell when you see these things? When should you tell them?
- How can you use the information you learned in this less

If a friend needs help with strong feelings, it's time to HELP




Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.

#### Resources:

- Call 911

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- Your school counselor

## **Follow-Up Activity**

### **Substance Abuse Prevention**

#### **Kindergarten**

Have students sit in a circle. Draw two big boxes on a whiteboard or chalkboard. Have students call out some of your classroom rules (e.g., follow directions, raise your hand). Write those in one box and label it “school rules.”

Then say, “Just like we have rules for school, we also have rules that keep us safe from drugs. Remember, there are two kinds of drugs, legal and illegal. Legal drugs are the kind your doctor gives you when you are sick. Illegal drugs are dangerous because they can cause harm to us if we take them.”

Have students come up with a list of rules for using drugs. They can talk to a partner if they need more ideas. Examples of things you might write down include:

- Kids should never use illegal drugs.
- Kids should not drink beer or wine.
- Kids should not smoke cigarettes or vape.
- It is okay for kids to take vitamins when a parent gives them to you.
- It is okay for kids to take cough syrup when a parent gives it to you.

Once you’ve made a list, call out each bullet and ask students to give a thumbs up or thumbs down. For example, if you say, “take vitamins,” students will give a thumbs up. If you say, “smoke cigarettes,” students will give a thumbs down.

**Activity Rubric**  
**Substance Abuse Prevention**  
**Kindergarten**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Create rules about when it is okay or not okay to take a substance.					
Determine whether a drug is legal or illegal.					
Discuss substance use rules with teacher and classmates.					

## Kid Power: The Power to Stay Safe

### Grade K

**Brief Summary:** Lesson introduces the idea that students have the power to keep their minds and bodies safe. Students learn the differences between safe and unsafe touches and what to do if someone tries to touch them unsafely. The lesson concludes with an introduction to the topic of internet safety and steps students can take to stay safe online.

#### Lesson Objectives

- Students will discuss how to keep their minds and bodies safe both in real life and online.
- Students will identify the differences between safe and unsafe touches.

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### Key Takeaways:

- Use your Kid Power to stay safe. Use the buddy system.
- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Remember these four steps: Trust your feelings. Try to say no. Try to walk away. Tell an adult.

#### Continue the Conversation:

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?

#### Additional Resources

- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)

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- [Safety Voice](#)

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## Home Resources

### Kid Power: The Power to Stay Safe

#### Grade K

#### Shared Vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### Key Takeaways:

- Use your Kid Power to stay safe. Use the buddy system.
- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Remember these four steps: Trust your feelings. Try to say no. Try to walk away. Tell an adult.

#### Continue the Conversation:

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.



## Follow-Up Activity

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## **Kid Power: The Power to Stay Safe** **Kindergarten**

In this activity, have students stand in a horizontal line in the middle of the room, facing your direction. Explain that you will now practice what they have learned during the lesson. Read each one of the lines below. If it represents an unsafe or threatening situation, students should yell, “STOP!” and move one step back. If the situation is safe, they should give a thumbs up and take one step forward.

- Your mom gives you a hug before you leave for school.
  - Students should give a thumbs up and take one step forward.
- Your dad gives you a high five after you do something good.
  - Students should give a thumbs up and take one step forward.
- A stranger asks you to go for a ride with them in their car.
  - Students should yell, “stop” and take one step back.
- Someone touches you, and it hurts you.
  - Students should yell, “stop” and take one step back.
- Your mom kisses you on the cheek before touching you into bed.
  - Students should give a thumbs up and take one step forward.
- Someone touches your body where you don’t want to be touched.
  - Students should yell, “stop” and take one step back.
- Your teacher pats you on the back and tells you that you are doing a good job in class.
  - Students should give a thumbs up and take one step forward.
- A person forces you to touch him or her.
  - Students should yell, “stop” and take one step back.
- A stranger asks you to help them find a lost pet.
  - Students should yell, “stop” and take one step back.
- Your brother or sister gives you a hug because you are upset.
  - Students should give a thumbs up and take one step forward.
- A stranger offers you candy, a prize, or some other treat.
  - Students should yell, “stop” and take one step back.
- Grandma gives you a hug when she comes over to visit.
  - Students should give a thumbs up and take one step forward.
- A person touches you and asks you not to tell anyone.
  - Students should yell, “stop” and take one step back.
- A person threatens to hurt you if you tell.
  - Students should yell, “stop” and take one step back.

## **Activity Rubric**

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## Kid Power: The Power to Stay Safe Kindergarten

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Recognize the difference between safe and unsafe touch					
Demonstrate ways to respond to “unsafe touch” situations that are unwanted or threatening					



## Mental Health Awareness

### Grade 1

#### **Brief Summary:**

Mental health is a tough topic for many people to talk about, but it doesn't have to be. Mental health is about how we take care of our minds and feelings. In this lesson, students will learn more about their emotions, how they can respond in healthy ways to strong feelings, and how emotions affect them in other ways.

#### **Lesson Objectives:**

- Students will define mental health and identify steps they can take to care for their mental health.

#### **Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings
- Emotions - words that describe the feelings you have

#### **Key Takeaways:**

- We all need to take care of our mental health just like we take care of our physical health.
- You can take care of your mental health by naming and talking about your feelings.
- If your feelings seem strong a lot of the time, don't be afraid to ask for help. You have grown-ups who love you and want to help you feel better.

#### **Continue the Conversation:**

- Tell about a time when you had strong feelings that made you feel good? What was it that made you feel that way?
- Tell about a time when you had strong feelings that made you feel bad? What did you do to feel better?
- How can you use things that make you feel good to help yourself feel better when you need it?
- Why should you talk to a trusted adult about your strong feelings?

#### **Follow-Up Activity/Prompt**

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- The story in the lesson talked about how some feelings are big while others are loud, quiet, quick, slow, hot, cold, light, or heavy. Write each of these words on the board. Ask students to identify how different feelings seem to them. List them under the correct label. Point out that some feelings can have more than one quality. For example, anger may feel loud and quick while sadness may feel quiet and slow.

## **Additional Resources**

- **Resources for Kids:**
  - [Lucy's Blue Day - A Children's Mental Health Animated Short](#)
  - [I Can Handle It by Laurie Wright](#)
- **Resources for Adults:**
  - [Teach Your Children to Identify, Label, and Express Their Emotions](#)
  - [Emotions for Kids: Lessons and Activities to Build Self-Awareness](#)
  - [Ideas for Teaching Children About Emotions](#)

## Home Resources

### Mental Health Awareness

#### Grade 1

#### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings
- Emotions - words that describe the feelings you have

#### Key Takeaways:

- We all need to take care of our mental health just like we take care of our physical health.
- You can take care of your mental health by naming and talking about feelings.
- If your feelings seem strong a lot of the time, don't be afraid to ask for help. You have grown-ups who love you and want to help you feel better.

#### Continue the Conversation:

- Tell about a time when you had strong feelings that made you feel good? What was it that made you feel that way?
- Tell about a time when you had strong feelings that made you feel bad? What did you do to feel better?
- How can you use things that make you feel good to help yourself feel better when you need it?
- Why should you talk to a trusted adult about your strong feelings?

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it's time to HELP

Help quickly.

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Listen.

Plan to talk to an adult.



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Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Mental Health Awareness**  
**Grade 1**

Print an image of emojis. Ask students to match the emotion word to the correct emoji.  
Talk about how people look different when they experience different emotions.  
Encourage students to talk about their emotions as a way to care for their mental health.





**Activity Rubric**  
**Mental Health Awareness**  
**Grade 1**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students demonstrate the ability to identify emotions.					

## Coping Skills

### Grade 1

#### **Brief Summary:**

Children need coping skills to help them manage the strong emotions they may feel every day. Learning how to cope with strong feelings at an early age helps them to care for their mental health for years to come. In this lesson, students will learn about how to care for their mental health by using coping skills when they have strong feelings.

#### **Lesson Objectives:**

- Students will identify steps they can take to use coping skills as they care for their mental health.

#### **Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings
- Emotions - words that describe the feelings you have
- Coping - to deal with a hard feeling or situation

#### **Key Takeaways:**

- We all have strong feelings. As you learn to understand them, you can pick the best coping skills to face them.
- Coping skills help to make big emotions seem smaller.
- It's always a good idea to talk to a trusted adult about your strong feelings.

#### **Continue the Conversation:**

- Which feeling is the hardest for you to cope with? Why?
- What coping skills have you tried before?
- What new coping skills can you try?
- Who can you talk to if you need help to calm down your strong feelings?

#### **Follow-Up Activity/Prompt**

- Put three coping skills on the board: (1) Talk to an adult, (2) Play with a friend, or (3) Take a break and come back later. Give each student one sticky note and ask them to write their name on it. Then place that sticky note under the coping skill that they think would work best for them most of the time.

- Tell students that sometimes what they think will help doesn't always work as expected. It's good to have different ways to cope. Encourage them to start thinking about different ways to cope.
- If time permits, instruct students to move their sticky note to another coping skill they can use.

**Additional Resources:**

- **Additional Activities:**

- Instruct students to draw a comic strip with three rectangles. First, tell students to draw anger. In the second, tell students to draw coping. In the third, instruct them to draw a feeling after coping.
- Encourage students to be creative as they do this project. They may draw self-portraits, another person, or something else entirely.

- **Resources for Kids:**

- [When I'm Feeling Disappointed by Trace Moroney](#)
- [Calming Exercises for Kids: Breathing and Stretching](#)

- **Resources for Adults:**

- [Coping with Emotions](#)
- [Helpful vs. Harmful: Ways to Manage Emotions](#)
- [7 Critical Coping Strategies to Teach Your School-Aged Kids](#)

## Home Resources

### Coping Tools

#### Grade 1

#### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings
- Emotions - words that describe the feelings you have
- Coping - to deal with a hard feeling or situation

#### Key Takeaways:

- We all have strong feelings. As you learn to understand them, you can pick the best coping skills to face them.
- Coping skills help to make big emotions seem smaller.
- It's always a good idea to talk to a trusted adult about your strong feelings.

#### Continue the Conversation:

- Which feeling is the hardest for you to cope with? Why?
- What coping skills have you tried before?
- What new coping skills can you try?
- Who can you talk to if you need help to calm down your strong feelings?

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**Follow-Up Activity**  
**Coping Skills**  
**Grade 1**

Brainstorm with students possible coping skills they can use when they feel strong anger, sadness, and worry. Ask students to select one coping skill for each emotion. Give them a notecard and ask them to fill in the blanks with a coping skill from the board.

When I feel sad, I can \_\_\_\_\_.

When I feel angry, I can \_\_\_\_\_.

When I feel worried, I can: \_\_\_\_\_.

Encourage students to keep these notecards on their desks to remind them how they can cope when they experience strong emotions.

**Activity Rubric**  
**Coping Skills**  
 Grade 1

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**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

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Standard	0	1	2	3	4
Identify things you can do to cope with strong emotions.					

## Online Safety

### Grade 1

#### **Brief Summary:**

The internet is being used more widely for school lessons as well as gaming. This lesson provides information to young children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

#### **Lesson Objectives:**

- Students will identify steps they can take to stay safe online.

#### **Shared Vocabulary:**

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- a person who uses the internet to bully other people.

#### **Key Takeaways:**

- The internet is used for learning and fun, but there are also dangers online.
- Never give out personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password.

#### **Continue the Conversation:**

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?

#### **Additional Resources:**

- Set up restrictions on computers so children don't have access to everything.
- [5 Tools: Keeping Kids Safe Online](#)
- [Chicken Clicking by Jeanne Willis and Tony Ross](#)
- [NetSafe Episode 1: What is the Internet? \(Grades K-3\)](#)

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## Home Resources

### Online Safety

#### Grade1

#### Shared Vocabulary:

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
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- Let your parents help you choose your password.

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- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?

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Help quickly.

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## Follow-Up Activity

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**Online Safety**  
**Grade 1**

Question: Play Red Light, Green Light with students. Explain to the students that when you say a situation (from below) they are to “Go” (green light) if it is something they can do safely online. They are to “Stop” (red light) if it is not something they can do safely online (if it is dangerous or harmful). These can be read in any order.

1. You ask your parents to help you choose your password. (Green Light)
2. Someone wants you to send messages to them online. (Red Light)
3. Your mom and dad said you can play Roblox for 15 min. (Green Light)
4. Someone wants to know where you live. (Red Light)
5. You see a pop-up ad and want to click it. (Red Light)
6. Your mom says she will help you download a new game. (Green Light)
7. You get a mean message from someone. (Red Light)
8. The person you are playing a game with asked for your address. (Red Light)
9. You asked your mom if you could click a link and she said yes. (Green Light)
10. You are upset, and you want to send a mean message online. (Red Light)

**Activity Rubric**  
**Online Safety**  
**Grade 1**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify safe ways to respond to tricky people online.					

## Substance Abuse Prevention

### Grade 1

**Brief Summary:** Drugs make you feel and act differently. Some drugs are good, and some drugs are bad. People who abuse drugs need help. When people get help, they can recover.

#### Lesson Objectives

- Students will explain the dangers of alcohol abuse and that it can be treated.
- Students will explain what to do if they find drugs or medicine.
- Students will talk to a trusted adult if they see or hear people talking about using drugs or alcohol.

#### Shared vocabulary:

- Drugs – a kind of medicine that can be good or bad
- Alcohol – a drink that is only for adults and dangerous for kids
- Drug abuse – when someone uses drugs or alcohol in a bad way that hurts their bodies and minds

#### Key Takeaways:

- You should only take drugs that your doctor or parents give you.
- If you ever find drugs, tell an adult right away.
- If someone ever offers you drugs, say no.
- If someone is addicted to drugs or alcohol, they need help to get better.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

#### Additional Resources:

- [Partnership to End Addiction](#)
- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

**Home Resources**  
**Substance Abuse Prevention**  
**Grade 1**

**Shared vocabulary:**

- Drugs – a kind of medicine that can be good or bad
- Alcohol – a drink that is only for adults and dangerous for kids
- Drug abuse – when someone uses drugs or alcohol in a bad way that hurts their bodies and minds


**Key Takeaways:**

- You should only take drugs that your doctor or parents give you.
- If you ever find drugs, tell an adult right away.
- If someone ever offers you drugs, say no.
- If someone is addicted to drugs or alcohol, they need help to get better.

**Continue the Conversation:**

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

If a friend needs help with strong feelings, it's time to HELP




Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.

If you need help with your strong feelings, it's time to ACT



Ask for help.

Calm your mind and body.

Talk about what you feel.

**Resources:**

- Call 911 or contact your school counselor

**Follow-Up Activity**

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## Substance Abuse Prevention Grade 1

In this activity, students will work together to decide what to do when they encounter drugs or alcohol. Pair each student up with a buddy. Explain to students that together, they will be deciding if a situation involving a substance is “safe” or “unsafe.” Pass out small slips of construction paper (green and red) to each student.

When a scenario is described (see bullets below), have students talk to their buddy about the situation. Then, have them raise a green or red slip to show if the substance abuse situation is safe or unsafe. After the students have made their choice, raise your own slip, and offer an explanation.

- Last night you had a sore throat. Your mom gave you some medicine to help you feel better. It tasted good. Now you are thinking about taking some more without asking your mom. Is this safe or unsafe? (Unsafe, red slip)
- Your dad gives you a vitamin every day to make your body healthy and strong. Is this safe or unsafe? (Safe, green slip)
- An older cousin has some beer. He leaves it on the counter in your family’s kitchen. Is it okay for you to drink a little sip? (Unsafe, red slip)
- You have a headache. Your friend has some medicine. You are thinking about taking some of the medicine your friend takes. Is this safe or unsafe? (Unsafe, red slip)
- You are sick and go to the doctor. The doctor says that you should take cough medicine. Is this safe or unsafe? (Safe, green slip)

Choose one unsafe situation and ask students to discuss what they would do instead. Use the rubric below to determine if students are at the level of expectation.

### Activity Rubric

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**Substance Abuse Prevention**  
**Grade 1**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Determine whether a situation is safe or unsafe.					
Discuss dangerous substance situations with classmates.					
Describes what to do when different substances are involved (including dangerous ones)					

## Kid Power: The Power to Stay Safe

### Grade 1

**Brief Summary:** Lesson introduces the idea that students have the power to keep their minds and bodies safe. Students learn the differences between safe and unsafe touches and what to do if someone tries to touch them unsafely. Students also learn the importance of not using drugs or alcohol as they keep their bodies healthy. The lesson concludes with an introduction to the topic of internet safety and steps students can take to stay safe online.

#### Lesson Objectives

- Students will enforce boundaries about their bodies and how they are treated.
- Students will discuss how to stay safe on the internet.
- Students will be able to talk to an adult if they feel scared, sad, or weird about anything that happens in real life or online.

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Always tell your parents first if someone wants you to go with them.
- You have the right to say "no" if someone wants to touch your body.
- Tell an adult right away if something makes you feel scared or unsafe.

#### Continue the Conversation:

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?

#### Additional Resources

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- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)
- [Safety Voice](#)

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## Home Resources

### Kid Power: The Power to Stay Safe

#### Grade 1

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Always tell your parents first if someone wants you to go with them.
- You have the right to say “no” if someone wants to touch your body.
- Tell an adult right away if something makes you feel scared or unsafe.

#### Continue the Conversation:

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

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Ask for help.

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## Follow-Up Activity

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## Kid Power: The Power to Stay Safe Grade 1

Remind students that they should tell an adult they trust if anything happens that makes them feel scared, unsafe, confused, or weird. Ask them to think of two or three people they can trust. Write these words down on the board (ex, Mom, dad, teacher, police officer, etc.)

Tell students that you are all going to play the “What If” game together. Read the situations listed below and ask students to call out the name of a person who they could tell if this kind of situation happened to them.

- What if a person says they will give you money for video games if you go to the store with them?
- What if someone online asks for your name or where you live?
- What if someone touches you in a way that you don't like?
- What if someone you know wants you to do something that makes you feel bad or you know is dangerous?
- What if someone that isn't part of your family wants you to get in the car with them?
- What if a person asks you to help them do something like finding a lost pet?
- What if someone asks you to let them touch a private part?

Feel free to create your own scenarios. Use the rubric below to determine if students are at the level of expectation.

### Activity Rubric

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**Kid Power: The Power to Stay Safe**  
**Grade 1**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

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**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify unsafe situations.					
Identify trusted adults.					

## Mental Health Awareness Grade 2

### Brief Summary:

When children are young, they seem to tell you everything that's on their minds. As they start to get a little older, they may also start keeping their feelings bottled up inside. In this lesson, students learn the importance of expressing emotions and not ignoring them as part of their mental health care.

### Lesson Objectives:

- Students will define mental health and identify steps they can take to care for their mental health.
- Students will discuss what happens when you ignore strong feelings.

### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings
- Ignore - when you pretend something isn't there or isn't really happening
- Anxiety - when we worry so much that we have a hard time breathing or doing things we need or want to do

### Key Takeaways:

- Talk to a trusted adult about your feelings.
- Take a few deep breaths before acting.
- Let yourself feel your feelings instead of avoiding them.
- Know that it is OKAY to have feelings. You don't need to ignore them.

### Continue the Conversation:

- Have you ever ignored your strong feelings, like anger, sadness, or worry? What happened?
- What can you do to face those strong feelings instead of ignoring them?

### Follow-Up Activity/Prompt

- Instruct students to sketch a picture of a volcano erupting. Tell them to write the words ANGER, SADNESS, and WORRY coming out of the volcano. Explain to students that ignoring feelings is like a volcano. Those feelings will come out one way or another. You can either let them out slowly and in a healthy way or you can wait for them to erupt and cause more problems.

## Additional Resources

- **Additional Activities:**

- Give students a piece of paper. Ask them to fold it in half hot-dog style then open it up. Then ask them to fold it hamburger style and open it back up. They should now have four quadrants on their paper. In the center, instruct students to draw a circle big enough to draw a face or word in.
- In each quadrant, ask students to draw one thing that makes them sad, one thing that makes them afraid, one thing that makes them angry, and one thing that makes them happy. In the circle, instruct students to write the name or draw a picture of a person they can ask for help when they have strong feelings.
- Encourage children to give this paper to their parents or another helpful adult, so they know what things are hard for the child and can be prepared to give extra love and support in those times.

- **Resources for Kids:**

- [My Inside Weather by Jen Thorpe, Lara Berge, & Emma Beckett](#)
- [Visiting Feelings by Lauren Rubenstein](#)

- **Resources for Adults:**

- [Teaching Feelings and Emotions](#)
- [How to Talk to Your Child About Feelings](#)
- [Helping Kids manage Anger](#)

**Home Resources**  
**Mental Health Awareness**  
**Grade 2**

**Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings
- Ignore - when you pretend something isn't there or isn't really happening
- Anxiety - when we worry so much that we have a hard time breathing or doing things we need or want to do

**Key Takeaways:**

- Talk to a trusted adult about your feelings.
- Take a few deep breaths before acting.
- Let yourself feel your feelings instead of avoiding them.
- Know that it is OKAY to have feelings. You don't need to ignore them.

**Continue the Conversation:**

- Have you ever ignored your strong feelings, like anger, sadness, or worry? What happened?
- What can you do to face those strong feelings instead of ignoring them?

If a friend needs help  
with strong feelings,  
it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with  
your strong feelings,  
it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Mental Health Awareness**  
**Grade 2**

Lead the class in the creation of a word web. Start with the words “Mental Health” in the center circle. Encourage students to include things they can do to care for their mental health as well as coping tools they can use when they experience intense emotions.

**Activity Rubric**  
**Mental Health Awareness**  
**Grade 2**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students identify critical aspects of mental health care.					



## Coping Tools Grade 2

### **Brief Summary:**

Children need coping skills to help them manage the strong emotions they may feel every day. Learning how to cope with strong feelings at an early age helps them to care for their mental health for years to come. In this lesson, students will learn about how to care for their mental health by using coping skills when they have strong feelings.

### **Lesson Objectives:**

- Students will identify steps they can take to use coping skills as they care for their mental health.

### **Shared Vocabulary:**

- Coping - to deal with a hard feeling or situation
- Problem-solving - steps you take to fix a problem
- Compromise - when two or more people disagree and each person gets part of what they want
- Distractions - things that take your attention away from something else
- Self-care - things you do to take care of your mind and body

### **Key Takeaways:**

- Using coping tools helps to take care of your mind and body.
- Coping tools include self-care, distractions, and problem solving

### **Continue the Conversation:**

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

### **Additional Resources:**

- **Additional Activities:**

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- Watch the [Bring It Down](#) video used in the lesson. Ask students to do the activity along with the video. Talk with them about how they felt before and after the video.
  
- **Resources for Kids:**
  - [Managing Worry and Anxiety for Kids](#)
  - [On & Off](#)
  
- **Resources for Adults:**
  - [Practical Calm Down Strategies for Kids](#)
  - [De-Escalation Spaces: Helping Students Manage Emotions](#)

## Home Resources

### Coping Tools

#### Grade 2

#### Shared Vocabulary:

- Coping - to deal with a hard feeling or situation
- Problem-solving - steps you take to fix a problem
- Compromise - when two or more people disagree and each person gets part of what they want
- Distractions - things that take your attention away from something else
- Self-care - things you do to take care of your mind and body

#### Key Takeaways:

- Using coping tools helps to take care of your mind and body.
- Coping tools include self-care, distractions, and problem solving

#### Continue the Conversation:

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Coping Tools**  
**Grade 2**

Draw a picture of a balloon. Instruct students to write or draw about coping skills they plan to use when they feel strong emotions.

**Activity Rubric**  
**Coping Tools**  
**Grade 2**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify things you can do to cope with strong emotions.					

## Online Safety

### Grade 2

#### **Brief Summary:**

The internet is being used more widely for school lessons as well as gaming. Because of this, children are exposed to the internet at a young age. This lesson provides information to young children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

#### **Lesson Objectives:**

- Students will identify steps they can take to stay safe online.

#### **Shared Vocabulary:**

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- a person who uses the internet to bully other people.

#### **Key Takeaways:**

- The internet is used for learning and fun, but there are also dangers online.
- Never give out personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password.
- Never share your password with your friends.

#### **Continue the Conversation:**

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

#### **Additional Resources:**

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- Set up restrictions on computers so children don't have access to everything.
- 5 Tools: Keeping Kids Safe Online
- Kids Book Read Aloud Story Time for Kids Clicker the Internet Detective Online Safety book for kids
- NetSafe Episode 2: What is Personal Information? (Grades K-3)

## Home Resources

### Online Safety

#### Grade 2

#### Shared Vocabulary:

- Internet – a global computer network
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- a person who uses the internet to bully other people.

#### Key Takeaways:

- Never give personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password.
- Never share your password with your friends.

#### Continue the Conversation:

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

If a friend needs help  
with strong feelings,  
it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with  
your strong feelings,  
it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.



## Follow-Up Activity

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**Online Safety**  
**Grade 2**

Play Stand Up, Sit Down with students. Explain to the students that when you say a situation (from below) they are to stand up if it is something they can do safely online. They are to sit down if it is not something they can do safely online (if it could be dangerous or harmful). If the student is already standing or sitting when you say a situation that requires them to do the same thing, they will simply stay in the position they are in. These can be read in any order.

1. You ask your parents for permission to play a game. **Stand Up**
2. Someone you don't know wants to chat with you online. **Sit Down**
3. Your mom and dad know your password in case you lose it. **Stand Up**
4. You need to fill out a registration form for a website. **Sit Down**
5. You see a pop-up ad for a free game and want to click it. **Sit Down**
6. Your dad says he will help you download a new game. **Stand Up**
7. You get a message from someone asking you where you live. **Sit Down**
8. You are mad at Rob, so you want to send him a mean message. **Sit Down**
9. You want to post a selfie on your game and tell people your name. **Sit Down**
10. While researching ants, your mom said you can open a new webpage. **Stand Up**

**Activity Rubric**  
**Online Safety**  
**Grade 2**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify ways to stay safe online.					

## Substance Abuse Prevention Grade 2

**Brief Summary:** Drugs are substances that can heal you, but some kinds of drugs can hurt you. Using drugs in an unsafe way or using too much alcohol or drugs is called drug abuse. People who abuse drugs need treatment to get better.

### Lesson Objectives

- Students will explain that many drugs are bad and that they shouldn't take any drugs not given to them by parents or a doctor.
- Students will explain that drugs can be misused and that those who abuse them need help to get better.
- Students will demonstrate safe practices to use if they find drugs or alcohol.

### Shared vocabulary:

- Drugs – a kind of medicine that can be good or bad or used in a bad way
- Alcohol – a drink that is only for adults and changes the way you think
- Addiction – a condition where people can't stop using drugs or alcohol. Their bodies want it the way your body wants food.
- Drug abuse – when someone uses drugs or alcohol in a bad way that hurts their bodies and minds

### Key Takeaways:

- You should only take drugs or medicine if a doctor or parent gives them to you.
- You should never take drugs that aren't yours or that you find.
- You should never drink alcohol.
- Drug abuse is a treatable condition.

### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

### Additional Resources:

- [Partnership to End Addiction](#)
- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

## Student Take-Home Resources

### Substance Abuse Prevention

#### Grade 2

#### Shared vocabulary:

- Drugs – a kind of medicine that can be good or bad or used in a bad way
- Alcohol – a drink that is only for adults and changes the way you think
- Addiction – a condition where people can't stop using drugs or alcohol. Their bodies want it the way your body wants food.
- Drug abuse – when someone uses drugs or alcohol in a bad way that hurts their bodies and minds

#### Key Takeaways:

- You should only take drugs or medicine if a doctor or parent gives them to you.
- You should never take drugs that aren't yours or that you find.
- You should never drink alcohol.
- Drug abuse is a treatable condition.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.



## **Follow-Up Activity**

### **Substance Abuse Prevention**

#### **Grade 2**

In this activity, students will work together to decide what to do in situations with substances. Explain to students that together, they will be deciding who to call on in different situations. Put the students into pairs or small groups and give each grouping four sticky notes. Each note should have one of the following words written on them: parent, teacher, doctor, police officer.

Read the scenarios (see bullets below) and have the students talk to their classmates about the situation. Then, have them decide who they will call on in different situations. Have one student from each grouping raise their sticky note and discuss as a whole class.

- You are at home playing in your room. You find a pill on the floor. Who could you ask for help?
- You are at school, and you see some kids smoking on the playground or in the bathroom. Who could you ask for help?
- You see your brother or sister drinking some cough syrup without mom or dad saying okay. Who could you ask for help?
- An adult is trying to force you to use drugs or other harmful substances. Who could you ask for help?
- You are at the doctor's office and have questions about whether or not a medicine is safe. Who could you ask for help?

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- Some teenagers in your neighborhood are drinking alcohol and smoking. They ask you to try. Who could you ask for help?
- Someone you know has a drug problem. You want to help, but you are just a kid. Who could you ask for help?

**Activity Rubric**  
**Substance Abuse Prevention**  
**Grade 2**

Use the rubric below to determine if students are at the level of expectation.

Exceptional (4) Performance is outstanding; significantly above the usual expectations.

Proficient (3) Skills and standards are at the level of expectation.

Basic (2) Skills and standards are acceptable but improvements are needed to meet expectations well.

Novice (1) Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Determine whether a situation is safe or unsafe					
Discuss dangerous substance situations with classmates					
Describes who to call on when dangerous situations arise					



## **Kid Power: The Power to Stay Safe**

### **Grade 2**

**Brief Summary:** Students learn about the power they have to control what happens to them. This includes what they put in their bodies and whether or not people can touch them. Students are also taught how they can keep themselves safe online.

#### **Lesson Objectives**

- Students will discuss how to keep their minds and bodies safe both in real life and online.
- Students will identify the differences between safe and unsafe touches.

#### **Shared vocabulary:**

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### **Key Takeaways:**

- Students will identify safe and unsafe situations in real life and online.
- Students will identify the difference between safe and unsafe touches.
- Students will discuss what to do if they feel unsafe.

#### **Continue the Conversation:**

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?

#### **Additional Resources**

- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)
- [Safety Voice](#)

## **Home Resources**

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## Kid Power: The Power to Stay Safe Grade 2

### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

### Key Takeaways:

- Students will identify safe and unsafe situations in real life and online.
- Students will identify the difference between safe and unsafe touches.
- Students will discuss what to do if they feel unsafe.

### Continue the Conversation:

- How can you use your Kid Power to stay safe at home? At school? At the playground? On the computer?
- Why is it important to use your Kid Power?


If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.




If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.



## Follow-Up Activity Kid Power: The Power to Stay Safe

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**Grade 2**

This activity is a take on the game “Red Rover.” Split students into two teams with one called the “green team” and the other called the “red team.” The red team represents unsafe choices, and the green team represents safe responses to unwanted, threatening, or dangerous situations. Assign a “buddy” to each child. Then, read out one of the scenarios listed below. Choose a pairing of students (from either side) and have them decide whether the situation represents a safe or unsafe choice. If it is a safe choice, and they are on the “safe side,” they stay where they are. Otherwise, they cross over. The same goes for the opposite team. Keep the game going until all of the scenarios have been read. You can also make up your own scenarios or have students create situations.

- A woman in your neighborhood needs help looking for her lost puppy, so you decide to go with her. (Unsafe choice; join the red team)
- A woman in your neighborhood needs your help looking for a lost cat, but you tell her that you can't. (Safe choice; join the green team)
- Someone you don't know smiles at you and offers to give you a ride to school. You say, “no thank you” and walk away. (Safe choice; join the green team)
- Someone you don't know smiles at you and offers to give you a ride to the park. You say ‘yes’ and get into the car. (Unsafe choice; join the red team)
- Someone grabs you and tries to force you to go with them. You scream, ‘get away!’ and bite them. (Safe choice; join the green team)
- A friend touches you in an unsafe way. You don't like it, but you stay quiet and say nothing. (Unsafe choice; join the red team)
- A friend touches you in an unsafe way. You don't like it, so you tell them to stop and talk to a trusted adult. (Safe choice; join the green team.)
- An adult touches you in a way that makes you feel bad. You run away and tell another adult. You keep telling people until someone helps. (Safe choice; join the green team)
- An adult touches your private part and tells you to keep it a secret. You decide not to tell anyone. (Unsafe choice; join the red team)
- Something you see online makes you feel confused, sad, or afraid. You keep watching it because your brother wants to. (Unsafe choice; join the red team)
- Something you see online makes you feel confused, sad, or afraid. You turn it off and talk to your mom or dad about how you feel. (Safe choice; join the green team)

- Someone you've talked to online wants you to meet them in person. They say you can't tell your mom or dad. You tell them no and talk to an adult. (Safe choice, join the green team)
- Someone you've talked to online wants you to meet them in person. They say you can't tell your mom or dad. You say okay and leave to meet them. (Unsafe choice, join the red team)

**Activity Rubric**  
**Kid Power: The Power to Stay Safe**  
**Grade 2**

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**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify dangers and safe situations.					
Identify how to protect yourself in unsafe situations.					



## Mental Health Awareness

### Grade 3

#### Brief Summary:

Students expand their language of emotions. They will learn that if they experience prolonged, intense emotions then they should talk to an adult they trust about their thoughts and feelings.

#### Lesson Objectives:

- Students will identify complex emotions.
- Students will identify a trusted adult they can talk to if their thoughts or feelings keep them from doing things they need or want to do.

#### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings

#### Key Takeaways:

- Talk to a trusted adult okay to feel strong emotions. That’s normal.
- If you have strong thoughts or feelings that won’t go away and that keep you from doing what you need or want to do, then talk to a trusted adult.
- You need to take care of your mental health just like you take care of your physical health.

#### Continue the Conversation:

- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- How is taking care of your mental health like taking care of your physical health?

#### Additional Resources:

- [Teaching Feelings and Emotions](#)
- [How to Talk to Your Child About Feelings](#)
- [NAMI](#)
- [Young Minds](#)

### Home Resources

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**Mental Health Awareness**  
**Grade 3**

**Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings


**Key Takeaways:**

- Talk to a trusted adult okay to feel strong emotions. That's normal.
- If you have strong thoughts or feelings that won't go away and that keep you from doing what you need or want to do, then you should talk to a trusted adult.
- You need to take care of your mental health just like you take care of your physical health.

**Continue the Conversation:**


- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- How is taking care of your mental health like taking care of your physical health?

If a friend needs help with strong feelings, it's time to **HELP**



Help quickly.  
Encourage your friend.  
Listen.  
Plan to talk to an adult.

If you need help with your strong feelings, it's time to **ACT**



Ask for help.  
Calm your mind and body.  
Talk about what you feel.

**Follow-Up Activity**  
**Mental Health Awareness**  
**Grade 3**



Write or draw what you look like when you look angry, happy, sad, and afraid. It is important to know your specific traits and what you do when you have these emotions. Knowing how you experience these feelings will help you recognize the feeling when you have them and then know to ask for help.



**Activity Rubric**  
**Mental Health Awareness**  
**Grade 3**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students demonstrate the ability to identify strong emotions in themselves.					



## Coping Tools

### Grade 3

#### **Brief Summary:**

Children need coping skills to help them manage the strong emotions they may feel every day. Learning how to cope with strong feelings at an early age helps them to care for their mental health for years to come. In this lesson, students will learn about how to care for their mental health by using coping skills when they have strong feelings.

#### **Lesson Objectives:**

- Students will identify steps they can take to use coping skills as they care for their mental health.

#### **Shared Vocabulary:**

- Coping - to deal with a hard feeling or situation
- Depression - when someone is very sad for a long time
- Anxiety - when someone worries a lot; may even be about something that may not actually happen.

#### **Key Takeaways:**

- Using coping tools helps to take care of your mind and body.
- Coping tools include self-care, distractions, and problem-solving.
- People often cope with different feelings using different coping tools.

#### **Continue the Conversation:**

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

#### **Additional Resources:**

- **Resources for Kids:**
  - [Anger Management for Kids](#)
  - [Coping Skill: 5-4-3-2-1 Grounding Technique](#)
- **Resources for Adults:**

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- [Practical Calm Down Strategies for Kids](#)
- [How Mindfulness Helps Us](#)

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## Home Resources

### Coping Tools

#### Grade 3

#### Shared Vocabulary:

- Coping - to deal with a hard feeling or situation
- Depression - when someone is very sad for a long time
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#### Key Takeaways:

- Using coping tools helps to take care of your mind and body.
- Coping tools include self-care, distractions, and problem-solving.
- People often cope with different feelings using different coping tools.

#### Continue the Conversation:

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

If a friend needs help with strong feelings, it's time to **HELP**

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to **ACT**

Ask for help.

Calm your mind and body.

Talk about what you feel.





## **Follow-Up Activity**

### **Coping Tools**

#### **Grade 3**

Play some relaxing music as the one [found here](#). This music and timer last for two minutes. Encourage students to sit comfortably and close their eyes. Tell them to keep their bodies as still as possible and just relax.

After the time ends, talk with students about how this made them feel. This activity could even be done at the start of each school day to help students prepare their minds for learning.

**Activity Rubric**  
**Coping Tools**  
**Grade 3**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Demonstrate at least one coping technique.					

## Online Safety

### Grade 3

#### **Brief Summary:**

The internet is being used more widely for school lessons as well as gaming. Because of this, children are exposed to the internet at a young age, and they don't always know the dangers that it can have. This lesson provides information to young children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

#### **Lesson Objectives:**

- Students will identify steps they can take to stay safe online.
- Students will recognize when something “bad” is happening while they are online.

#### **Shared Vocabulary:**

- Internet – a global computer network.
- Online – controlled by or connected to another computer or to a network.
- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- when someone uses the internet to bully other people.
- Selfie -- a picture that you take of yourself, usually to post on social media.

#### **Key Takeaways:**

- The internet is used for learning and fun, but there are also dangers online.
- Never give out personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password.
- Never share your password with your friends.
- Never try to meet in person someone that you only know from online.

#### **Continue the Conversation:**

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?

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- What are some good things you can do to keep your personal information safe when you go online?

**Additional Resources:**

- Set up restrictions on computers so children don't have access to everything.
- 5 Tools: Keeping Kids Safe Online
- NetSafe Episode 3: Tell an Adult (Grades K-3) (Be aware that there is a drawing of a lady in a bikini at the 1:16-1:20 time marks.)
- NetSafe Episode 4: Be Kind Online (Grades K-3)

## Home Resources

### Online Safety

#### Grade 3

#### Shared Vocabulary:

- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying -- when someone uses the internet to bully other people.

#### Key Takeaways:

- The internet is used for learning and fun, but there are also dangers online.
- Never give personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password.
- Never share your password with your friends.
- Never try to meet in person someone that you only know from online.

#### Continue the Conversation:

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

If a friend needs help  
with strong feelings,  
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Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



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it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.







**Follow-Up Activity**  
**Online Safety**  
**Grade 3**

Question: Brainstorm with the students ways that they can identify dangerous situations online. Have the students draw a thinking web with “Internet Dangers” in the middle, and they must identify at least 5 dangers coming from the web.

**Activity Rubric**  
**Online Safety**  
**Grade 3**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify ways to stay safe online.					

## Substance Abuse Prevention

### Grade 3

**Brief Summary:** Drugs are substances that change the way your mind and body work. Some adults get addicted to drugs or alcohol. When this happens, it is called substance abuse and they need to get treatment to get better. You can make safe choices about drugs or alcohol.

#### Lesson Objectives

- Students will explain that drugs should only be taken with a doctor's instruction and a parent's permission.
- Students will explain that drugs and alcohol can lead to substance abuse and addiction.
- Students will identify what to do if they find drugs or alcohol or if someone they know is addicted to drugs or alcohol.

#### Shared vocabulary:

- Drugs – substances that change the way your mind and body work
- Alcohol – a drink that changes the way your brain works
- Addiction – a condition where people can't stop using drugs or drinking alcohol. Their bodies want drugs or alcohol the way your body wants food.
- Drug abuse – when someone uses drugs or alcohol in a way that harms them

#### Key Takeaways:

- The only drugs that are safe are drugs that your doctor or parent gives you. You should only take the amount they give you.
- Doctors or parents will tell you exactly how to take medicine, and you shouldn't take it any other way.
- If you find drugs or alcohol, give them to an adult right away.
- If you are offered drugs or alcohol, say no.
- If you know someone who is abusing drugs or alcohol, tell an adult you trust.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?



**Additional Resources:**

- [Partnership to End Addiction](#)
- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

## Home Resources

### Substance Abuse Prevention

#### Grade 3

#### Shared vocabulary:

- Drugs – substances that change the way your mind and body work
- Addiction – a condition where people can't stop using drugs or drinking alcohol. Their bodies want drugs or alcohol the way your body wants food.
- Drug abuse – when someone uses drugs or alcohol in a way that harms them


#### Key Takeaways:

- The only drugs that are safe are drugs that your doctor or parent gives you. You should only take the amount they give you.
- Doctors or parents will tell you exactly how to take medicine, and you shouldn't take it any other way.
- If you find drugs or alcohol, give them to an adult right away.
- If you are offered drugs or alcohol, say no.
- If you know someone who is abusing drugs or alcohol, tell an adult you trust.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

If a friend needs help with strong feelings, it's time to HELP




Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.

If you need help with your strong feelings, it's time to ACT



Ask for help.

Calm your mind and body.

Talk about what you feel.

#### Resources:

- Call 911

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- Your school counselor

## **Follow-Up Activity**

### **Substance Abuse Prevention**

#### **Grade 3**

This activity is a play on musical chairs that helps students decide what to do when they come into contact with various substances. Before the class period begins, label each desk with a sticky note (1, 2, 3, 4, ....) Turn on some music and have students walk around the room. When the music stops, they will each take a seat. Call out a number at random and ask that student one of the following questions. If they get it right, they put a 'tally mark' on the board. The goal is to get as many tally marks as possible. If the student is unsure, allow them to call out a desk number and receive help from a friend.

- Last night you had a sore throat. Your mom gave you some medicine to help you feel better. It tasted good. Now you are thinking about taking some more without asking your mom. Is this safe or unsafe?
- Your dad gives you a vitamin every day to make your body healthy and strong. Is this safe or unsafe?
- Is it okay to vape nicotine?
- Is it okay for kids to drink alcohol or beer?
- Is it okay for kids to use illegal drugs?
- Is it okay for kids to take pills they have found or been given by a friend?
- Is it okay for kids to drink water or juice?
- Is it okay for kids to play in the park if an adult is watching them?
- Is it okay for kids to take vitamins that the doctor gives them?
- Is it okay for kids to smoke marijuana?
- Is it okay for kids to take cough syrup when they are sick?
- Is it okay for kids to take medicine when they have a headache or a sore throat?
- Is it okay for kids to drink or swallow substances that they don't know the name of?

To keep the game going, choose unsafe situations and ask students to discuss what they would do instead.

## **Activity Rubric**

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## Substance Abuse Prevention Grade 3

Use the rubric below to determine if students are at the level of expectation.

Exceptional (4) Performance is outstanding; significantly above the usual expectations.

Proficient (3) Skills and standards are at the level of expectation.

Basic (2) Skills and standards are acceptable but improvements are needed to meet expectations well.

Novice (1) Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Determine whether a situation is safe or unsafe					
Discuss dangerous substance situations with classmates					
Describes what to do when different substances are involved (including dangerous ones)					

## Kid Power: The Power to Stay Safe

### Grade 3

**Brief Summary:** Lesson introduces the idea that students have the power to keep their minds and bodies safe. Students learn about healthy and unhealthy relationships and how those relationships make them feel on the inside. Students learn the differences between safe and unsafe touches and what to do if someone tries to touch them unsafely. The lesson concludes with an introduction to the topic of internet safety and steps students can take to stay safe online.

#### Lesson Objectives

- Students will discuss how to keep their minds and bodies safe both in real life and online.
- Students will identify the differences between safe and unsafe touches.
- Students will identify the qualities of healthy relationships.

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside
- Relationship - how you get along with someone else. People have good relationships with friends and adults they trust.

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Talk to an adult you trust if you have an unhealthy relationship with someone.

#### Continue the Conversation:

- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

#### Additional Resources

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- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)
- [Safety Voice](#)

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## Home Resources

### Kid Power: The Power to Stay Safe

#### Grade 3

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside
- Relationship - how you get along with someone else. People have good relationships with friends and adults they trust.

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Talk to an adult you trust if you have an unhealthy relationship with someone.

#### Continue the Conversation:

- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



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Ask for help.

Calm your mind and body.

Talk about what you feel.



## Follow-Up Activity

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## Kid Power: The Power to Stay Safe Grade 3

Tell students that together, you are going to play a game called 'safe choices.' Designate three corners of the room as one of the following: Safe, Safe (tell an adult), and Unsafe (tell an adult). Safe choices are those that keep a child safe. Safe (tell an adult) choices are those that keep a child safe but could have been dangerous. That's why they should tell an adult. Unsafe (tell an adult) choices are those that don't keep a child safe. Any time a child makes an unsafe choice, they should tell an adult.

Read the situations listed below and ask students to decide if the child in the scenario made the safe or unsafe choice. Remind them to avoid peer pressure, make their own choices, and not to go to one corner because that's what everyone else decides.

- A person says they will give you money if you meet up with them or ride in the car with them. You say no. (Safe, tell an adult)
- Someone online asks you your name or where you live. You share the information. (Unsafe, tell an adult)
- You are at a sleepover, and your friend touches you in a way that you don't like. You ask your friend to stop. (Safe, tell an adult)
- Your friend asks you to play tag, but you really don't like that game. You say no. (Safe)
- A person asks you to help them find their lost puppy. You want to help, so you say yes (Unsafe, tell an adult)
- Someone asks you to let them touch a private part or to touch theirs. You say yes because you don't want them to be mad at you. (Unsafe, tell an adult)
- A person you have met online wants you to meet them at the park. You feel weird about it and get offline. (Safe, tell an adult)
- Your friend at school offers you some candy, but you don't like that kind. You say no. (Safe)
- A stranger online wants to video chat with you. They also ask you to send them pictures. You say okay and send some selfies. (Unsafe, tell an adult)

Feel free to create your own scenarios.

### Activity Rubric

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## Kid Power: The Power to Stay Safe

### Grade 3

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Understands the difference between safe and unsafe choices					
Knows when to tell and ask an adult for help					
Communicate ways to respond to unwanted, threatening, or dangerous situations.					

## Mental Health Awareness

### Grade 4

#### **Brief Summary:**

This lesson discusses the physical, mental, and behavioral impacts that stress has on us. It also includes things that students can do to cope with stress as they care for their mental health.

#### **Lesson Objectives:**

- Students will identify the physical, behavioral, emotional, and mental impacts of stress.
- Students will discuss the importance of talking about things they find stressful since others can't visually see when someone is feeling stress.

#### **Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings
- Stress - the way your body responds to situations that could be harmful

#### **Key Takeaways:**

- If you have strong thoughts or feelings that won't go away and that keep you from doing what you need or want to do, then talk to a trusted adult.
- Take care of your mental health just like you take care of your physical health.
- Everyone experiences stress. It affects our physical, mental, and behavioral health. The best way to counteract it is to communicate about it.

#### **Continue the Conversation:**

- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- How does stress affect you?

#### **Additional Resources:**

- [National Child Traumatic Stress Network](#)
- [Adverse Childhood Experiences](#)
- [American Psychological Association](#)
- [NAMI](#)

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## Home Resources

### Mental Health Awareness

#### Grade 4

#### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings
- Stress - the way your body responds to situations that could be harmful

#### Key Takeaways:

- If you have strong thoughts or feelings that won't go away and that keep you from doing what you need or want to do, then you should talk to a trusted adult.
- You need to take care of your mental health just like you take care of your physical health.
- Everyone experiences stress. It affects our physical, mental, and behavioral health. The best way to counteract it is to communicate about it.

#### Continue the Conversation:

- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- How does stress affect you?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



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## Follow-Up Activity

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**Suite360™**  
MENTAL HEALTH + PREVENTION  
**Mental Health Awareness**  
**Grade 4**

Question: Write about how stress makes you feel mentally, emotionally, and physically. What can you do to ease those feelings when they happen?

**Activity Rubric**  
**Mental Health Awareness**  
**Grade 4**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students identify the effects of stress and coping skills they can use to counteract it.					



## Coping Tools

### Grade 4

#### **Brief Summary:**

Children need coping skills to help them manage the strong emotions they may feel every day. Learning how to cope with strong feelings at an early age helps them to care for their mental health for years to come. As students start to get older, they also start experiencing greater levels of stress. In this lesson, students will learn about how to care for their mental health by using coping skills when they experience stress and strong feelings.

#### **Lesson Objectives:**

- Students will identify steps they can take to use coping skills as they care for their mental health.

#### **Shared Vocabulary:**

- Coping - to deal with a hard feeling or situation
- Stress - the physical and mental reaction of your body and mind to things going on around you

#### **Key Takeaways:**

- Using coping tools helps to take care of your mind and body.
- Coping tools include self-care, distractions, and problem-solving.
- People often cope with different feelings using different coping tools.
- When coping tools don't work well, talk to a trusted adult to get more help.

#### **Continue the Conversation:**

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

#### **Additional Resources:**

- **Resources for Kids:**
  - [Fight, Flight, Freeze](#)
  - [Coping Skill: 5-4-3-2-1 Grounding Technique](#)

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- **Resources for Adults:**
  - [5 Coping Tools to Help Kids Calm Down When Upset](#)
  - [How Mindfulness Helps Us](#)

## Home Resources

### Coping Tools

#### Grade 4

#### Shared Vocabulary:

- Coping - to deal with a hard feeling or situation
- Stress - the physical and mental reaction of your body and mind to things going on around you

#### Key Takeaways:

- Using coping tools helps to take care of your mind and body.
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- People often cope with different feelings using different coping tools.
- When coping tools don't work well, talk to a trusted adult to get more help.

#### Continue the Conversation:

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

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## **Follow-Up Activity**

### **Coping Tools**

#### **Grade 4**

Watch the video included in the lesson ([also found here](#)). Instruct students to select 2-3 of these coping strategies that they could use when they feel stressed or experience overwhelming emotions.

This could also be used with a math connection as you graph the coping tools that students find helpful.

**Activity Rubric**  
**Coping Tools**  
**Grade 4**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify coping tools to use when experiencing stress or overwhelming emotions.					

## Online Safety

### Grade 4

#### **Brief Summary:**

The internet is being used more widely for school lessons, social media, and gaming. Because of this, children are exposed to the dangers of the internet at a young age, and they aren't always aware of them. This lesson provides information to young children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

#### **Lesson Objectives:**

- Students will identify steps they can take to stay safe online.
- Students will know how to protect themselves from inappropriate internet behavior.

#### **Shared Vocabulary:**

- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbully -- a person who uses the internet to bully other people.
- Social media -- Social media is a place online where people can connect with others and share photos and videos.

#### **Key Takeaways:**

- The internet is used for learning and fun, but there are also dangers online.
- Never give out personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password. Never share it with friends.
- Never try to meet in person someone that you only know from online.
- Always get permission before you use social media.

#### **Continue the Conversation:**

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?



- What are some good things you can do to keep your personal information safe when you go online?

**Additional Resources:**

- Set up restrictions on computers so children don't have access to everything.
- [5 Tools: Keeping Kids Safe Online](#)
- [NetSafe Episode 5: Cyberbullies are No Fun \(Grades 4-6\)](#)
- [NetSafe Episode 6: What is Personal Information? \(Grades 4-6\)](#)

## Home Resources

### Online Safety

#### Grade 4

#### Shared Vocabulary:

- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbully -- a person who uses the internet to bully other people.

#### Key Takeaways:

- Never give out personal information or send pictures to people you meet online.
- If you want to download something or go to a new website ask permission first.
- Let an adult know if you are being cyberbullied by someone.
- Let your parents help you choose your password. Never share it with friends.
- Never try to meet in person someone that you only know from online.
- Always get permission before you use social media.

#### Continue the Conversation:

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

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## Follow-Up Activity

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## **Online Safety**

### **Grade 4**

Question: Write about how going on the internet is a lot like going to a costume party. How does not being able to see who someone really is create danger for you? How can you keep yourself safe at the costume party (on the internet)?

**Activity Rubric**  
**Online Safety**  
**Grade 4**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify ways to stay safe online.					

## Substance Abuse Prevention

### Grade 4

**Brief Summary:** Drugs are substances that affect your body and mind. Alcohol is a substance that also affects your body and mind. Both drugs and alcohol can lead to substance abuse, which is when someone is addicted and cannot stop using them. People who have substance abuse issues need treatment to get better.

#### Lesson Objectives

- Students will explain what drugs are and how they can be dangerous.
- Students will explain that drug and alcohol use is unsafe.
- Students will discuss ways to say no to drinking, doing drugs, smoking, and vaping.

#### Shared Vocabulary:

- Drugs – substances that change the way your mind and body work
- Alcohol – a kind of drink that only adults should have. It can be abused or lead to addiction.
- Addiction – a condition where people can't stop their behavior, including doing drugs or drinking alcohol.
- Substance abuse – when people are addicted to drugs or alcohol

#### Key Takeaways:

- Drugs are only safe when they are prescribed by a doctor and given by a parent.
- Prescription and non-prescription drugs can both lead to addiction.
- Substance abuse is a serious problem that requires treatment.
- You can say no to doing drugs, smoking, or trying alcohol.
- Drugs or alcohol can severely harm your developing mind and body.
- People with substance abuse issues can get better.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

#### Additional Resources:

- [Partnership to End Addiction](#)

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- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

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## Home Resources

### Substance Abuse Prevention

#### Grade 4

#### Shared Vocabulary:

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- Alcohol – a kind of drink that only adults should have. It can be abused or lead to addiction.
- Addiction – a condition where people can't stop their behavior, including doing drugs or drinking alcohol.
- Substance abuse – when people are addicted to drugs or alcohol

#### Key Takeaways:

- Drugs are only safe when they are prescribed by a doctor and given by a parent.
- Prescription and non-prescription drugs can both lead to addiction.
- Substance abuse is a serious problem that requires treatment.
- You can say no to doing drugs, smoking, or trying alcohol.
- Drugs or alcohol can severely harm your developing mind and body.
- People with substance abuse issues can get better.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

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with strong feelings,  
it's time to HELP

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Plan to talk to an adult.



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Ask for help.

Calm your mind and body.

Talk about what you feel.





**Activity Rubric**  
**Substance Abuse Prevention**  
**Grade 4**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Students will identify the dangers of drug or alcohol use.					
Students will identify one thing they can do if they are offered drugs or alcohol.					

## Kid Power: The Power to Stay Safe

### Grade 4

**Brief Summary:** Lesson introduces the idea that students have the power to keep their minds and bodies safe. Students learn about healthy and unhealthy relationships and how those relationships make them feel on the inside. Students learn the differences between safe and unsafe touches and what to do if someone tries to touch them unsafely. The lesson concludes with an introduction to the topic of internet safety and steps students can take to stay safe online.

#### Lesson Objectives

- Students will discuss how to keep their minds and bodies safe both in real life and online.
- Students will identify the differences between safe and unsafe touches.
- Students will identify the qualities of healthy relationships.

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside
- Relationship - how you get along with someone else. People have good relationships with friends and adults they trust.

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Keep your privacy when you are online or on social media. Don't share photos of yourself or anyone else or personal information. This can keep you safe from unhealthy relationships.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Talk to an adult you trust if you have an unhealthy relationship with someone.

#### Continue the Conversation:

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- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

**Additional Resources**

- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)
- [Safety Voice](#)

## Home Resources

### Kid Power: The Power to Stay Safe

#### Grade 4

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Keep your privacy when you are online or on social media. Don't share photos of yourself or anyone else or personal information. This can keep you safe from unhealthy relationships.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Talk to an adult you trust if you have an unhealthy relationship with someone.

#### Continue the Conversation:

- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





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**Activity Rubric**  
**Kid Power: The Power to Stay Safe**  
**Grade 4**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify actions to take when someone wants them to do something dangerous					



## Mental Health Awareness

### Grade 5

#### **Brief Summary:**

This lesson introduces mental health conditions and how to get help if they have thoughts, feelings, or behaviors that keep them from doing what they need or want to do.

#### **Lesson Objectives:**

- Students will define depression and anxiety.
- Students will identify at least one person they can go to if they need help caring for their mental health.

#### **Shared Vocabulary:**

- Mental health - how you take care of your mind and feelings
- Depression - a mental health condition that negatively impacts your mood, your thoughts, and what you do.
- Self-harm - when someone hurts themselves on purpose
- Anxiety - the uncomfortable feeling you have when you're afraid or worried

#### **Key Takeaways:**

- If you have strong thoughts or feelings that won't go away and that keep you from doing what you need or want to do, then you should talk to a trusted adult.
- If you feel sad, worried, or afraid a lot of the time, you talk to an adult. They can help you cope with those strong feelings.
- You can help other people who feel strong feelings by being a good friend and offering support.

#### **Continue the Conversation:**

- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- When you have a fever, you know you are sick and need to see a doctor to care for your physical health. How do you know when you need help to care for your mental health?

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**Additional Resources:**

- [Society for Adolescent Health and Medicine](#)
- [National Suicide Prevention Lifeline](#)
- [Self Injury Outreach and Support](#)
- [NAMI](#)

## Home Resources

### Mental Health Awareness

#### Grade 5

#### Shared Vocabulary:

- Mental health - how you take care of your mind and feelings
- Depression - a mental health condition that negatively impacts your mood, your thoughts, and what you do.
- Self-harm - when someone hurts themselves on purpose
- Anxiety - the uncomfortable feeling you have when you're afraid or worried

#### Key Takeaways:

- If you have strong thoughts or feelings that won't go away and that keep you from doing what you need or want to do, then you should talk to a trusted adult.
- If you feel sad, worried, or afraid a lot of the time, you talk to an adult. They can help you cope with those strong feelings.
- You can help other people who feel strong feelings by being a good friend and offering support.

#### Continue the Conversation:

- Which trusted adult(s) can you talk to if your thoughts, feelings, or actions keep you from doing what you need or want to do? Do you know how to get in touch with this person?
- Why is it so important to take care of our mental health?
- When you have a fever, you know you are sick and need to see a doctor to care for your physical health. How do you know when you need help to care for your mental health?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Mental Health Awareness**  
**Grade 5**

Question: Write about a time when you were sad and how you coped with sadness. What did you look like, think, and do when you were sad? It is important to understand how your sadness feels mentally and physically so that you can recognize and talk about it as it occurs. Remember that you are not alone when you feel sad.





**Activity Rubric**  
**Mental Health Awareness**  
**Grade 5**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students identify the effects of sadness and coping skills they can use to counteract it.					

## Coping Tools

### Grade 5

#### **Brief Summary:**

Children need coping skills to help them manage the strong emotions they may feel every day. Learning how to cope with strong feelings at an early age helps them to care for their mental health for years to come. As students start to get older, they also start experiencing greater levels of stress. In this lesson, students will learn about how to care for their mental health by using coping skills when they experience stress and strong feelings.

#### **Lesson Objectives:**

- Students will identify steps they can take to use coping skills as they care for their mental health.

#### **Shared Vocabulary:**

- Coping - to deal with a hard feeling or situation
- Depression - when someone feels a lot of sadness for a long time
- Self-harm - when someone hurts themselves on purpose

#### **Key Takeaways:**

- Using coping tools helps you to care for your physical and mental health.
- Coping tools include self-care, distractions, and problem-solving.
- Coping is not a single skill. There are a lot of different ways that people cope. I just have to find the ones that work for me.
- When coping tools don't work well, talk to a trusted adult to get more help.

#### **Continue the Conversation:**

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

#### **Additional Resources:**

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- **Resources for Kids:**

- [Why Am I So Sad?](#)
- [Let It Out: How to Cope with Feeling Sad](#)

- **Resources for Adults:**

- [Is Your Child Depressed?](#)
- [Helping Young Children Cope with Sadness](#)

## Home Resources

### Coping Tools

#### Grade 5

#### Shared Vocabulary:

- Coping - to deal with a hard feeling or situation
- Depression - when someone feels a lot of sadness for a long time
- Self-harm - when someone hurts themselves on purpose

#### Key Takeaways:

- Using coping tools helps you to care for your physical and mental health.
- Coping tools include self-care, distractions, and problem-solving.
- Coping is not a single skill. There are a lot of different ways that people cope. I just have to find the ones that work for me.
- When coping tools don't work well, talk to a trusted adult to get more help.

#### Continue the Conversation:

- What coping skills work well for you? How can you use those to help when you have strong feelings?
- Tell about a time when you had a strong emotion. What did you do to help calm yourself down? How did you cope?
- Why do you think it's important to learn how to cope with strong emotions?

If a friend needs help with strong feelings, it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with your strong feelings, it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





## **Follow-Up Activity**

### **Coping Tools**

#### **Grade 5**

3-2-1 Coping: Students identify 3 things they can do to cope when they're alone, 2 things they can do to cope when they're with a friend, and 1 thing they can do to cope when they're part of a group. Discuss different activities when these situations may really occur (e.g., during class, after school, when hanging out with a friend, at home, etc.).

**Activity Rubric**  
**Coping Tools**  
**Grade 5**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify coping tools to use when experiencing stress or overwhelming emotions.					

## Online Safety

### Grade 5

#### **Brief Summary:**

The internet is being used more widely for school lessons, social media, and gaming. Because of this, children are exposed to the dangers of the internet at a young age, and they aren't always aware of them. This lesson provides information to children about how to stay safe while they are online. Students learn tips for staying safe, what information they should share with their parents and friends, and actions they can take to protect themselves while they are using the internet.

#### **Lesson Objectives:**

- Students will identify steps they can take to stay safe online.
- Students will know how to protect themselves from inappropriate internet behavior.
- Students will recognize situations that can put them in danger.

#### **Shared Vocabulary:**

- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying – when someone uses the internet to bully other people.
- Selfie – a picture that you take of yourself, usually to post on social media.
- Social media – Social media is a place online where people can connect with others and share photos and videos.
- Clickbait – Headlines created just to get people to click on them.

#### **Key Takeaways:**

- The internet is used for learning and fun, but there are also dangers online.
- Never give out personal information or send pictures to people you meet online.
- Let an adult know if you are being cyberbullied by someone.
- Never share your password with your friends.
- Never try to meet in person someone that you only know from online.
- Always get permission before you use social media.
- Only let people follow you that you are friends with in the real world.

#### **Continue the Conversation:**

- How can you be safe when you are online?

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- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

**Additional Resources:**

- Set up restrictions on computers so children don't have access to everything.
- 5 Tools: Keeping Kids Safe Online
- NetSafe Episode 8: Talk to an Adult You Trust (Grades 4-6) (Be aware there is a drawing of a lady in a bikini at the 0:10-0:11 mark. Also a chat that says "You suck" comes on at the 1:25-1:28 mark)
- NetSafe Episode 9: Posting Pictures Online (Grades 4-6)



## Home Resources

### Online Safety

#### Grade 5

#### Shared Vocabulary:

- Pop-up ad – an advertisement that pops-up on a webpage. If you click on it, it will open a new webpage.
- Cyberbullying – when someone uses the internet to bully other people.
- Clickbait – Headlines created just to get people to click on them.

#### Key Takeaways:

- The internet is used for learning and fun, but there are also dangers online.
- Never give personal information or send pictures to people you meet online.
- Let an adult know if you are being cyberbullied by someone.
- Never share your password with your friends.
- Never try to meet in person someone that you only know from online.
- Always get permission before you use social media.
- Only let people follow you that you are friends with in the real world.

#### Continue the Conversation:

- How can you be safe when you are online?
- What can you do to help protect yourself and others from cyberbullying?
- What do you think your parents need to know to help you be safe online?
- What are some good things you can do to keep your personal information safe when you go online?

If a friend needs help  
with strong feelings,  
it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with  
your strong feelings,  
it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.





**Follow-Up Activity**  
**Online Safety**  
**Grade 5**

Write a short essay explaining why you should only chat with and let people ‘follow’ you that you are friends with in the real world. How does not knowing who you are chatting with create danger for you? How can you keep yourself safe when people you don’t know want to follow you on social media?

**Activity Rubric**  
**Online Safety**  
**Grade 5**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify ways to stay safe online.					

## Substance Abuse Prevention

### Grade 5

**Brief Summary:** Drugs and alcohol are substances that affect your body and mind. Drugs and alcohol change the way someone feels and can lead to addiction. When someone is addicted, they have a condition called substance abuse where they use drugs or alcohol in bad ways. Substance abuse is a serious condition that requires treatment.

#### Lesson Objectives

- Students will discuss the dangers of drug and alcohol use.
- Students will define addiction and discuss how it harms your brain and body.
- Students will demonstrate how to say no to drugs, drinking, and smoking.

#### Shared Vocabulary:

- Drugs – substances that change the way your brain and body work
- Alcohol – a kind of drink that only adults should have. It can be abused and lead to addiction.
- Addiction – a condition where people feel a constant, urgent need to use drugs or alcohol.
- Substance abuse – when someone becomes addicted to using drugs or alcohol

#### Key Takeaways:

- Prescription drugs are only safe if they are used the way the doctor tells you.
- All drugs can be abused.
- Substances like tobacco, nicotine, and alcohol can also lead to addiction and abuse.
- Drugs can do lasting damage to a child's body and brain.
- Say no to drugs, drinking, and smoking.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

#### Additional Resources:

- [Partnership to End Addiction](#)

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- [As They Grow: Teaching Your Children How to Use Medicines Safely](#)

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## Home Resources

### Substance Abuse Prevention

#### Grade 5

#### Shared Vocabulary:

- Addiction – a condition where people feel a constant, urgent need to use drugs or alcohol.
- Substance abuse – when someone becomes addicted to using drugs or alcohol

#### Key Takeaways:

- Prescription drugs are only safe if they are used the way the doctor tells you.
- All drugs can be abused.
- Substances like tobacco, nicotine, and alcohol can also lead to addiction and abuse.
- Drugs can do lasting damage to a child's body and brain.
- Say no to drugs, drinking, and smoking.

#### Continue the Conversation:

- When is it okay to take a drug or medicine? Why? Who can give that to you?
- When is it not okay to take a drug or medicine? Why?
- What should you do if someone offers you drugs or alcohol?

If a friend needs help  
with strong feelings,  
it's time to HELP

Help quickly.

Encourage your friend.

Listen.

Plan to talk to an adult.



If you need help with  
your strong feelings,  
it's time to ACT

Ask for help.

Calm your mind and body.

Talk about what you feel.



#### Resources:

- Call 911
- Your school counselor

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**Activity Rubric**  
**Substance Abuse Prevention**  
**Grade 5**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify the negative impacts of drug and alcohol abuse.					



## Kid Power: The Power to Stay Safe

### Grade 5

**Brief Summary:** Lesson introduces the idea that students have the power to keep their minds and bodies safe. Students learn about setting healthy boundaries within their relationships. Students learn the differences between safe and unsafe touches and what to do if someone tries to touch them unsafely. The lesson concludes with an introduction to the topic of internet safety and steps students can take to stay safe online.

#### Lesson Objectives

- Students will discuss how to keep their minds and bodies safe both in real life and online.
- Students will identify the differences between safe and unsafe touches.
- Students will identify the qualities of healthy relationships.

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside
- Relationship - how you get along with someone else. People have good relationships with friends and adults they trust.
- Boundaries - limits you set on what someone can do to you or what you will do

#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Keep your privacy when you are online or on social media. Don't share photos of yourself or anyone else or personal information. This can keep you safe from unhealthy relationships.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Set boundaries for yourself to stay safe.
- Talk to an adult you trust if you have an unhealthy relationship with someone.

#### Continue the Conversation:

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- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

**Additional Resources**

- [KidSafe](#)
- [NetSmartzKids](#)
- [ChildHelp](#)
- [My Body is Special and Belongs to Me](#)
- [Safety Voice](#)

## Home Resources

### Kid Power: The Power to Stay Safe

#### Grade 5

#### Shared vocabulary:

- Safe touch – touches that makes you feel good on the inside
- Unsafe touch – touches that make you feel scared, weird, or uncomfortable on the inside
- Relationship - how you get along with someone else. People have good relationships with friends and adults they trust.
- Boundaries - limits you set on what someone can do to you or what you will do


#### Key Takeaways:

- If someone ever touches you in a way you don't like or shows you things on the computer or phone that you don't like, you should talk to a trusted adult right away.
- Keep your privacy when you are online or on social media. Don't share photos of yourself or anyone else or personal information. This can keep you safe from unhealthy relationships.
- Healthy relationships make you feel good on the inside. Unhealthy relationships make you feel bad, scared, worried, or uncomfortable.
- Set boundaries for yourself to stay safe.
- Talk to an adult you trust if you have an unhealthy relationship with someone.


#### Continue the Conversation:

- What actions can you take to stay safe at home? At school? At the playground? On the computer?
- Why is it important to take these actions?

If a friend needs help with strong feelings, it's time to **HELP**



- Help quickly.
- Encourage your friend.
- Listen.
- Plan to talk to an adult.



If you need help with your strong feelings, it's time to **ACT**

- Ask for help.
- Calm your mind and body.
- Talk about what you feel.

**Follow-Up Activity**  
**Kid Power: The Power to Stay Safe**  
**Grade 5**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

You get dropped off at school early one day because your parents have a meeting. The cafeteria isn't even open yet for breakfast, so you go sit in the office. A woman you don't recognize comes in and sits next to you. She is nice and asks you questions. Then, she starts joking around with you and laughing. She reaches out and tickles you on your side. What will you say and do? Finish the story in your own words.

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**0** The criterion is missing or not in evidence.

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Identify appropriate ways to respond to unsafe situations					

# Lessons for Students in Grades 6-12

**If you have a friend with  
mental health challenges,  
it's time to HELP.**

**H**elp as soon as you can.

**E**mpathize with them.

**L**isten and don't try to fix it.

**P**lan your next steps.

**If you are experiencing  
mental health challenges,  
it's time to ACT.**

**A**pply coping strategies.

**C**onsider options for help.

**T**alk to a trusted adult.

## **Mental Health Awareness & Assistance**

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## Grade 6

**Brief Summary:** Just as you take steps to care for your physical health when you're well and when you feel sick, we need to take care of our mental health. In fact, taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health care. It's also important to recognize when thoughts, feelings, and behaviors are keeping you from doing what you need or want to do. That may be a sign that you need additional mental health care.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health challenges facing youth.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being based on how we think, act, and feel; not just the absence of a mental condition
- Mental health condition - refers to a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school.
- Overwhelming feelings - feelings that last a long time, affect how you think and act; can be a sign of something more serious that needs to be addressed

### Key Takeaways:

- Everyone has mental health. Taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?



- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Home Resources

### Mental Health Awareness & Assistance

#### Grade 6

#### Shared vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being based on how we think, act, and feel; not just the absence of a mental condition
- Mental health condition - refers to a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school.
- Overwhelming feelings - feelings that last a long time, affect how you think and act; can be a sign of something more serious that needs to be addressed

#### Key Takeaways:

- Everyone has mental health. Taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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Mental Health Awareness & Assistance
Grade 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: We know that there are things we can do to take care of our bodies like eating health foods and getting enough exercise and sleep. How can you also take care of your mental health?

Lined writing area for student response

**Activity Rubric**
  
**Mental Health Awareness & Assistance**
  
**Grade 6**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or writing					
LAFS.6.L.1.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions Grade 6

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

### Shared Vocabulary:

- Mental health – Mental health is the term we use to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - People with a mental health condition may have thoughts, feelings, and actions that are different than other people of the same age. When connected to a mental health condition, feelings last much longer and are more intense than other people's typical feelings about stress.
- Stigma - Stigmas are negative stereotypes. They are often communicated by the way we treat or talk about people with a mental health condition.

### Key Takeaways:

- We all experience negative feelings sometimes. When they last for weeks, when you have several symptoms of a mental health condition, or when your feelings seem intense, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

### Continue the Conversation:

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- How can you connect what you think about the content of today's lesson to how you are feeling? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional resources:**

- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions Grade 6

#### Shared Vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - thoughts, feelings, and actions that last much longer and are more intense than other people's typical feelings about stress.
- Stigma - Stigmas are negative stereotypes communicated by the way we treat or talk about people with a mental health condition.

#### Key Takeaways:

- When negative thoughts or feelings last a long time, and keep you from doing what you need or want to do, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**  
**#StopTheStigma: The Truth About Mental Health Conditions**  
**Grade 6**

**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- Exceptional (4)** Performance is outstanding; significantly above the usual expectations.
- Proficient (3)** Skills and standards are at the level of expectation.
- Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.
- Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.
- 0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.					
LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and					

information through the selection, organization, and analysis of relevant content.					
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## Healthy Coping Tools for Teens

### Grade 6

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotion regulation.

#### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways.
- Students will be able to identify specific coping strategies they can employ in the future.

#### Shared Vocabulary:

- All or nothing thinking – extreme thinking (e.g., EVERYONE hates me! NOTHING ever goes right. I'm ALWAYS last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death.
- Mindfulness - focusing one's awareness of the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.

#### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how you feel instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources

- [Supporting a Friend or Family Member with Mental Health Problems](#)
- [What Educators Should Know](#)

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- [Supporting a Friend or Family member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

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## Home Resources

### Healthy Coping Tools for Teens

#### Grade 6

#### Shared Vocabulary:

- All or nothing thinking – extreme thinking (e.g., EVERYONE hates me! NOTHING ever goes right. I'm ALWAYS last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death.
- Mindfulness - focusing one's awareness of the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.

#### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how you feel instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



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**Activity Rubric**  
**Healthy Coping Tools for Teens**  
 Grade 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
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**You Can HELP:**  
**Supporting Someone With a Mental Health Condition**  
**Grade 6**

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives, and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

**Lesson Objectives**

- Students will describe symptoms of mental health conditions.
- Students will learn basic steps to supporting a friend or family member with a mental health condition.
- Students will identify specific things they can do to support someone who is living with a mental health issue

**Shared vocabulary:**

- Depression - a common and serious medical condition that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.

**Key Takeaways:**

- Many people struggle with mental health conditions. They are common issues involving changes in emotion, thinking, and behavior.
- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?



- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### **Additional Resources**

- [Supporting a Friend or Family member with Mental Health Problems](#)
- [What Educators Should Know](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 6

#### Shared Vocabulary:

- Depression - a common and serious medical condition that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.

#### Key Takeaways:

- Many people struggle with mental health conditions. They are common issues involving changes in emotion, thinking, and behavior.
- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



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**Activity Rubric**  
**You Can HELP: Supporting Someone with a Mental Health Condition**  
**Grade 6**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- Exceptional (4):** Performance is outstanding; significantly above the usual expectations
- Proficient (3):** Skills and standards are at the level of expectation
- Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well
- Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.
- Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					



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## Prevention of Substance Misuse Grade 6

**Brief Summary:** Students will be given basic information about substance abuse and misuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption and drug addiction.
- Students will identify physical effects for each type of drug discussed.
- Students will identify specific issues and health concerns associated with the use of each type of drug discussed.

### Shared vocabulary:

- Vaping - inhaling vapor produced by an electronic cigarette or similar device.
- Opioids - a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain, so it can be particularly dangerous to youth whose brains are not yet fully developed
- The impact of drugs on physical and mental health varies widely depending upon the drug taken.

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with substance abuse issues?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional activities/resources/suggested reading:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)



## Home Resources

### Prevention of Substance Misuse

#### Grade 6

#### Shared vocabulary:

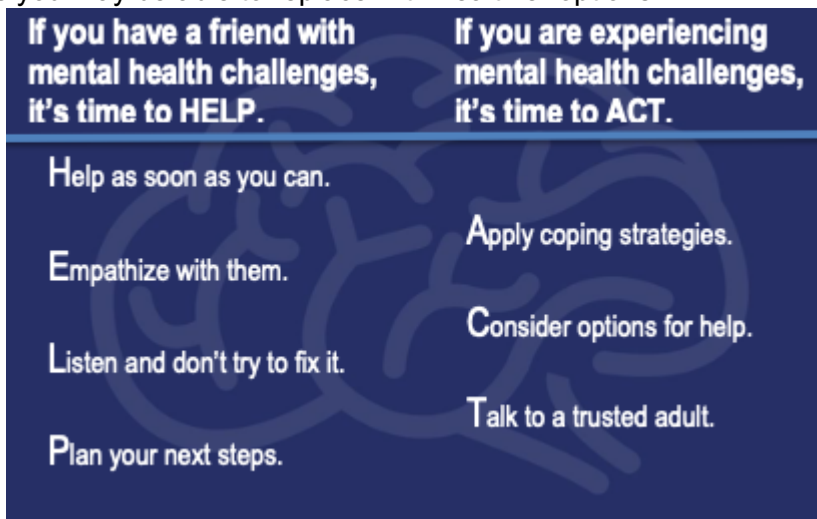
- Opioids - a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain, so it can be particularly dangerous to youth whose brains are not yet fully developed
- The impact of drugs on physical and mental health varies depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with substance abuse issues?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**  
**Prevention of Substance Misuse**  
**Grade 6**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Students accurately identify the dangers of vaping.					
LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

## Prevention of Self-Harming and Suicide Grade 6

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will identify risk factors for suicide including bullying/cyberbullying, untreated mental health conditions, and feeling helpless, hopeless, or trapped.
- Students will identify warning signs for bullying, depression, and suicide.
- Students will describe actions they can take to help a friend who is suicidal.

### Shared vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of frequent bullying

### Key Takeaways:

- Suicide is preventable. Everyone has a role in preventing suicide.
- If you see warning signs in someone, say something to a trusted adult immediately.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources

- [The Society for the Prevention of Teen Suicide | Educator](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)
- [K-12 School Suicide Prevention](#)

**Home Resources**  
**Prevention of Self-Harming and Suicide**  
**Grade 6**

**Shared vocabulary:**

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of frequent bullying

**Key Takeaways:**

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see warning signs in someone, say something to a trusted adult immediately.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
- Empathize with them.
- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

- Apply coping strategies.
- Consider options for help.
- Talk to a trusted adult.

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Prevention of Self-Harming and Suicide
Grade 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Discuss what you can do if you think a friend might be considering suicide.

Multiple horizontal lines for writing the answer to the question.

Activity Rubric

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## Prevention of Self-Harming and Suicide

### Grade 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or writing					
LAFS.6.L.1.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

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**Brief Summary:** Lesson introduces students to child trafficking prevention, internet and social media safety, establishing healthy boundaries, and the prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

**Lesson Objectives**

- Students will identify steps they can take to keep themselves safe from child traffickers.
- Students will demonstrate how to set strong personal boundaries.
- Students will pinpoint ways to say no to pressure and avoid substance abuse.
- Students will identify actions to take if someone makes them feel unsafe or if they suspect a friend is being trafficked.

**Shared vocabulary:**

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

**Key Takeaways:**

- Child trafficking is a real risk that you must protect yourself from. Knowing the risk factors and warning signs will help you keep yourself safe.
- Be aware of your surroundings in person and online. Don't share personal information or pictures or meet up with people you don't know well.
- Setting personal boundaries is important. Practice saying no and standing firm when you are being pressured to do something that isn't good for you.
- Don't drink alcohol, smoke, vape, or use other drugs. If someone offers you something unhealthy for your body, say no or make an excuse and walk away.
- Always tell a trusted adult if you feel unsafe, afraid, or uncomfortable with someone or if you think that a friend is being hurt or exploited.

**Continue the Conversation:**

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 6

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

#### Key Takeaways:

- Child trafficking is a real risk that you must protect yourself from. Knowing the risk factors and warning signs will help you keep yourself safe.
- Be aware of your surroundings in person and online. Don't share personal information or pictures or meet up with people you don't know well.
- Setting personal boundaries is important. Practice saying no and standing firm when you are being pressured to do something that isn't good for you.
- Don't drink alcohol, smoke, vape, or use other drugs. If someone offers you something unhealthy for your body, say no or make an excuse and walk away.
- Always tell a trusted adult if you feel unsafe, afraid, or uncomfortable with someone or if you think that a friend is being hurt or exploited.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- "If you see something, say something."
- Be Free Text Line: Text "BeFree" (233733)
- National Runaway Safeline: 1-800-RUNAWAY
- Crisis Text Line: 741741
- [National Human Trafficking Resource Center](#)
- [Sex Trafficking and LGBTQ Youth](#)
- [US Department of Homeland Security – Blue Campaign](#)
- Florida Abuse Hotline: 1-800-96-ABUSE
- Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
- [Hope for Healing Florida](#)
- [FDOE Child Human Trafficking](#)
- [Florida Coalition Against Human Trafficking](#)
- [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
- [You Can Stop Human Trafficking](#)

### Follow-Up Activity

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**Activity Rubric**  
**Child Trafficking Prevention**  
**Grade 6**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify potential dangers online					
LAFS.6.SL.1.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.					
LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					

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## Awareness of Resources and the Process for Accessing Treatment Grade 6

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment.

### Lesson Objectives

- Students will identify resources they can access if they, or someone they know, experience intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared vocabulary:

- Mental health emergency – when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

- [National Alliance on Mental Illness](#)
- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
**Grade 6**

**Shared vocabulary:**

- Mental health emergency – series thoughts, ideas, or plans about hurting self or others
- Mental health professional – an adult trained to work with people with mental health conditions including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

- Everyone has resources available to help with mental health conditions
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
- Empathize with them.
- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

- Apply coping strategies.
- Consider options for help.
- Talk to a trusted adult.

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Awareness of Resources and the Process for Accessing Treatment Grade 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Visit an online mental health resource in your community. Summarize the support this resource can provide to you or others.

Multiple horizontal lines for writing the answer to the question.

Activity Rubric Awareness of Resources and the Process for

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**Accessing Treatment**  
**Grade 6**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing their inquiry when appropriate.					
LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.					
LAFS.6.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are not supported by reasons and evidence from claims that are not”).					

## Mental Health Awareness & Assistance Grade 7

**Brief Summary:** Just as you take steps to care for your physical health when you're well and when you feel sick, we need to take care of our mental health. In fact, taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health care. It's also important to recognize when thoughts, feelings, and behaviors are keeping you from doing what you need or want to do. That may be a sign that you need additional mental health care.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health challenges facing youth.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared Vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being that affects how we think, feel, and act; not just the absence of a mental condition
- Mental health condition - a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school
- Overwhelming feelings - feelings that last a long time and change the way we feel and behave; can be a sign of something that needs to be addressed.

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### **Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Home Resources

### Mental Health Awareness & Assistance

#### Grade 7

#### Shared vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being, not just the absence of a mental or behavioral condition. It is based on how we think, act, and feel.
- Mental health condition - refers to a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school.

#### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Activity Rubric

### Mental Health Awareness & Assistance

#### Grade 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.7.L.1.1 Demonstrate command and conventions of standard English grammar and usage when writing or speaking.					
LAFS 7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions Grade 7

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

### Shared vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - thoughts, feelings, and actions that last much longer and are more intense than other people’s typical feelings about stress.
- Stigma - negative stereotypes communicated by the way we treat or talk about people with a mental health condition.

### Key Takeaways:

- When negative thoughts or feelings last a long time, and keep you from doing what you need or want to do, it’s time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

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- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

#### Grade 7

#### Shared vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - thoughts, feelings, and actions that last much longer and are more intense than other people's typical feelings about stress.
- Stigma - negative stereotypes communicated by the way we treat or talk about people with a mental health condition.

#### Key Takeaways:

- When negative thoughts or feelings last a long time, and keep you from doing what you need or want to do, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 7

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.					
LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

## Healthy Coping Tools for Teens

### Grade 7

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotional regulation.

#### Lesson Objectives

- Students will define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways.
- Students will identify specific coping strategies they can use in the future.

#### Shared vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements helps.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing one's awareness of the present moment, while acknowledging and accepting feelings, thoughts, and sensations

#### Key Takeaways:

- Strong emotions are expressed in many ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills, such as practicing mindfulness to regulate strong emotions, can help you effectively deal with stress and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

- [For Friends and Family Members](#)

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- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help/](#)

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## Home Resources

### Healthy Coping Tools for Teens

#### Grade 7

#### Shared vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements helps.
- Mindfulness - mental state achieved by focusing one's awareness of the present moment, while acknowledging and accepting feelings, thoughts, and sensations

#### Key Takeaways:

- Strong emotions are expressed in many ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills, such as practicing mindfulness to regulate strong emotions, can help you effectively deal with stress and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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**Activity Rubric**  
**Healthy Coping Tools for Teens**  
**Grade 7**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described the use of a coping strategy.					
LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					

## You Can HELP: Supporting Someone with a Mental Health Condition Grade 7

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

### Lesson Objectives

- Students will define common mental health conditions.
- Students will identify steps in supporting a friend or family member with a mental health condition.
- Students will identify specific things they can do to support someone who is living with a mental health issue.

### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome

### Key Takeaways:

- Many people struggle with mental health conditions.
- The support you provide by being a good friend or helping them with everyday things can make a significant difference to someone with mental health issues.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

- [For Friends and Family Members](#)

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- [For Educators](#)
- [Supporting a Friend or Family member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 7

#### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome

#### Key Takeaways:

- Many people struggle with mental health conditions.
- The support you provide by being a good friend or helping them with everyday things can make a significant difference to someone with mental health issues.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## You Can HELP: Supporting Someone with a Mental Health Condition

### Grade 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

## Prevention of Substance Misuse Grade 7

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption, and drug addiction.
- Students will learn the physical effects of each type of drug discussed.
- Students will identify issues and health concerns associated with drug use.

### Shared vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of substances on one's physical and mental health varies widely depending upon the drug taken.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

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**Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)



## Home Resources

### Prevention of Substance Misuse

#### Grade 7

#### Shared vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of substances on one's physical and mental health varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**
  
**Prevention of Substance Misuse**
  
**Grade 7**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					

## Prevention of Self-Harm and Suicide Grade 7

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will learn the risk factors for suicide, including bullying/cyberbullying, untreated mental health issues, and difficult life events.
- Students will learn warning signs for bullying, self-harm, depression, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

### Shared vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of incessant bullying

### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see or hear signs that someone is thinking about suicide, don’t wait. Say something to a trusted adult right away.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Youth Suicide Brief Facts and Tips](#)
- [K-12 School Suicide Prevention](#)

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- [The Role of Teachers in Preventing Suicide](#)

**Home Resources**  
**Prevention of Self-Harm and Suicide**  
**Grade 7**

**Shared vocabulary:**

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of incessant bullying

**Key Takeaways:**

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see or hear signs that someone is thinking about suicide, don't wait. Say something to a trusted adult right away.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
<b>H</b> elp as soon as you can.	<b>A</b> pply coping strategies.
<b>E</b> mpathize with them.	<b>C</b> onsider options for help.
<b>L</b> isten and don't try to fix it.	<b>T</b> alk to a trusted adult.
<b>P</b> lan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



## Activity Rubric

### Prevention of Self-Harm and Suicide

#### Grade 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.7.L.1.1 Demonstrate command and conventions of standard English grammar and usage when writing or speaking.					
LAFS 7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					



## Human Trafficking Prevention Grade 7

**Brief Summary:** Lesson introduces students to child trafficking prevention, internet and social media safety, establishing healthy boundaries, and the prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

### Lesson Objectives

- Students will identify different kinds of trafficking and steps they can take to keep themselves safe from traffickers.
- Students will determine how to avoid oversharing and keep healthy online boundaries.
- Students will pinpoint ways to say no to pressure and avoid substance abuse.
- Students will identify actions to take if someone makes them feel unsafe or if they suspect a friend is being trafficked.

### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

### Key Takeaways:

- Because your age group is the most likely to be exploited by traffickers, you need to know the risk factors and warning signs. This will help keep you safe.
- Be aware of your surroundings, people you only know online, and even friends. Don't share any personal information with people you don't know well.
- If someone you've met online or on social media asks you to send pictures, wants you to meet them, or offers you something like an expensive phone or work opportunity, say no and talk to a parent or friend.
- Setting healthy boundaries is an important way to protect yourself from predators and avoid peer pressure.
- Always tell a trusted adult if you feel unsafe or think that a friend is being hurt or exploited.

### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 7

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

#### Key Takeaways:

- Because your age group is the most likely to be exploited by traffickers, you need to know the risk factors and warning signs. This will help keep you safe.
- Be aware of your surroundings, people you only know online, and even friends. Don't share any personal information with people you don't know well.
- If someone you've met online or on social media asks you to send pictures, wants you to meet them, or offers you something like an expensive phone or work opportunity, say no and talk to a parent or friend.
- Setting healthy boundaries is an important way to protect yourself from predators and avoid peer pressure.
- Always tell a trusted adult if you feel unsafe or think that a friend is being hurt or exploited.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- "If you see something, say something."
- Be Free Text Line: Text "BeFree" (233733)
- National Runaway Safeline: 1-800-RUNAWAY
- Crisis Text Line: 741741
- [National Human Trafficking Resource Center](#)
- [Sex Trafficking and LGBTQ Youth](#)
- [US Department of Homeland Security – Blue Campaign](#)

- **Florida Resources**

- Florida Abuse Hotline: 1-800-96-ABUSE
- Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
- Hope for Healing Florida
- FDOE Child Human Trafficking
- Florida Coalition Against Human Trafficking
- Survive and Thrive Advocacy Center, Inc. (STAC)
- You Can Stop Human Trafficking

## **Follow-Up Activity**

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**Activity Rubric**  
**Human Trafficking Prevention**  
**Grade 7**

- Exceptional (4)** Performance is outstanding; significantly above the usual expectations.
- Proficient (3)** Skills and standards are at the level of expectation.
- Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.
- Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.
- 0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify potential dangers online					
LAFS.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.					
LAFS.7.B.5 Decision making – Demonstrate the ability to use decision-making skills to enhance health					



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## Awareness of Resources and the Process for Accessing Treatment Grade 7

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment and learn what to expect if they seek help.

### Lesson Objectives

- Students will identify resources they can access if they, or someone they know, experiences intense or long-lasting symptoms of a mental health condition.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared Vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health issues.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [National Alliance on Mental Illness](#)

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- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
**Grade 7**

**Shared Vocabulary:**

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

- Everyone has resources available to help with mental health issues.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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## Accessing Treatment

### Grade 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.					
LAFS.7.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
LAFS.7.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims”).					

## Mental Health Awareness & Assistance

### Grade 8

**Brief Summary:** Just like helping a physical illness, for example taking aspirin for a headache, there are coping strategies and tools we can use to help feelings seem less overwhelming. Taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health care.

#### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health problems facing youth their age.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

#### Shared Vocabulary:

- Mental health - a state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental health condition
- Mental health conditions - brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and/or school.

#### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?

- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Student Take-Home Resources

### Mental Health Awareness & Assistance

#### Grade 8

#### Shared Vocabulary:

- Mental health - a state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental health condition
- Mental health conditions - brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and/or school.

#### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions Grade 8

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

### Shared Vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do
- Mental health conditions – when someone has thoughts, feelings, and actions that last a long time and are more intense than other people’s typical feelings
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition.

### Key Takeaways:

- We all experience negative thoughts and feelings sometimes. When they last a long time, or when your feelings seem too intense, talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

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- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

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## Student Take-Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 8

#### Shared Vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do
- Mental health conditions – when someone has thoughts, feelings, and actions that last a long time and are more intense than other people’s typical feelings
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition.

#### Key Takeaways:

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- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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#StopTheStigma: The Truth About Mental Health Conditions
Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: What signs and symptoms of mental health conditions should students be aware of and what should you do if you or a friend experience these symptoms?

Lined writing area for student response

Activity Rubric

#StopTheStigma: The Truth About Mental Health Conditions

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**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Include signs and symptoms of mental health conditions and steps to take when self or friend experience these symptoms.					
LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection organization, and analysis of relevant content.					

## Healthy Coping Tools for Teens

Grade 8

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotional regulation.

### Lesson Objectives

- Students will define attitude, cognitive distortion, grief, and mindfulness.
- Students will learn how strong emotions can be expressed in healthy ways.
- Students will be able to identify specific coping strategies they can use in the future.

### Shared vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - a mental state achieved by focusing awareness on the present moment, while acknowledging and accepting feelings, thoughts, and sensations

### Key Takeaways:

- Strong emotions are expressed in different ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources

- [For Friends and Family Members](#)

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- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

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## Home Resources

### Healthy Coping Tools for Teens

Grade 8

#### Shared vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - a mental state achieved by focusing awareness on the present moment, while acknowledging and accepting feelings, thoughts, and sensations

#### Key Takeaways:

- Strong emotions are expressed in different ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Healthy Coping Tools for Teens

### Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					
LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					

**You Can HELP:**  
**Supporting Someone with a Mental Health Condition**  
Grade 8

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling, and reminds them to listen without giving judgment of the person's situation.

**Lesson Objectives**

- Students will define common mental health conditions.
- Students will learn steps to supporting a friend or family member with a mental health condition.
- Students will identify specific things they can do to support someone with a mental health issue.

**Shared Vocabulary:**

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these

**Key Takeaways:**

- Many people struggle with mental health conditions.
- Your friendship, support, and assistance can be a huge help to someone with a mental health condition.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



**Additional Resources:**

- [Supporting a Friend or Family Member with Mental Health Problems](#)
- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 8

#### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these

#### Key Takeaways:

- Many people struggle with mental health conditions.
- Your friendship, support, and assistance can be a huge help to someone with a mental health condition.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are , but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection organization, and analysis of relevant content.					



## Prevention of Substance Misuse

Grade 8

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption, and drug addiction.
- Students will learn the physical and mental effects of drug use.
- Students will identify specific issues and health concerns associated with the use of each type of drug discussed.

### Shared Vocabulary:

- Vaping - inhaling vapor produced by an electronic cigarette or similar device
- Opioids are a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else
- Drug addiction - a chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of substances on one's physical and mental health varies widely depending upon the drug taken.

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

## Home Resources

### Prevention of Substance Misuse

#### Grade 8

#### Shared Vocabulary:

- Vaping - inhaling vapor produced by an electronic cigarette or similar device
- Opioids are a compound resembling opium in addictive properties or physiological effects.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of substances on one's physical and mental health varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

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**Activity Rubric**  
**Prevention of Substance Misuse**  
**Grade 8**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection organization, and analysis of relevant content.					

## Prevention of Self-Harm and Suicide

### Grade 8

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk, and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will identify risk factors for suicide including bullying/cyberbullying, untreated mental health issues, and difficult life events.
- Students will learn the warning signs for bullying, depression, self-harm, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

### Shared Vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of incessant bullying

### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see or hear someone talking about suicide, don’t wait. Talk to a trusted adult immediately.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)

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- [K-12 School Suicide Prevention](#)
- [The Role of Teachers in Preventing Suicide](#)

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**Home Resources**  
**Prevention of Self-Harm and Suicide**  
**Grade 8**

**Shared Vocabulary:**

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of incessant bullying

**Key Takeaways:**

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see or hear someone talking about suicide, don't wait. Talk to a trusted adult immediately.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline





## Activity Rubric

### Prevention of Self-Harm and Suicide

#### Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

### Grade 8

**Brief Summary:** Lesson discusses issues such as (a) internet safety and privacy; (b) personal boundaries; (c) healthy relationships; (d) risk factors, including drug and alcohol abuse; and (e) warning signs a friend may be in trouble. Students are encouraged to be SMART (Be SAFE & protect your identity; Do not MEET up with strangers; Be careful ACCEPTING unknown messages; Not everything you see is true and RELIABLE; It's okay to TELL someone).

#### Lesson Objectives

- Students will identify ways that human traffickers target potential victims including in person, through other youth, and online.
- Students will identify steps they can take to keep themselves safe.
- Students will identify risk factors of human trafficking such as poverty, addiction, lack of education, and unstable family situations.

#### Shared vocabulary:

- Trafficking – when adults coerce and threaten someone so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something

#### Key Takeaways:

- There are things you can do to protect yourself against human trafficking.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn't last.
- Never go anywhere without your parent's permission, try to stick with your friends in public places, and always keep your cell charged and with you.
- Remember to be SMART (Be SAFE & protect your identity; Do not MEET up with strangers; Be careful ACCEPTING unknown messages; Not everything you see is true & RELIABLE; It's okay to TELL someone).
- If you do not feel safe or worry that someone you care about is not safe, talk to a trusted adult immediately.

#### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 8

#### Shared vocabulary:

- Trafficking – when adults coerce and threaten someone so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something

#### Key Takeaways:

- There are things you can do to protect yourself against human trafficking.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn't last.
- Never go anywhere without your parent's permission, try to stick with your friends in public places, and always keep your cell charged and with you.
- Remember to be SMART (Be SAFE & protect your identity; Do not MEET up with strangers; Be careful ACCEPTING unknown messages; Not everything you see is true & RELIABLE; It's okay to TELL someone).
- If you do not feel safe or think someone else is unsafe, talk to a trusted adult immediately.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- **Reporting:** "If you see something, say something."
  - Be Free Text Line: Text "BeFree" (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
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- **National Resources:**
  - [National Human Trafficking Resource Center](#)
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  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
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  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)



## Follow-Up Activity

### Human Trafficking Prevention

#### Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Select one prompt and respond below:

(a) You post a picture online and someone messages you: “Hey, I run a modeling agency. You have the exact look I need for an ad. Interested? It pays good money.” How would you respond? Finish the story below.

(b) You’re gaming online, and someone jumps on. You play with them for a couple of weeks, and they invite you to a closed message board. How would you respond? Finish the story below.

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**Activity Rubric**  
**Human Trafficking Prevention**  
**Grade 8**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify potential dangers online					
LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
HE.7.B.5 Decision making – Demonstrate the ability to use decision-making skills to enhance health					



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## Awareness of Resources and the Process for Accessing Treatment Grade 8

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment and what to expect if they seek help.

### Lesson Objectives

- Students will identify resources they can access if they or someone they know experiences intense or long-lasting symptoms of mental health issues.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [National Alliance on Mental Illness](#)

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- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
**Grade 8**

**Shared vocabulary:**

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

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- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Awareness of Resources and the Process for Accessing Treatment Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Visit an online mental health resource in your community. Summarize the support this resource can provide to you or others.

Multiple horizontal lines for writing the answer to the question.

Activity Rubric Awareness of Resources and the Process for

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## Accessing Treatment

### Grade 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.					
LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					
LAFS.8.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).					

## Mental Health Awareness & Assistance Grade 9

**Brief Summary:** Just like helping a physical illness, for example taking aspirin for a headache, there are coping strategies and tools we can use to help feelings seem less overwhelming. Taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health problems facing youth their age.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared Vocabulary:

- Mental health - state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental health issue
- Mental health conditions - brain disorders that affect mood, behavior, and thought processes and interfere with functioning at home and school

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?

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- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Home Resources

### Mental Health Awareness & Assistance

#### Grade 9

#### Shared Vocabulary:

- Mental health - state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental health issue
- Mental health conditions - brain disorders that affect mood, behavior, and thought processes and interfere with functioning at home and school

#### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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**Activity Rubric**
  
**Mental Health Awareness & Assistance**
  
**Grade 9**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 9

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

#### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

#### Shared vocabulary:

- Mental health - term used to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions - thoughts, feelings, and actions that last much longer and are more intense than other people's typical feelings
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When negative feelings last a long time or when your feelings seem overwhelming, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

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- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

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## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 9

#### Shared vocabulary:

- Mental health - term used to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions - thoughts, feelings, and actions that last much longer and are more intense than other people's typical feelings
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When negative feelings last a long time or when your feelings seem overwhelming, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

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### Follow-Up Activity

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## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 9

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental health conditions and steps to take when self or friend experience these symptoms.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Healthy Coping Tools for Teens

Grade 9

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotional regulation.

### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways.
- Students will identify specific coping strategies they can employ in the future.

### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can help.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - a mental state achieved by focusing one's awareness of the present moment, while accepting feelings, thoughts, and bodily sensations

### Key Takeaways:

- Strong emotions are expressed in different ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills, such as practicing mindfulness, can help you effectively deal with the negative stressors in life and respond in a healthy way.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [Supporting a Friend or Family Member with Mental Health Problems](#)

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- [For Educators](#)
- [Supporting a Friend or Family member with a Mental Illness](#)
- [What Does Depression Feel Like?](#)

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## Home Resources

### Healthy Coping Tools for Teens

Grade 9

#### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can help.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - a mental state achieved by focusing one's awareness of the present moment, while accepting feelings, thoughts, and bodily sensations

#### Key Takeaways:

- Strong emotions are expressed in different ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills, such as practicing mindfulness, can help you effectively deal with the negative stressors in life and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Healthy Coping Tools for Teens

### Grade 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					
LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

## You Can HELP: Supporting Someone with a Mental Health Condition Grade 9

**Brief Summary:** Students will view a video of a celebrity discussing personal experiences with mental health conditions. Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling, and reminds them to listen without giving judgment of the person's situation.

### Lesson Objectives

- Students will define common mental health conditions.
- Students will identify steps to support a friend or family member with a mental health condition.
- Students will identify specific things they can do to support someone who is living with a mental health issue.

### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these

### Key Takeaways:

- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a friend and offer support and help. You'll make a huge difference in someone's life!

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Supporting a Friend or Family Member with Mental Health Problems](#)
- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 9

#### Shared vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these

#### Key Takeaways:

- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a friend and offer support and help. You'll make a huge difference in someone's life!

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## You Can HELP: Supporting Someone with a Mental Health Condition

### Grade 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental health condition.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Substance Misuse

### Grade 9

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

#### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption and drug addiction.
- Students will identify mental and physical effects of drug use.
- Students will identify specific issues and health concerns associated with the use of each type of drug discussed.

#### Shared Vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of drugs on one's mental and physical health varies widely depending upon the drug taken.

#### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health issues?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### **Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

## Home Resources

### Prevention of Substance Misuse

#### Grade 9

#### Shared Vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of drugs on one's mental and physical health varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health issues?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
- Empathize with them.
- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

- Apply coping strategies.
- Consider options for help.
- Talk to a trusted adult.

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**
  
**Prevention of Substance Misuse**
  
**Grade 9**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Self-Harm and Suicide

### Grade 9

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk, and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will learn the risk factors for suicide including bullying/cyberbullying, untreated mental health issue, and difficult life events
- Students will learn the warning signs for bullying, depression, self-harm, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

### Shared vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of frequent bullying

### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you know someone who is thinking about suicide, don’t wait to get help. Talk to a trusted adult immediately.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)

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- [K-12 School Suicide Prevention](#)
- [The Role of Teachers in Preventing Suicide](#)

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## Home Resources

### Prevention of Self-Harm and Suicide

#### Grade 9

#### Shared Vocabulary:

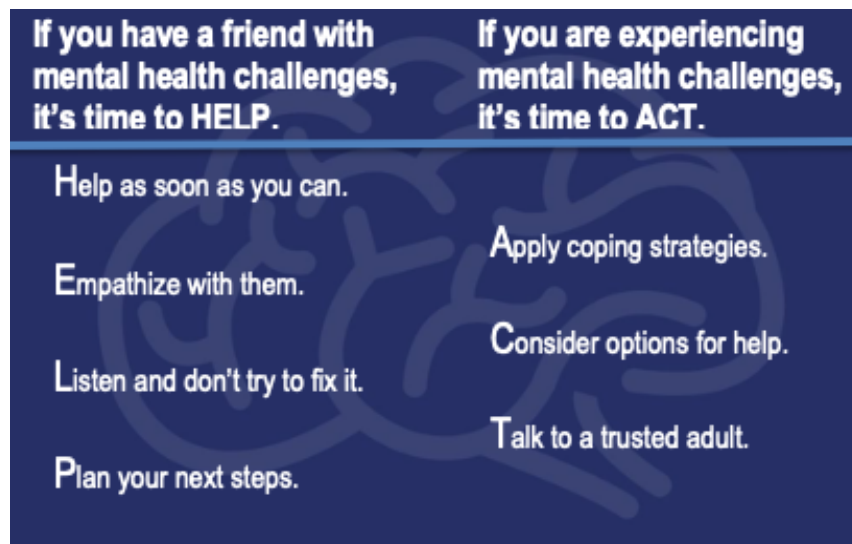
- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of frequent bullying

#### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you know someone who is thinking about suicide, don't wait to get help. Talk to a trusted adult immediately.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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Prevention of Self-Harm and Suicide
Grade 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Discuss what you can do if you think a friend might be considering suicide.

Multiple horizontal lines for writing the answer to the question.

Activity Rubric
Prevention of Self-Harm and Suicide

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**Grade 9**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

### Grade 9

**Brief Summary:** Lesson introduces students to issues such as child trafficking, prevention, internet, and social media safety, establishing healthy boundaries, and the prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

#### Lesson Objectives

- Students will identify different kinds of trafficking and steps they can take to keep themselves safe from traffickers and exploitation.
- Students will pinpoint ways to set boundaries with people they don't know well and avoid peer pressure.
- Students will establish ways to avoid substance abuse and becoming addicted to smoking, drinking, or using drugs.
- Students will identify actions to take if someone makes them feel unsafe or if they suspect a friend is being trafficked.

#### Shared vocabulary:

- Trafficking – when adults coerce and threaten someone so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Coerce – to trick or convince someone to do something that is illegal or harmful

#### Key Takeaways:

- Know the risk factors that make a teen more likely to be targeted for trafficking. You must also recognize the warning signs so you can help keep others safe.
- Be aware of your surroundings and take caution with strangers, people you've met online, and even friends. Don't share any personal information with people you only know online.
- If someone you've met online or on social media asks you to send pictures, wants you to go out of town with them, or offers you something like an expensive phone or work opportunity, say "no" and talk to a parent or friend.
- Setting healthy boundaries is an important way to protect yourself from predators and avoid peer pressure.
- You should never drink alcohol, smoke, vape, or use other drugs. If someone offers you something that isn't healthy for your body, you should say "no" or

make an excuse and walk away. Even if friends or family members are using, that doesn't mean that you have to.

- Always tell a trusted adult if you feel unsafe or think that a friend is being hurt or exploited.

### **Continue the Conversation:**

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## **Home Resources**

### **Human Trafficking Prevention**

#### **Grade 9**

**Shared vocabulary:**

- Trafficking – when adults coerce and threaten someone so that they work or perform sexual acts against their will
- Exploit – to make use or benefit from something
- Coerce – to trick or convince someone to do something that is illegal or harmful

**Key Takeaways:**

- Know the risk factors that make a teen more likely to be targeted for trafficking. You must also recognize the warning signs so you can help keep others safe.
- Be aware of your surroundings and take caution with strangers, people you've met online, and even friends. Don't share any personal information with people you only know online.
- If someone you've met online or on social media asks you to send pictures, go out of town, or offers you something expensive or a work opportunity, say no and tell an adult..
- Setting healthy boundaries is an important way to protect yourself from predators and avoid peer pressure.
- If you are offered drugs, alcohol, or any other drug, say "no," make an excuse, walk away.
- Always tell a trusted adult if you feel unsafe or think that a friend is being hurt or exploited.

**Continue the Conversation:**

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

**Additional Resources**

- "If you see something, say something."
  - Be Free Text Line: Text "BeFree" (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

**Follow-Up Activity**  
**Human Trafficking Prevention**

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**Activity Rubric**  
**Human Trafficking Prevention**  
**Grade 9**

- Exceptional (4)** Performance is outstanding; significantly above the usual expectations.
- Proficient (3)** Skills and standards are at the level of expectation.
- Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.
- Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.
- 0** The criterion is missing or not in evidence.

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Identify potential dangers online					
LAFS.9.10.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
HE.912.B.4.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.					





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## Awareness of Resources and the Process for Accessing Treatment Grade 9

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment and what to expect if they seek help.

### Lesson Objectives

- Students will identify resources they can access if they, or someone they know, experiences intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared Vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health issues that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [National Alliance on Mental Illness](#)

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- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
Grade 9

**Shared Vocabulary:**

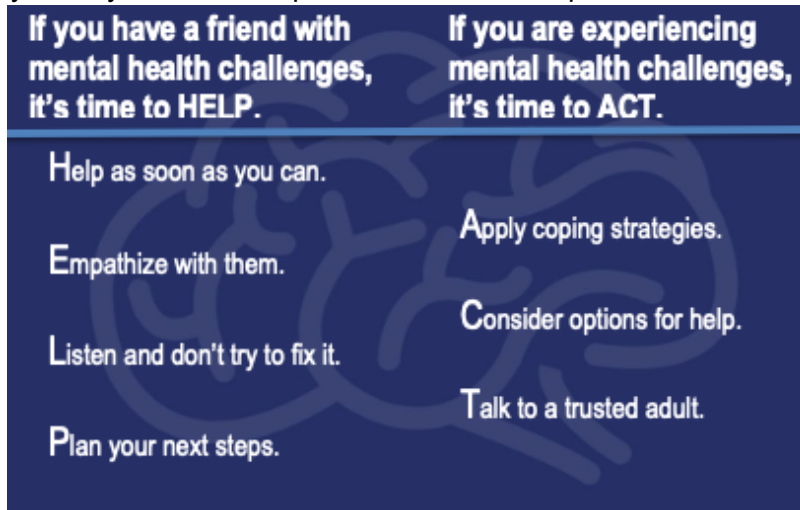
- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health issues that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Awareness of Resources and the Process for Accessing Treatment Grade 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Visit the website of a local mental health organization. Summarize the support this program can provide to you or others.

Lined area for student response

Activity Rubric Awareness of Resources and the Process for

**Accessing Treatment**  
**Grade 9**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.					
LAFS.910.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grades 9-10 Reading standards to literary nonfiction					

## Mental Health Awareness & Assistance

### Grade 10

**Brief Summary:** Just like helping a physical illness, for example taking aspirin for a headache, there are coping strategies and tools we can use to help feelings seem less overwhelming. Taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health problems facing youth their age.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared Vocabulary:

- Mental health – a state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions – brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)



## Student Take-Home Resources

### Mental Health Awareness & Assistance

#### Grade 10

#### Shared vocabulary:

- Mental health – a state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions – brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school

#### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Mental Health Awareness & Assistance Grade 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 10

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

#### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

#### Shared vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions lasting a long time and keep you from doing what you need or want to do
- Stigma – negative stereotypes communicated by how we treat or talk about people with a mental health condition.

#### Key Takeaways:

- When intense thoughts and feelings last a long time and keep you from doing what you need and want to do, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

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- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

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## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 10

#### Shared vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions lasting a long time and keep you from doing what you need or want to do
- Stigma – negative stereotypes communicated by how we treat or talk about people with a mental health condition.

#### Key Takeaways:

- When intense thoughts and feelings last a long time and keep you from doing what you need and want to do, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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## Activity Rubric

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 10

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					



## Healthy Coping Tools for Teens

### Grade 10

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotional regulation. As part of this lesson, students will view a brief video that reinforces this content in an engaging way.

### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways
- Students will be able to identify specific coping strategies they use.

### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last. Reframing these statements can help.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing one's awareness of the present moment, while calmly accepting one's feelings, thoughts, and bodily sensations

### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

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- [For Friends and Family Members](#)
- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Student Take-Home Resources

### Healthy Coping Tools for Teens

#### Grade 10

#### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can help.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing one's awareness of the present moment, while calmly accepting one's feelings, thoughts, and bodily sensations

#### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
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### Follow-Up Activity

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## Healthy Coping Tools for Teens Grade 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					
LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

## You Can HELP: Supporting Someone with a Mental Health Condition

### Grade 10

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

### Lesson Objectives

- Students will be able to define common mental health conditions.
- Students will identify specific steps they can take to support someone who is living with a mental health issue.

### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

### Key Takeaways:

- Many people struggle with mental health conditions.
- You can help people with mental health issues. Be a good friend and help and support whenever you can.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [For Friends and Family members](#)

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- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [What Does Depression Feel Like?](#)

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## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 10

#### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

#### Key Takeaways:

- Many people struggle with mental health conditions.
- You can help people with mental health issues. Be a good friend and help and support whenever you can.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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# You Can HELP: Supporting Someone with a Mental Health Condition

## Grade 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:** Describe steps you can take to support a friend or family member with a mental health condition.

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## Activity Rubric

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Substance Misuse

### Grade 10

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

#### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption, and drug addiction.
- Students will identify mental and physical effects of each type of drug discussed.
- Students will identify issues and health concerns associated with drug use.

#### Shared Vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids - compound resembling opium in addictive properties or effects
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug prescribed to someone else
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of drugs on one's physical and mental health varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

## Home Resources

### Prevention of Substance Misuse

#### Grade 10

#### Shared Vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids - compound resembling opium in addictive properties or effects
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug prescribed to someone else
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact of drugs on one's physical and mental health varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Prevention of Substance Misuse

### Grade 10

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.910.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Self-Harming and Suicide

### Grade 10

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will learn the risk factors for suicide including bullying/cyberbullying, untreated mental health issue such as depression, and difficult life events.
- Students will learn warning signs for bullying, depression, self-harm, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

### Shared Vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of incessant bullying

### Key Takeaways:

- Everyone has a role in preventing suicide.
- You are in a position to see signs of suicide that adults aren’t. If you see someone posting dark posts on social media, being bullied frequently, or talking about death or not being around much long, say something to a trusted adult right away.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)

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- [K-12 School Suicide Prevention](#)
- [The Role of Teachers in Preventing Suicide](#)

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## Home Resources

### Prevention of Self-Harming and Suicide

#### Grade 10

#### Shared Vocabulary:

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of incessant bullying

#### Key Takeaways:

- Everyone has a role in preventing suicide.
- You are in a position to see signs of suicide that adults aren't. If you see someone posting dark posts on social media, being bullied frequently, or talking about death or not being around much long, say something to a trusted adult right away.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**  
**Prevention of Self-Harming and Suicide**  
**Grade 10**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.					
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

### Grade 10

**Brief Summary:** Human trafficking is modern-day slavery. Trafficking does not always begin with kidnapping. It is usually a process where an adult builds a trusting relationship, which is then used to exploit another person. Substance abuse and internet practices can increase the risk of someone becoming a victim of child trafficking.

#### Lesson Objectives

- Students will identify risk factors of trafficking.
- Students will set meaning boundaries around their bodies, emotions, and online activities.
- Students will recognize the signs that someone else is being exploited.

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Abuse – physical or emotional mistreatment
- Grooming – the intentional process of preparing someone to be abused or trafficked
- Coercion – manipulation that leads to abuse or having someone do something against their will

#### Key Takeaways:

- Trafficking is common and may be happening right around you.
- People who exploit children and teens will spend a lot of time building relationships and grooming them for abuse.
- People don't leave trafficking because they are brainwashed, abused, or simply cannot.
- People in trafficking need outside help.
- Substance abuse increases your chance of being trafficked or abused.
- The internet is a place many people find victims for child trafficking.

#### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 10

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Abuse – physical or emotional mistreatment
- Grooming – the intentional process of preparing someone to be abused or trafficked
- Coercion – manipulation leading to abuse or someone doing something against their will

#### Key Takeaways:

- Trafficking is common and may be happening right around you.
- People who exploit children and teens will spend a lot of time building relationships and grooming them for abuse.
- People don't leave trafficking because they are brainwashed, abused, or simply cannot.
- People in trafficking need outside help.
- Substance abuse increases your chance of being trafficked or abused.
- The internet is a place many people find victims for child trafficking.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)





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**Activity Rubric**  
**Child Trafficking Prevention**  
**Grade 10**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify potential dangers online					
LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

SS.912.P.9.3 Identify persuasive methods used to change attitudes					
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## Awareness Resources and the Process for Accessing Treatment

### Grade 10

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment.

#### Lesson Objectives

- Students will identify resources they can access if they or someone they know experiences intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

#### Shared Vocabulary:

- Mental health emergency – when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

#### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

- [National Alliance on Mental Illness](#)

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- [Mental Health](#)

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## Home Resources

### Awareness Resources and the Process for Accessing Treatment

Grade 10

#### Shared Vocabulary:

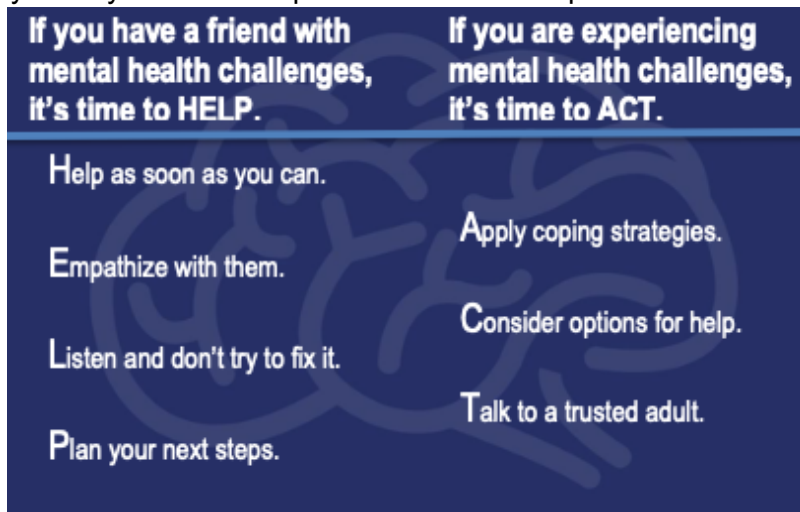
- Mental health emergency – when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

#### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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## Accessing Treatment

### Grade 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.					
LAFS.910.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grades 9-10 Reading standards to literary nonfiction					

## Mental Health Awareness & Assistance

### Grade 11

**Brief Summary:** Just like helping a physical illness, for example taking aspirin for a headache, there are coping strategies and tools we can use to help feelings seem less overwhelming. Taking care of your mental health is just as important as taking care of your physical health. Practicing self-care includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health problems facing youth their age.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared Vocabulary:

- Mental health - state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions - brain disorders affecting mood, behavior, and thought process and interfere with functioning at home and school
- Overwhelming feelings - feelings that hang around for a long time, change the way we feel, behave, and may stop us from doing what we need or want to do

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental illness are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### **Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking To Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Student Take-Home Resources Mental Health Awareness & Assistance

Grade 11

### Shared vocabulary:

- Mental health - state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions - brain disorders affecting mood, behavior, and thought process and interfere with functioning at home and school
- Overwhelming feelings - feelings that hang around for a long time, change the way we feel, behave, and may stop us from doing what we need or want to do

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental illness are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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Mental Health Awareness & Assistance
Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: We know that there are things we can do to take care of our bodies like eating health foods and getting enough exercise and sleep. How can you also take care of your mental health?

Lined area for student response

Activity Rubric
Mental Health Awareness & Assistance

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## Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 11

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

#### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

#### Shared Vocabulary:

- Mental health - term used to describe how emotions and thoughts affect how we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions that last a long time and are different than other people of the same age
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When intense thoughts and feelings last for weeks and you have several symptoms of a mental health condition, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

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- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

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## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 11

#### Shared Vocabulary:

- Mental health - term used to describe how emotions and thoughts affect how we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions that last a long time and are different than other people of the same age
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When intense thoughts and feelings last for weeks and you have several symptoms of a mental health condition, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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## Activity Rubric

### #StopTheStigma: The Truth About Mental Health Conditions Grade 11

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Healthy Coping Tools for Teens

Grade 11

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness, and emotional regulation.

### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways
- Students will be able to identify specific coping strategies they can employ in the future

### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing awareness on the present moment, while accepting one's feelings, thoughts, and bodily sensations

### Key Takeaways:

- Strong emotions are expressed in many ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

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- [For Friends and Family Members](#)
- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [What Does Depression Feel Like?](#)

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## Home Resources

### Healthy Coping Tools for Teens

#### Grade 11

#### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing awareness on the present moment, while accepting one's feelings, thoughts, and bodily sensations

#### Key Takeaways:

- Strong emotions are expressed in many ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

### Follow-Up Activity

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MENTAL HEALTH + PREVENTION

# Healthy Coping Tools for Teens

Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:** Write a brief description of a time when you used a coping strategy to help calm yourself or someone else when feeling overwhelmed or when facing a difficult experience.

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## Activity Rubric

### Healthy Coping Tools for Teens

#### Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					
LAFS.1112.W.1.3 Write narratives to develop a real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					

## You Can HELP: Supporting Someone with a Mental Health Condition

### Grade 11

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

#### Lesson Objectives

- Students will define common mental health conditions
- Students will identify specific things they can do to support someone who is living with a mental health issue

#### Shared Vocabulary:

- Depression - common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

#### Key Takeaways:

- Many people struggle with mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a good friend, offer your support and assistance, and remind them that you care and are there for them at all times.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

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- [For Family Members](#)
- [For Educators](#)
- [Supporting a Friend or Family member with a Mental Illness](#)
- [What Does Depression Feel Like?](#)

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## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 11

#### Shared Vocabulary:

- Depression - common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

#### Key Takeaways:

- Many people struggle with mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a good friend, offer your support and assistance, and remind them that you care and are there for them at all times.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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# You Can HELP: Supporting Someone with a Mental Health Condition Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:** Describe steps you can take to support a friend or family member with a mental health condition.

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## Activity Rubric

### You Can HELP: Supporting Someone with a Mental Health Condition

Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Substance Misuse

### Grade 11

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption and drug addiction.
- Students will identify issues and health concerns associated with the use of each type of drug discussed.

### Shared vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids - compounds resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes a too much of a medication prescribed to them or a drug that was prescribed to someone else
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed,
- The impact on one's physical health and also emotional/behavioral response to substances varies widely depending upon the drug taken.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

## Home Resources

### Prevention of Substance Misuse

#### Grade 11

#### Shared vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids - compounds resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes a too much of a medication prescribed to them or a drug that was prescribed to someone else

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed,
- The impact on one's physical health and also emotional/behavioral response to substances varies widely depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
- Empathize with them.
- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

- Apply coping strategies.
- Consider options for help.
- Talk to a trusted adult.

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

## Follow-Up Activity

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MENTAL HEALTH + PREVENTION

Prevention of Substance Misuse

Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:** Discuss the dangers of vaping.

Lined area for writing the answer to the question.

Activity Rubric

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**Prevention of Substance Misuse**  
**Grade 11**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					



## Prevention of Self-Harming and Suicide

### Grade 11

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk, and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

#### Lesson Objectives

- Students will identify risk factors for suicide including bullying/cyberbullying, untreated mental health issues, and difficult life events.
- Students will learn the warning signs for bullying, depression, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

#### Shared Vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of frequent bullying

#### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- You are in a unique position to see symptoms of suicide in friends that adults around you don’t. If you see suicidal symptoms in someone, say something to a trusted adult immediately.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents and Educators](#)

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- [K-12 School Suicide Prevention](#)
- [The Role of Teachers in Preventing Suicide](#)

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**Home Resources**  
**Prevention of Self-Harming and Suicide**  
**Grade 11**

**Shared Vocabulary:**

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of frequent bullying

**Key Takeaways:**

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- You are in a unique position to see symptoms of suicide in friends that adults around you don't. If you see suicidal symptoms in someone, say something to a trusted adult immediately.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Prevention of Self-Harm and Suicide
Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Discuss what you can do if you think a friend might be considering suicide.

Multiple horizontal lines for writing the answer to the question.

Activity Rubric

**Prevention of Self-Harm and Suicide**  
**Grade 11**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

### Grade 11

**Brief Summary:** Human trafficking is modern-day slavery. Trafficking is a process where an adult builds a trusting relationship which is then used to exploit another person. Substance abuse and internet practices can increase the risk of someone becoming a victim of child trafficking. In this lesson, students learn steps they can take to keep themselves safe and help others in person, online, and in social media.

#### Lesson Objectives

- Students will demonstrate knowledge of facts about human trafficking including those that go against common stereotypes.
- Students will identify steps they can take to protect themselves from human trafficking.
- Students will demonstrate understanding that human trafficking is a process that begins with someone reaching out to them in person or online.

#### Shared vocabulary:

- Human trafficking – Occurs when a perpetrator, often referred to as a trafficker, takes an action, and then employs the means of force, fraud, or coercion for the purpose of compelling the victim to provide commercial sex acts, labor, or services. It is modern day slavery.
- Red flags – Signs or symptoms that someone is in trouble are red flags. When you see or notice these things, you should talk to a trusted adult immediately.

#### Key Takeaways:

- Men, women, and children can all become victims of human trafficking, even in nice neighborhoods.
- There are different types of abuse that can occur in labor and sex trafficking situations.
- There are things you can do to protect yourself against human trafficking.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn't last.
- If you do not feel safe or worry that someone you care about is not safe, talk to a trusted adult immediately.

#### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 11

#### Shared vocabulary:

- Human trafficking – Occurs when a trafficker takes an action, and then employs the means of force, fraud, or coercion for the purpose of compelling the victim to provide commercial sex acts, labor, or services. It is modern day slavery.
- Red flags – Signs or symptoms that someone is in trouble are red flags. When you see or notice these things, you should talk to a trusted adult immediately.

#### Key Takeaways:

- Men, women, and children can all become victims of human trafficking, even in nice neighborhoods.
- There are different types of abuse that can occur in labor and sex trafficking situations.
- There are things you can do to protect yourself against human trafficking.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn't last.
- If you do not feel safe or worry that someone you care about is not safe, talk to a trusted adult immediately.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- **Reporting:** “If you see something, say something.”
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- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

### Follow-Up Activity

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## Activity Rubric

### Child Trafficking Prevention

#### Grade 11

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify and respond to dangerous situations					
LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.					
HE.912.B.4.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.					



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## Awareness Resources and the Process for Accessing Treatment

Grade 11

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment.

### Lesson Objectives

- Students will identify resources they can access if they, or someone they know, experiences intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared Vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [National Alliance on Mental Illness](#)

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- [Mental Health](#)

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## Home Resources

# Awareness Resources and the Process for Accessing Treatment

Grade 11

### Shared Vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**
  
**Awareness Resources and the Process for**
  
**Accessing Treatment**
  
 Grade 11

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.					
LAFS.1112.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11-12 Reading standards to literary nonfiction					





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## Mental Health Awareness & Assistance

### Grade 12

**Brief Summary:** Just like helping a physical illness, for example taking aspirin for a headache, there are coping strategies and tools we can use to help feelings seem less overwhelming. Taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will identify common mental health problems facing youth their age.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared Vocabulary:

- Mental health – state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions - range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school

### Key Takeaways:

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [Youth.gov: Mental Health](#)
- [Talking To Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

**Home Resources**  
**Mental Health Awareness & Assistance**  
**Grade 12**

**Shared Vocabulary:**

- Mental health – state of emotional, behavioral, and social well-being based on how we think, feel, and act; not just the absence of a mental condition
- Mental health conditions - range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school

**Key Takeaways:**

- Everyone has mental health and taking care of your mental health is just as important as taking care of your physical health.
- Mental health problems and mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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Mental Health Awareness & Assistance
Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: We know that there are things we can do to take care of our bodies like eating health foods and getting enough exercise and sleep. How can you also take care of your mental health?

Multiple horizontal lines for writing the answer to the question.

Activity Rubric



## Mental Health Awareness & Assistance Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately identified steps they can take to care for their mental health.					
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 12.1.1 Predict how healthy behaviors can impact personal health.					

## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 12

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

#### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

#### Shared Vocabulary:

- Mental health - term used to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions that last much longer and are more intense than other people’s typical feelings about stress.
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When negative thoughts or feelings last for weeks, it’s time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?



- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)



## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions

Grade 12

#### Shared Vocabulary:

- Mental health - term used to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health conditions – intense thoughts, feelings, and actions that last much longer and are more intense than other people’s typical feelings about stress.
- Stigma - negative stereotypes communicated by how we treat or talk about people with a mental health condition

#### Key Takeaways:

- When negative thoughts or feelings last for weeks, it’s time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
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Plan your next steps.	

#### Resources:

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### Follow-Up Activity

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#StopTheStigma: The Truth About Mental Health Conditions
Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: What signs and symptoms of mental health conditions should students be aware of and what should you do if you or a friend experience these symptoms?

Lined area for student response

Activity Rubric

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## #StopTheStigma: The Truth About Mental Health Conditions

### Grade 12

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Healthy Coping Tools for Teens Grade 12

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotional regulation. As part of this lesson, students will view a brief video that reinforces this content in an engaging way.

### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways
- Students will be able to identify specific coping strategies they can employ in the future

### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death
- Mindfulness - mental state achieved by focusing one's awareness of the present moment, while accepting one's feelings, thoughts, and bodily sensations

### Key Takeaways:

- Strong emotions are expressed in different ways. The best way is to be able to calmly verbalize how one is feeling instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.
- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?



- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

- [For Friends and Family Members](#)
- [For Educators](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [What Does Depression Feel Like](#)

## Home Resources

### Healthy Coping Tools for Teens

#### Grade 12

#### Shared Vocabulary:

- All or nothing thinking – thinking in extremes (e.g., Everyone hates me! Nothing ever goes right. I'm always last.) Reframing these statements can be helpful.
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- Coping skills such as practicing mindfulness can help you effectively deal with the negative stressors in life and respond in a healthy way.

#### Continue the Conversation:

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- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
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### Follow-Up Activity

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## Healthy Coping Tools for Teens

### Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student appropriately described use of a coping strategy.					
LAFS.1112.W.1.3 Write narratives to develop a real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					



**You Can HELP:**  
**Supporting Someone with a Mental Health Condition**  
Grade 12

**Brief Summary:** Students will learn that talking about mental health disorders doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

**Lesson Objectives**

- Students will define common mental health conditions.
- Students will be able to identify specific things they can do to support someone who is living with a mental health issue.

**Shared Vocabulary:**

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

**Key Takeaways:**

- Many people struggle with mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a good friend, offer to help when you can, and let them know that you care and are there for them.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources:**

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- [For Friends and Family Members](#)
- [For Educators](#)
- [Supporting a Friend or Family member with a Mental Illness](#)
- [What Does Depression Feel Like?](#)

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## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 12

#### Shared Vocabulary:

- Depression - a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.
- Mental health conditions - health conditions involving changes in emotion, thinking, behavior, or a combination of these.

#### Key Takeaways:

- Many people struggle with mental health conditions.
- You can make a difference to someone who has a mental health condition.
- Be a good friend, offer to help when you can, and let them know that you care and are there for them.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
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- 2-1-1 National Helpline

## Follow-Up Activity

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**Grade 12**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Include steps that can be taken to support someone else experiencing a mental illness.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Substance Misuse

### Grade 12

**Brief Summary:** Students will be given basic information about substance abuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will be able to define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption and drug addiction.
- Students will be able to identify specific issues and health concerns associated with the use of each type of drug discussed.

### Shared vocabulary:

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or a drug that was prescribed to someone else
- Drug addiction - a chronic, relapsing disorder characterized by compulsive drug seeking and continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact on one's physical health and also emotional/behavioral response to substances varies widely depending upon the drug taken.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

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**Additional Resources:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

**Home Resources**  
**Prevention of Substance Misuse**  
**Grade 12**

**Shared vocabulary:**

- Vaping - practice of inhaling vapor produced by an electronic cigarette
- Opioids are a compound resembling opium in addictive properties or physiological effects.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or a drug that was prescribed to someone else

**Key Takeaways:**

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain so it can be particularly impactful to youth as their brains are not yet fully developed.
- The impact on one's physical health and also emotional/behavioral response to substances varies widely depending upon the drug taken.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**  
**Prevention of Substance Misuse**  
**Grade 12**

Exceptional (4) Performance is outstanding; significantly above the usual expectations.

Proficient (3) Skills and standards are at the level of expectation.

Basic (2) Skills and standards are acceptable but improvements are needed to meet expectations well.

Novice (1) Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Students accurately identify the dangers of vaping.					
LAFS.1112.W.1.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					

## Prevention of Self-Harming and Suicide

### Grade 12

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk, and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

#### Lesson Objectives

- Students will identify risk factors of suicide, including bullying/cyberbullying, untreated mental health conditions such as depression, and difficult life events.
- Students will learn warning signs for bullying, depression, self-harming, and suicide.
- Students will learn what action they can take to help a friend who is suicidal.

#### Shared Vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of incessant bullying

#### Key Takeaways:

- Everyone has a role in preventing suicide.
- If you see symptoms of suicide in anyone you know, don’t wait. Say something to a trusted adult immediately.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources:

- [The Society for the Prevention of Teen Suicide | Educators](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents and Educators](#)
- [K-12 School Suicide Prevention](#)

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- [The Role of Teachers in Preventing Suicide](#)

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## Home Resources

### Prevention of Self-Harming and Suicide

#### Grade 12

#### Shared Vocabulary:

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of incessant bullying

#### Key Takeaways:

- Everyone has a role in preventing suicide.
- If you see symptoms of suicide in anyone you know, don't wait. Say something to a trusted adult immediately.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

If you have a friend with mental health challenges, it's time to HELP.	If you are experiencing mental health challenges, it's time to ACT.
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
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## Follow-Up Activity

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Prevention of Self-Harming and Suicide
Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question: Discuss what you can do if you think a friend might be considering suicide.

Lined writing area for student response

Activity Rubric

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## Prevention of Self-Harming and Suicide

### Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student includes at least one step they can take if they think someone they know is considering suicide.					
LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					

## Human Trafficking Prevention

### Grade 12

**Brief Summary:** Human trafficking is modern-day slavery that happens in both urban and rural environments. People who are being trafficked may still go to school and look just like a typical teen. Trafficking may begin with a romantic relationship that becomes abusive over time. Healthy relationships, safe internet practices, and avoiding substance abuse are ways to protect someone from exploitation.

#### Lesson Objectives

- Students will identify signs of human trafficking and the patterns of coercion and abuse.
- Students will create meaningful boundaries in their own lives to protect themselves from being exploited.

#### Shared vocabulary:

- Human trafficking – when adults illegally overtake someone’s life and force them to move, work, or perform sexual acts.
- Abuse – cruel and violent acts that hurt someone’s mind and body
- Grooming – the intentional process of preparing someone to be abused or trafficked
- Coercion – manipulation that leads to abuse or having someone do something against their will

#### Key Takeaways:

- Men, women, and children can all become victims of human trafficking, even in nice neighborhoods.
- There are different types of abuse that can occur in labor and sex trafficking situations.
- The internet is a source of trafficking and abuse.
- Substance abuse puts you at a higher risk for being exploited.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn’t last.
- If you do not feel safe or worry that someone you care about is not safe, talk to a trusted adult immediately.

#### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 12

#### Shared vocabulary:

- Human trafficking – when adults illegally overtake someone’s life and force them to move, work, or perform sexual acts.
- Abuse – cruel and violent acts that hurt someone’s mind and body
- Grooming – the intentional process of preparing someone to be abused or trafficked
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#### Key Takeaways:

- Men, women, and children can all become victims of human trafficking, even in nice neighborhoods.
- There are different types of abuse that can occur in labor and sex trafficking situations.
- The internet is a source of trafficking and abuse.
- Substance abuse puts you at a higher risk for being exploited.
- Human trafficking usually starts with the victim being recruited by someone (even another teen) who is being very nice to them. But that doesn’t last.
- If you do not feel safe or worry that someone you care about is not safe, talk to a trusted adult immediately.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

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- **Florida Resources**

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- [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
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## **Follow-Up Activity**

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**Activity Rubric**  
**Child Trafficking Prevention**  
**Grade 12**

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

Standard	0	1	2	3	4
Identify and respond to dangerous situations					
LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.					
SS.912.P.16.10 Discuss self-concept					



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## Awareness of Resources and the Process for Accessing Treatment Grade 12

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment.

### Lesson Objectives

- Students will identify resources they can access if they or someone they know experiences intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared vocabulary:

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources:

- [National Alliance on Mental Illness](#)
- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
**Grade 12**

**Shared vocabulary:**

- Mental health emergency – occurs when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions, including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

- Everyone has resources available to help with mental health conditions.
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

<b>If you have a friend with mental health challenges, it's time to HELP.</b>	<b>If you are experiencing mental health challenges, it's time to ACT.</b>
Help as soon as you can.	Apply coping strategies.
Empathize with them.	Consider options for help.
Listen and don't try to fix it.	Talk to a trusted adult.
Plan your next steps.	

**Resources:**

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- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

**Follow-Up Activity**

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## Accessing Treatment

### Grade 12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

Standard	0	1	2	3	4
Student summarized information from one mental health resource.					
LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.					
LAFS.1112.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11-12 Reading standards to literary nonfiction					