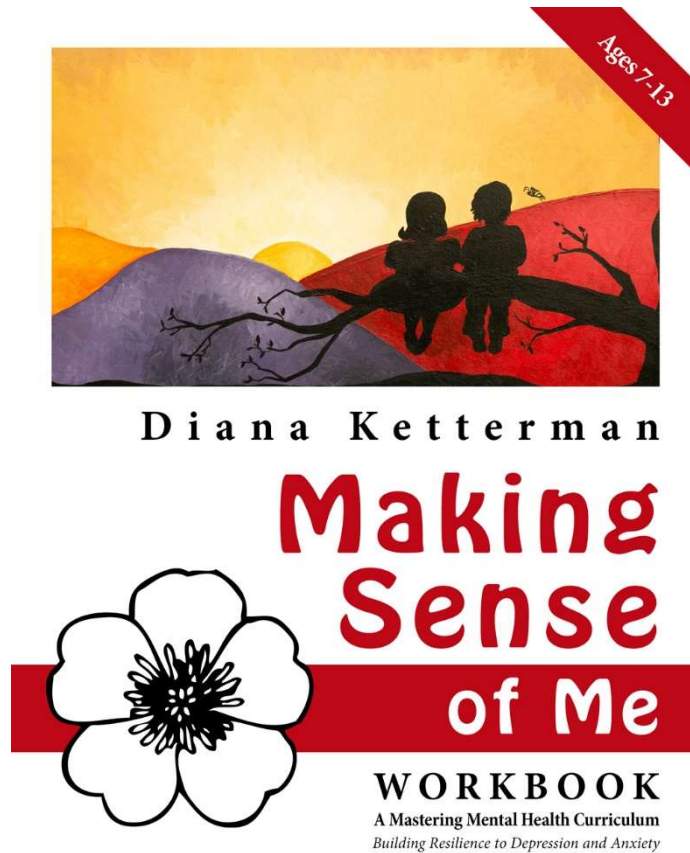


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MAKING SENSE OF ME - AGES 7-13

This is a workbook to help children understand and improve mental health.



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A Mastering Mental Health Curriculum

www.masteringmentalhealth.com

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Lesson Plan - Lesson Eight– Estimated Time – 1 Hour

Lesson Objectives:

- Students will learn:
 - comparison of flower development to people.
 - how thoughts are tied to hope.
 - elements humans need in their environment.

Getting Started:

- Review that the seed is a flower to be. It is not fully blossomed.
- Review the elements a flower needs in its environment to grow – soil, rain, sun, oxygen, and temperature.
- Talk about how we have different feelings about things and people when they are at different stages of their life. For example, how do you feel about a grandparent? Do you feel the same as you do about your parents? Explain that parents and grandparents have different roles in life and how the different ages and roles can leave us with a different feeling. Ask if they can visualize their parents as grandparents? Explain that one day their parents may be grandparents to their children, and then they will be parents.

Group Exercise:

Have several (about 3-5) random baby pictures on hand (from friends, family or famous people – can get from the Internet). Ask who brought their baby pictures to class. Collect them by having the students put the pictures in a box or bag, not letting anyone else see the pictures (if possible). Mix the pictures up with your random pictures.

Post the same number of pictures on the board as there are students in the room. Put a number under each picture. Have the students write the numbers on a sheet of paper, and identify who they believe the pictures are of. Go around the room and have the students name who they thought the babies were. Write the names they give you under the numbers. Have the students who brought in pictures to identify their picture on the board. Strike through the mislabeled names. How many mislabeled names did you have? Talk about how we label others before we know the entire truth, just by guessing or assuming. Ask if anyone has ever felt judged. Ask if they have ever judged others? Have you ever assumed something about someone that wasn't true? Has someone ever assumed something about you that wasn't true?

Pre Lesson - Class Discussion:

- Just as a flower has things that it needs to grow in its environment, so do we as humans. Ask students to list the things that they believe they need to become a fully blossomed adult, achieving their desires in life. See if they list any of the essentials – air, water, food, home, health, money for essentials, someone to love them, someone to talk to, self-respect, confidence, education, dreams. Discuss these.

Lesson Plan - Lesson Eight Continued

Materials Needed:

- Teacher: 3-5 Random Baby Pictures/ White Board/Marker
- Students: Baby Picture; Pen or Pencil

Evaluate Understanding – Class Discussion:

- Read the lesson together. Discuss each section as it is completed.
- Students Complete Lesson Eight Evaluation

LESSON EIGHT










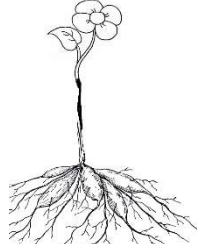
Awesome Blossom

AWESOME BLOSSOM

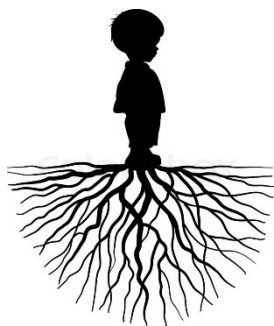
Now let's see what **humans** have in common with **flowers**!

Humans start as a **seed**. Through development they grow into a **baby**, a **child**, a **teenager**, and then an **adult** to produce a **unique person**!

Compare the **human** development to the **flower** development.

	Seed	Baby	Child	Teenager	Adult
People					
	Seed	Stem	Sprout	Bud	Blossom
Flowers					

- The flower pictures above show something that is not showing for the human. Can you identify what is missing from the people pictures?



If you said the **ROOTS**, you are right! Remember that the **root** holds the flower in place and **helps** it to be strong.

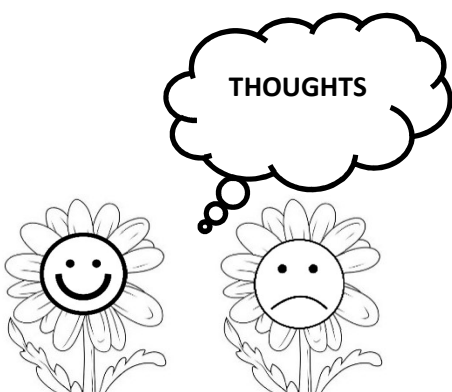
Have you ever seen a picture with a person like this little boy? Probably not! But everyone has **ROOTS**.

As the human body grows on the **OUTSIDE**, it is also growing a **mind** (where your thoughts are) on the **INSIDE**.

Think about the **ROOTS** like they are our **THOUGHTS**!

Growing strong **thoughts** will help you to become firmly **ROOTED**, so that you can be the **awesome blossom** you were created to be!

Thoughts are closely tied to **HOPE**! Remember that **HOPE** means you believe you can achieve what you want or things will turn out for the best.



Our **thoughts** can help us to be **HOPEFUL**!

Our **thoughts** can make us to be **HOPELESS**!

Strong **thoughts** help you know you are a special, valuable person.

Strong **thoughts** help you to stand strong against the **rocks** and the **weeds**.

Strong **roots** help you have strong **HOPE**!

2. Describe something that you hope will happen in your future.

3. Do you hope this will happen when you are a:

CHILD TEEENAGER or ADULT

Just as the **plant** needs its **environment** to grow, you also need an **environment** where you can thrive and **grow** into the beautiful, healthy **blossom** you were meant to be!

The flower **seed** was designed to be a **flower**!

You started as a **seed** that was designed to be **YOU**!

No one else can be YOU!



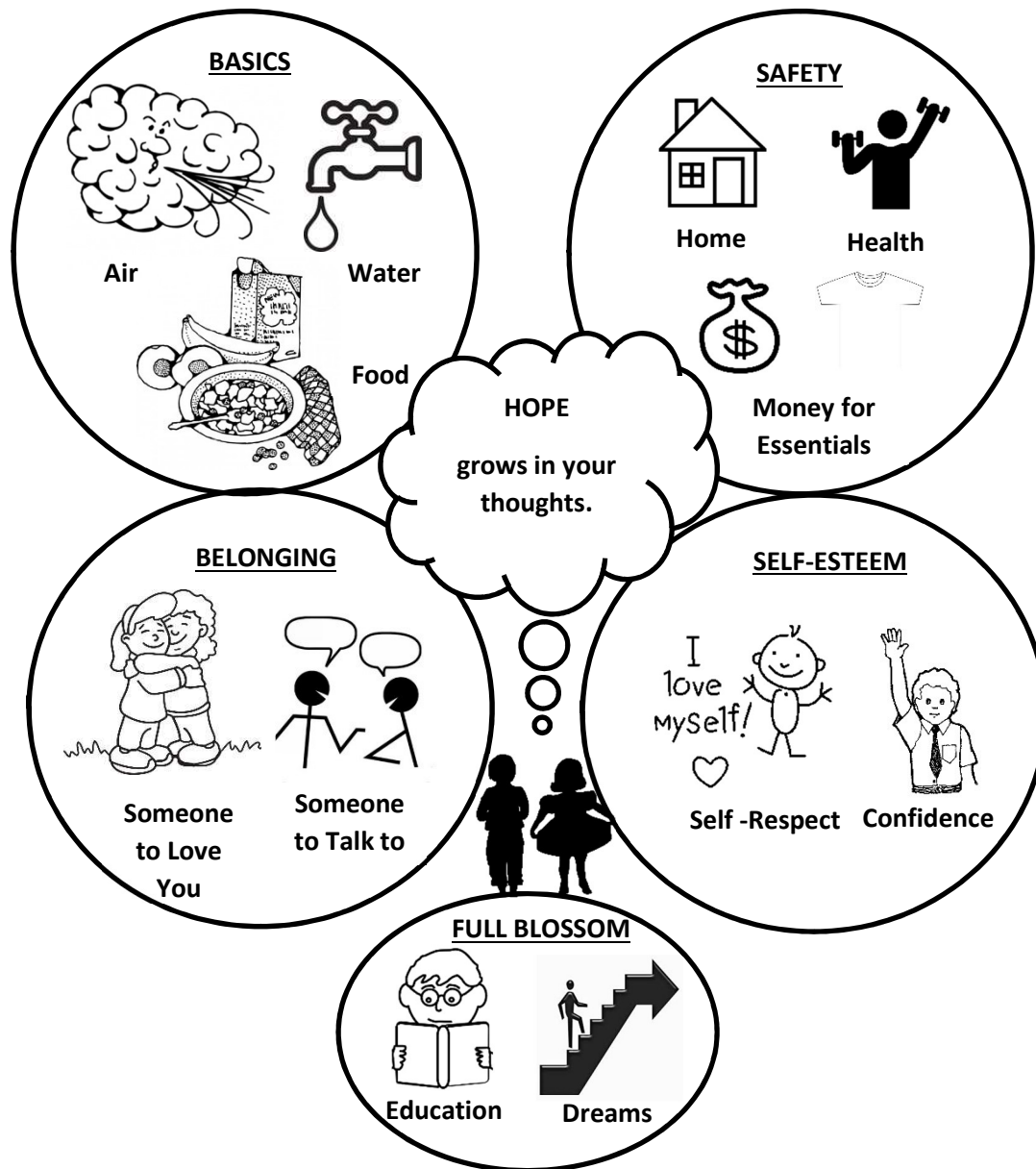
Just as the flower has to deal with **rocks** and **weeds** as it grows, there will be things in life that **could keep** you from being you.



You have something the flower doesn't have - **THOUGHTS**!

You have the **brain power** to imagine, to dream, and to adjust to your environment to be the best you were meant to be!

Elements needed for your environment.



In order for **YOU** into grow to a fully rooted blossom, you need the elements shown above in your environment.

REVIEW

- The **environment** is your world around you.
- Your **senses** collect information.
- The information **records** in your brain.
- A **memory** is made.
- **Emotions** are felt.
- **Thoughts** are created.

HOPE is grown in your thoughts.

HOPE plays a big part in acquiring what you need.

4. What do you have that the flower doesn't? _____

HOPE means that you believe that you can get what you want or that things will turn out for the best.

Thoughts affect our level of **hope**.

5. Look at the five circles above. Choose at least five things that are important to you.

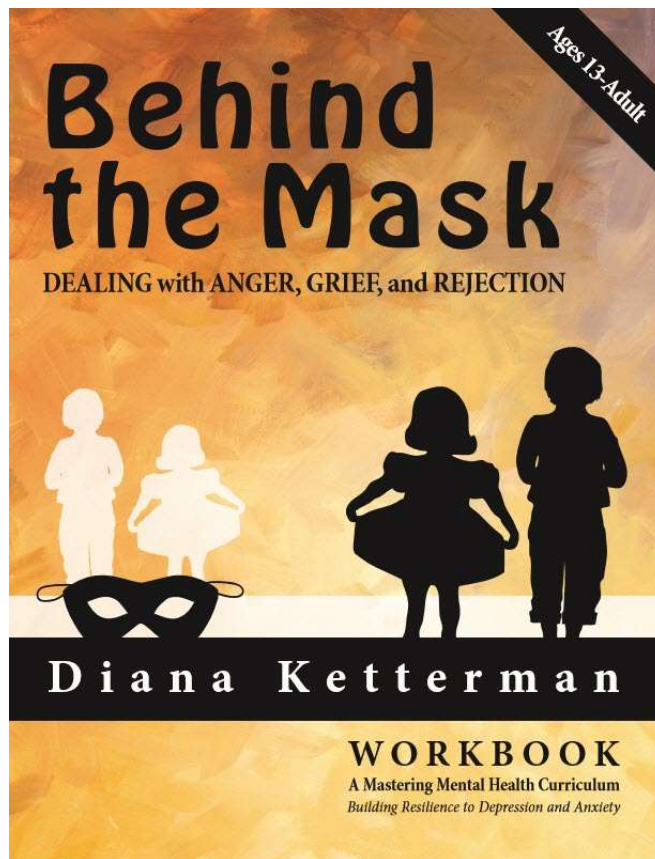
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_____	_____	_____

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BEHIND THE MASK: DEALING WITH ANGER, GRIEF AND REJECTION

AGES 13-ADULT

This is a workbook to help children understand and improve mental health.



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Lesson Plan - Lesson Eight

Lesson Objectives:

- Students will learn:
 - the difference between **mental health** and **mental illness**.
 - the contrast of contrast **mental health** with **physical health**.
 - positive and negative responses to mental health factors.

Getting Started:

- Review the following:
 - Our response to life's impacts will project our path to recovery from the impact.
 - When our physical health is affected, our mental health is at risk.
 - The World Health Organization defines mental health as a state of well-being
- Exercise:
 - Have students complete the worksheet on the following page contrasting the difference between physical and mental health.

Pre Exercise Discussion:

Discussion is on the physical life impact. Discuss the following scenarios:

1. Imagine that Jenna is born with Type I diabetes, a disease that can be managed. She then learns that she has cancer. At what point does her life turn from hopeful to hopeless? Or does it? What would keep her hopeful?
2. Image that John breaks a leg. Would breaking a leg cause him to become hopeless? If so, would the duration be temporary or permanent? What if there are long-term effects to the breakage preventing him from participating in certain activities?

Post Exercise - Class Discussion:

- How do we respond to someone who has the flu?
- How do we respond to someone who has depression?

Materials Needed:

- Teacher: Handout.
- Students: Pen/Pencil

Valuate Understanding – Class Discussion:

- Have students complete the chapter; Discuss.



1. From the first look, do you think this girl is sick?
2. What symptoms does this girl have?
3. What type of illness do you think she might have?
4. How do you think she acquired this illness?
5. What could she do to reduce the chances of getting this illness again?
6. What should she do to treat the illness?



1. From the first look, do you think this girl is sick?
2. What symptoms does this girl have?
3. Do you think she is sick?
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LESSON EIGHT

IMPACTS AND MENTAL HEALTH

WHAT IS MENTAL ILLNESS

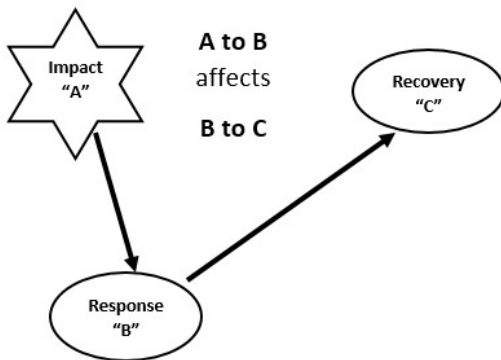
MENTAL HEALTH FACTORS

REVIEW – Fill in the Blanks

- **Inherited traits** or behaviors are _____ passed from parent to offspring.
- **Learned traits** or behaviors are caused by _____ or _____.
- A _____ **impact** is an injury or change to our physical bodies affecting the physical functionality of our brain or body.
- A _____ **impact** is an injury or trauma affecting the mind or feelings.
- An _____ **impact** is a loss of physical things around us.

IMPACTS AND MENTAL HEALTH

You have learned the five main types of impacts are: **Genetic, Experience, Physical, Psychological, and Environmental**. At some point in life, we all experience impacts. Our **response** to impacts will project our path to



recovery from the impact. The severity of the impact affects our **response**. The longer it takes for us to respond, the longer it will take to recover. The longer it takes to recover, the more affect there will be on our mental health. It is important that we respond in a way that will combat any negative outcomes of the impact. For example, if we need professional help, it is important that we get help as early as possible for a faster recovery. In this lesson we will learn about mental

health and the difference between **mental health** and **mental illness**. First we will contrast **mental health** with **physical health**.

Physical Health



If we do not care for our bodies, and we are exposed to germs or disease, we may become physically ill. In order to treat our physical health, we first have to **recognize** the symptoms such as sneezing, sore throat, or coughing. Once we analyze our symptoms, it becomes easier to **identify** the illness.

It is important to **determine** the source of the illness. Is the source **involuntary**? For example, is it something that we were born with, or is it something we have acquired as a result of our environment? Can we **voluntarily** change the environment and improve our situation? For example, we should be careful not to be around others with the flu. But if we live with a smoker, we may not be able to change our environment. Both situations may leave us with physical symptoms, and when our **physical** health is affected, our **mental** health is at risk.

Treatment of the illness may include:

- home remedy (e.g., rest, eat healthy, drink hot teas),



- taking over the counter medications,
- going to the doctor, or
- taking instructed prescription medications.

1. Describe a time in your life when you were physically sick. What were your symptoms?

2. What was your illness? How was the illness acquired?

3. Did you change anything in your environment (where you were or who you were around) to help alleviate the illness? What did you do to treat the illness?

Mental Health

We all have physical health, and we all have mental health. As we can get a “cold” physically or “the flu,” we can become **depressed** or have **anxiety**. We will learn more about depression and anxiety in this study.

The World Health Organization defines **Mental Health** using a **Four-Way Test**. The four ways define **a state of well-being** in which the individual:

- realizes his or her own **potential**.
- can **cope** with the normal stresses of life.
- can **work** productively.
- is able to make a **contribution** to the community.



Refer to the bullets of the **Four-Way Test**, and complete the following by filling in the blanks.

4. In my future career, I have the potential to be_____.

5. X = something that is stressful and happens frequently in my life. When X happens, I do the following to cope with X:_____

6. One thing that I can do well in life and see results is _____

7. One way I can give back to my community is _____.

We **recognized** the emotional symptoms of **fear** such as **arguing, anger, and grief** in Zach's story. We learned that the **source** of the fear was **environmental** and **involuntary** through the loss of a loved one. We also learned that the **source** was compounded through genetics by Zach's inherited traits of depression and his learned traits of anxiety.

Often our physical symptoms may be a result of an emotional symptom. **Emotional** symptoms produce **physical** symptoms. When you get angry you may feel your face getting hot, your jaw tightening, or your fist clenching.

Just as there are procedures to treat a **physical** illness, there are procedures to treat **mental** health. The **steps** to care for both our physical and mental health are:

- 1) **Recognize** the symptoms.
- 2) **Identify** the type of illness.
- 3) **Determine** the source.
- 4) **Change** the contributing environment, (if possible).
- 5) **Treat** the illness.

You have learned several techniques in this workbook on how to **care** for your mental health. So far, you have learned to:

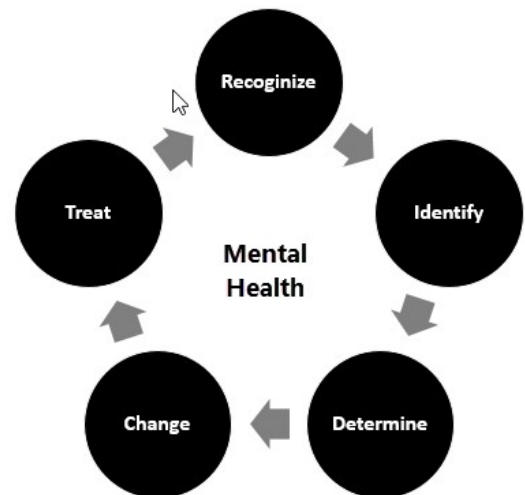
- 1) **Recognize the symptoms** by identifying your **emotions** and human **needs**.
- 2) **Determine the source** by understanding the **impacts** of life.
- 3) **Change the contributing environment**, if possible by being aware of your environment through the five senses.

You will continue to learn **preventive** techniques to care for your mind throughout this workbook. You will also understand the importance of **identifying** and **treating** mental illness.

You should know that unhealthy **mental health may not be your fault**. There are **preventive** and **long-term** treatments to help offset the effects of its negative **impacts** in your life.

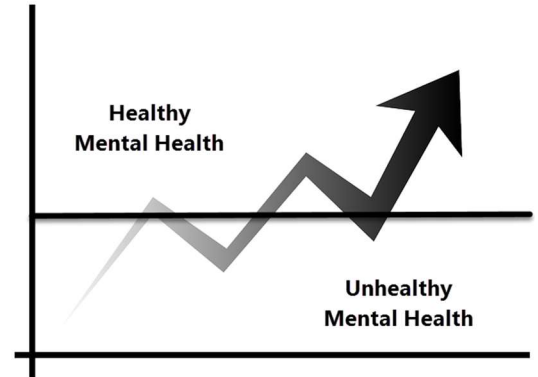
WHAT IS MENTAL ILLNESS?

Mental Illness is a condition that affects a person's **thinking, feeling, or mood**. Such conditions may affect someone's ability to **relate** to others and **function** each day. Each person will have different experiences, even people with the same diagnosis.



We all have experienced the symptoms of mental illness at some point in our life. Mental illness symptoms may include:

- a marked personality change
- an inability to cope
- excessive anxiety
- prolonged depression or apathy
- marked changes in eating or sleeping patterns
- extreme emotional highs and lows, and
- excessive anger, hostility, or violent behavior.



We cross over from “a state of well-being” or “healthy” mental health to a “unhealthy” mental health or mental illness, when we can no longer control our symptoms.

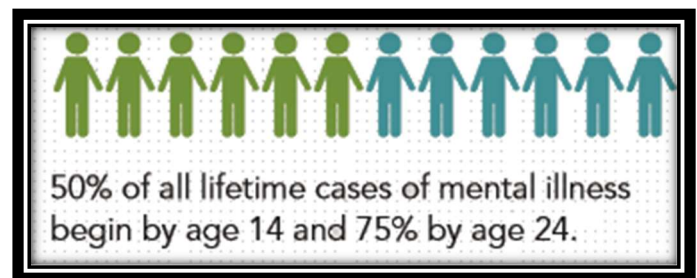
Refer back to the Mental Health **Four-Way Test** above and answer the following.

8. We may experience mental illness when we do not realize our _____, cannot _____ with the normal stresses of life, cannot _____ productively, or are not able to make a _____ back to our community.

MENTAL HEALTH FACTORS

Some of the top **factors** that may trigger mental illness are:

- Low Self-Esteem
- Feeling Unloved
- Low Confidence
- Family Breakup (Divorce)
- Loss (includes Death or Illness)
- Physical Illness
- Being a Caregiver
- Being Bullied at School
- Substance Abuse
- Living in Poverty
- Being Abused



We know that how we **respond** and **recover** to the five major impacts (**Genetic, Experience, Physical, Psychological, and Environmental**) in life are **keys** to combating mental illness.

Positive responses to life impacts may include:

- keeping your body healthy
- connecting with people who care for you
- staying involved with activities that help you build confidence

- learning about topics that interest you
- knowing that you have a purpose in life
- giving back to your community
- doing something productive for yourself or others
- having gratitude
- seeking counseling

Negative responses to life impacts may include:

- eating junk food
- hanging with friends who will lead you down a path that leads to negative results
- participating in substance abuse
- isolating yourself from others
- bullying others
- spending too much time with technology instead of caring friends
- unforgiveness toward those who have hurt you (this doesn't mean you like them or agree with them)
- being an overachiever
- becoming bitter

9. Describe a situation where one of the mental health factors listed above had a negative effect on you, a friend, or family member. Apply the **Four-Way Test**. Which of the four ways failed as a result of the situation? Describe what could have been done differently for a more positive result.

We **all** have mental health. Many of us may experience a mental illness or know a friend or family member who does.

Statistics show that **50%** of mental illness begins by age **14** and **75%** by age **24**. **One** in **five** children will experience a mental illness. By the time they are adults it becomes **one** in **four**.

10. What could you do for someone who is experiencing mental illness to bring hope to them?
