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| **NAME:** | | | | | **EMAIL:** | | | | |
| **LESSON 1: THE IMPORTANCE OF MENTAL AND EMOTIONAL HEALTH** | | | | | | | | | |
| **:::Screen Shot 2018-07-04 at 9.03.51 PM.png** | | | | | | | **Notes:**  Physical Health –  Occupational Health –  Social Health –  Spiritual Health –  Mental (Intellectual) Health –  Emotional Health – | | |
| **Pie Chart**  **Activity:** | | | | | | **Most Influential and Why?** | | | |
| **Least Influential and Why?** | | | |
| **1. Mental (Intellectual) Health:**  **2. Emotional Health:** | | | | | | | | | |
| **Positive MEH Behaviors**  \_\_\_\_ Express Feelings  \_\_\_\_ MEH Activities  \_\_\_\_ Interpersonal Conflicts  \_\_\_\_ Manage Stress  \_\_\_\_ Self- & Impulse-Control  \_\_\_\_ Help For Oneself/Others  \_\_\_\_ Accept Differences  \_\_\_\_ Healthy Relationships | | | | **Explain Your #1:**  **Explain Your #8:** | | | | | |
| **MEH Interview:**  1. How do you expresses feelings?  2. What activities do you do to maintain MEH?  3. How do you prevent/manage interpersonal conflicts?  4. How do you manage stress and anxiety?  5. How do you control your emotions (e.g. anger, sadness):  6. How do you get help for MEH-related issues?  7. How do you show acceptance of others?  8. How do you establish/maintain healthy relationships? | | | | | | | | | |
| Interviewee’s Signature: | | | | | | | | | |
| **Participation**  **Grade: \_\_\_\_ / 29** | | **Teacher Comments:** | | | | | | | |
| **LESSON 2: IMPROVING MENTAL AND EMOTIONAL HEALTH** | | | | | | | | | |
| **I want to change and take more responsibility for how I…**  **I want to do this because…** | | | | | | | | | |
| **Concepts:**  1.  2. | | | **Skills:**  1.  2. | | | | | **Resources:**  1.  2. | |
| **Unhealthy Option:** | | | **Healthier Option #1:** | | | | | **Healthier Option #2:** | |
| **⇓** | | | **⇓** | | | | | **⇓** | |
| **If you continue to do this…**  Short-Term Effects:  1.  2.  Long-Term Effects:  1.  2. | | | **If you continue to do this…**  Short-Term Effects:  1.  2.  Long-Term Effects:  1.  2. | | | | | **If you continue to do this…**  Short-Term Effects:  1.  2.  Long-Term Effects:  1.  2. | |
| **SMART Goal: Over the next five days,** | | | | | | | | | |
| **Measurable steps to the goal:** | **Starting and completion dates:** | | | | **What do I need?** | | | | **Did I achieve it? If not, what is my solution?** |
|  |  | | | |  | | | |  |
|  |  | | | |  | | | |  |
|  |  | | | |  | | | |  |
| **Step 1 Reflection:** Did you make the healthier decision? How difficult was it and why? | | | | | | | | | |
| Signature Of The Witness: | | | | | | | | | |
| **Project**  **Grade: \_\_\_\_ / 42** | | **Teacher Comments:** | | | | | | | |
| **LESSON 3: INTERPERSONAL CONFLICTS** | | | | | | | | | |
| **RMC Defusing Conflict Model**  **Screen Shot 2018-09-16 at 11.52.43 PM.png** | | | | | | | | | |
| **RMC Negotiation Model**  **Screen Shot 2018-09-16 at 11.53.39 PM.png** | | | | | | | | | |
| **Six Tips for Resolving Conflict from Helpguide.org**  1. Listening –  2. Making the Resolution the Priority –  3. Focusing on the Present –  4. Picking your Battles –  5. Forgiving –  6. Letting Go – | | | | | | | | | |
| **Best Strategy –**  **Questionable Strategy –** | | | | | | | | | |
| **Role Play Checklist:**  1) Decided on a realistic situation. \_\_\_\_  2) Decided on a person you are having a conflict with (i.e. family member, peer, or boyfriend/girlfriend).  **\_\_\_\_**  3) Followed the Defusing Conflict/Negotiation Skills Models. \_\_\_\_  4) Used the at least two of the six tips2 in your role play. \_\_\_\_ | | | | | | | | | |
| **Best Strategy –**  **Questionable Strategy –** | | | | | | | | | |
| **Participation**  **Grade: \_\_\_\_ / 14** | | **Teacher Comments:** | | | | | | | |
| **LESSON 4: COPING WITH GRIEF AND STRESS** | | | | | | | | | |
| **Barrier #1:** | | | **Barrier #2:** | | | | | **Barrier #3:** | |
| **⇓** | | | **⇓** | | | | | **⇓** | |
| **Possible Solution:** | | | **Possible Solution:** | | | | | **Possible Solution:** | |
| **Notes Outline:** Cope with Loss/Grief from Helpguide.org  **Grief** is a natural response to loss.  List three personally relevant situations that could cause grief.  1.  2.  3.  **The Five Stages of Grief:** Denial, anger, bargaining, depression, acceptance  **Emotional Symptoms of Grief:** Shock/disbelief, sadness, guilt, anger, and fear  **Physical Symptoms of Grief:** Fatigue, nausea, lower immunity, weight change, aches/pains, insomnia  **Six Ways to Take Care of Yourself as You Grieve:**  1.  2.  3.  4.  5.  6.  **What should you do if grief doesn’t go away?**  **When should you seek professional help?** | | | | | | | | | |
| **Managing Stress:**  What Are Some Negative Effects of Stress?  Three Strategies For Managing Stress That I Could Use:  1.  2.  3.  Valid/Reliable Website(s):  What did you try and how well did it work? | | | | | | | | | |
|  | | | | | | | | | |
| **Homework**  **Grade: \_\_\_\_ / 26** | | **Teacher Comments:** | | | | | | | |
| **LESSON 5: ASKING FOR AND OFFERING ASSISTANCE** | | | | | | | | | |
| **Final Goal Reflection:** | | | | | | | | | |
| **Self-Injury:**  **Suicide:** | | | | | | | | | |
| **Warning Signs From Mentalhealth.gov:**  1.  2.  3.  4. | | | | | | | | | |
| **What To Look For From Mentalhealth.gov:**  Anxiety Disorders:  Behavioral Disorders:  Eating Disorders:  Mental Health and Substance Abuse Disorders:  Mood Disorders:  Obsessive-Compulsive Disorder:  Personality Disorders:  Psychotic Disorders:  Suicidal Behavior:  Trauma and Stress-Related Disorders: | | | | | | | | | |
| **When Would You Seek Help For Yourself About A MEH Problem?** | | | | | | | | | |
| **When Would You Seek Help For Someone Else About A MEH Problem?** | | | | | | | | | |
| **Participation**  **Grade: \_\_\_\_ / 24** | | **Teacher Comments:** | | | | | | | |