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### Promoting Health Across the Lifespan: Stress Management Topics

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**Authors**

Hope Larson, Jessica Walsh, Ashley Valme, Jamie Carpenter, Mikaela Malone, and Alexandra Ambrosino

**Title:** The Artist Within

**Author:** Hope Larson

**Time & Format:** 40 minutes in a classroom with a music playing device

**Date & Location:** Friday December 2, 2016 at 10:10 a.m. in D&M room 406

**Audience/Learners:** Young Adults

**Topic Overview:**

This workshop will introduce the concepts of “open” or “wandering” mind that is important for tapping into creativity. It is a result of a centered and relaxed mind, also an important component for managing stress. Music for centering and a free drawing activity re used to engage learners in connecting with their inner artist.

**Health People 2020 Objective:**

- MHMD-4.2 Reduce the proportion of adults aged 18 years and older who experience major depression episodes

**Workshop Goal:** To increase participant awareness for the need of mental health self-care practices among young adults using meditation music and drawing techniques.

**National Health Education Standards** being addressed by this workshop (grade level 9-12+)

- NHES #1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- NHES#7. Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Specific Learning Objectives-**By the end of this workshop participants will be able to:

1. Describe two benefits of meditation and centering (NHES #1)
2. Discuss three elements of “open mind” in mediation practice (NHES #1)
3. Reflect on at least two personal ideas recognized from drawing a Mandala (NHES #7)

**Key Concepts & Terminology**

- Benefits of meditation: Engaging in mental exercise to help reach a level of awareness.
- Open mind: The willingness to try new thing or to consider new ideas. Having an open mind allows creativity to flow in the mind.
- Mindfulness: The human ability of being fully present and aware. Where one can calmly accept one’s feelings and thoughts and be able to express drawing, colors, and shapes.

- **Drawing:** Graphic representation by lines, sketch, plan or design, it can be realistic or symbolic. Drawing is sometimes utilized as a form of therapy for people that are overwhelmed with emotions. It gives an opportunity for expression and a representation of one's feelings and thoughts. It also allows centering and calming the mind.
- **Mental illness:** A wide range of mental health conditions that affects a person's mood, thinking, and behavior.
- **Mandalas** are found in religions but are not restricted for religious use. They are also used for therapeutic use but most importantly for self expression and listening to your own wisdom within. They have nothing to do with artistic ability. It is an opportunity to open your mind and reflect on one's inner self to reach another level of awareness through drawing, colors, and shapes. There are different levels in everyone relating to voices/personalities within. Utilizing mandalas helps one maintain an open mind to have the ability to reach mindfulness through meditation.

**Teaching Steps (Timed):** *Total time:*

- Step one: Participants will be prompted to prepare for a relaxing meditation; *Spa Relaxing Music Long Time*. <https://www.youtube.com/watch?v=jq3htwznGJk>
  - Instructions: close their eyes, clear their minds, and relax and listen to the music playing. **(5 minutes)** (LO 1&2)
- Step two: Instructor will turn the music down to a lower volume and hand a piece of paper with a circle in the middle of it. Participants will be instructed to draw a mandala of what they are feeling or what is going on in their life, with the coloring utensils provided. **(15-20 minutes, allow more time if needed)** (LO2)
- Step three: Instructor will turn off the music and ask if any of the participants would like to share their mandala and what it means. **(10-15 minutes)** (LO3)
- Step four: Participants will be instructed to write a brief description of what their mandala meant. **(10 minutes)** (LO3)

**Assessment Measures:** Drawings are photographed as evidence to show the effects of music meditation and mandala drawings and their meanings.

**Materials, Resources, Preparation:**

- Paper with a circle in the middle
- Crayons, markers or colored pencils
- Music playing device
- Spa Relaxing Music Long Time music found on YouTube

**Annotated Resource Bibliography**

M. (2015, October 13). Mental illness. Retrieved from

<http://www.mayoclinic.org/diseases-conditions/mental-illness/basics/definition/con-20033813>

- *This is a website that gives a very good definition on mental illness. Mayo Clinic is well respected and has reliable information. I believe that the definition given is correct*

*and is very informational. I used the definition from this website.*

Mental Health and Mental Disorders. (2016, November 27). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders>

- *HealthyPeople.gov is managed by the U.S. Department of Health and Human Services. The cite is part of the Healthy People 2020 topics and objectives specifically on mental health and mental disorders. It goes into depth about mental illness and the importance on the disorder.*

Mindfulness: Getting Started – Mindful. (2016, August 01). Retrieved from <http://www.mindful.org/meditation/mindfulness-getting-started/>

- *This website gave me a better understanding of what mindfulness mean and the meaning of the word. It gives a good understanding of mindfulness. It is a good resource of the topic.*

National Health Education Standards. (2016, August 18). Retrieved from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

- *The CDC (Centers for Disease Control and Prevention) is the nation's health protection agency. Their website was used for standard one that is related to health promotion and disease prevention. Specific parts of standard one, five and seven were used to relate to this lesson plan.*

S. (2012, May 19). Spa Relaxing Music Long Time MP3 With Candle Light. Retrieved from <https://www.youtube.com/watch?v=Jq3htwznGjk>

- *This youtube was used to find the calming music that will be used in this activity. It is the right music to put the participants in the right mind set need for this activity.*

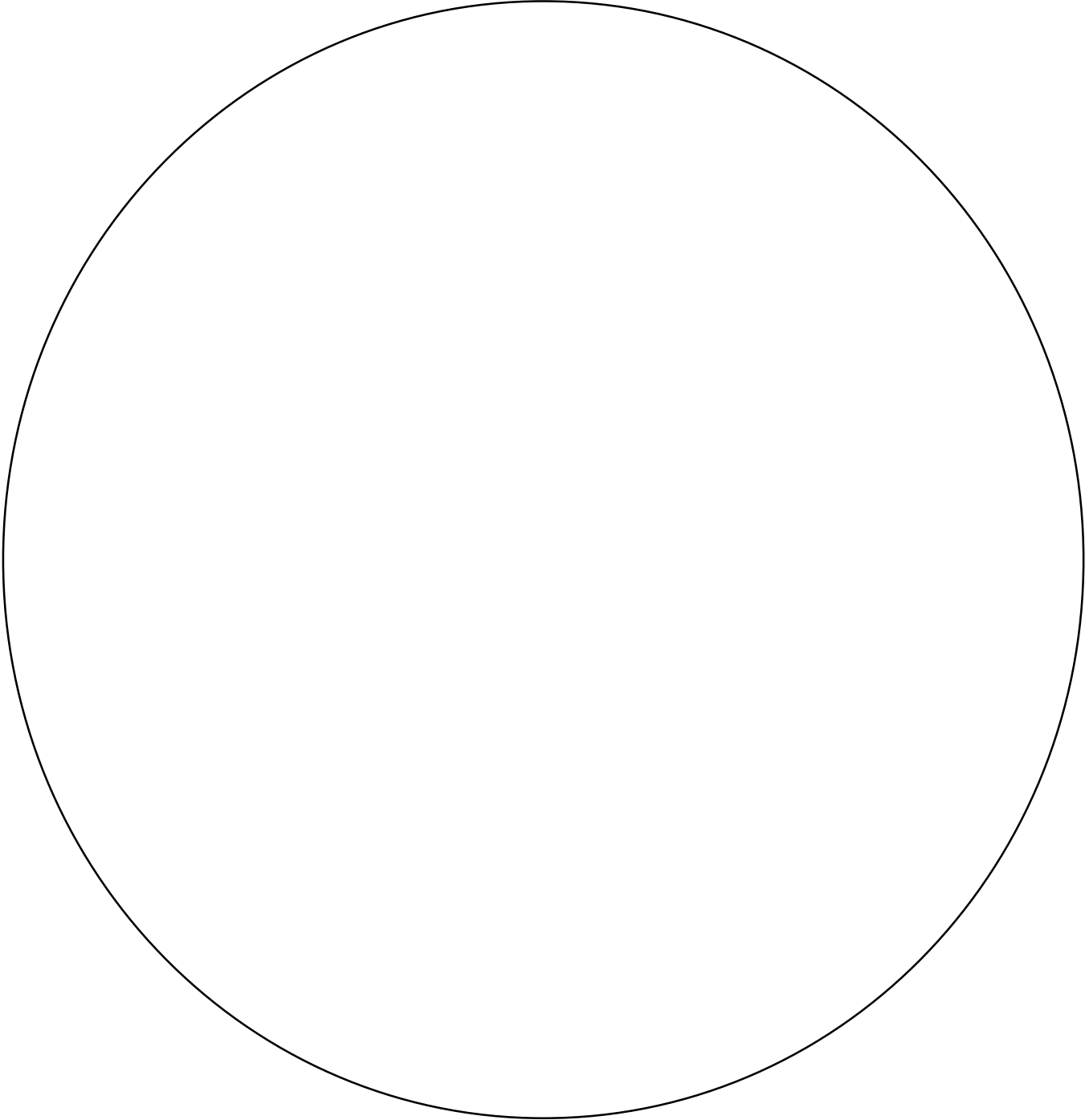
chott, G. D. (2011). Doodling and the default network of the brain. *The Lancet*, 378. [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(11\)61496-7/fulltext?TB\\_iframe=true&width=921.6&height=921.6](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(11)61496-7/fulltext?TB_iframe=true&width=921.6&height=921.6)

- *This website was a very good scholarly article that gave me a better understanding of how doodling and drawing is good for the brain. It helps with things like stress and anxiety. I would defiantly recommend this article and website for information.*

Keegan, L., Kolkmeier, L. G., Guzzetta, C. E., & B. M. Dossey. (1989). *Imagery. Holistic Health Promotion: A Guide for Practice* (pp. 173-17). Rockville, MD: Aspen

- *This book is a good source that provided a lot of information on mandalas. It was very informative and gave a lot of in depth details on an open mind and inner self. It also gave a lot of information on on drawing.*

**Appendix of Support Materials:**  
**Mandala Circle**





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**Title: #FreezeFrameMoment**

**By:** Jessica Walsh

**Audience:** Early Career Health Workers

**Overview:** Early career health workers will be involved in learning about the daily stressors they face in the workplace. After learning about their biggest stressors they will learn to use the Freeze Frame Method as a tool to use when they need a moment to regroup themselves mentally.

**Goal:** Our goal is to improve the quality of life for early career health workers.

**National Health Education Standards:** being addressed by this workshop (grade level 9-12)

***Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

1.12.1 Predict how healthy behaviors can affect health status.

***Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks*

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others

***Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health*

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health

**Specific Learning Objectives:** At the end of this workshop participants will be able to:

1. Describe the 3 biggest stressors in their lives (NHES 1)
2. Demonstrate the Freeze-Frame method (NHES 7 & 8)
3. Be able to write a plan to use the Freeze-Frame method throughout your day and across your week (NHES 7)
4. Upload three pictures to twitter with the hashtag #FFMoment using the Freeze Frame Method (NHES 7 & 8)

**Key Concepts & Terminology:**

Stress is the body's way of responding to a demand or threat. There is good stress and bad stress. Common causes of bad stress are major life changes, work or school, relationship problems, and financial problems. Good stress is used when the body is in fight or flight mode. The body prepares itself by releasing hormones; including adrenaline and cortisol (Segal, December 2016). Stress in the workplace can interfere with performance, along with impacting your overall physical and emotional health (Segal, December 2016). When it comes to health care workers



they tend to have higher stress levels due to the stress clients put on them to provide the best care.

**Stressor:** chemical or biological agent, environmental condition, external stimulus or an event that causes stress.

**Freeze Frame Method:** It is a one-minute technique that allows a major shift in perception. More than positive thinking, it creates a heartfelt shift in how we view a situation, an individual or ourselves.

**100 Stressor Test:** List of stressful events in life which has a different number value for each event to show the pressure it adds to life. It is then compared to a scale that shows the amount of life pressure you are facing.

**Endorphins:** any of a class of polypeptides, including enkephalin, occurring naturally in the brain, that bind to pain receptors and so block pain sensation

**Teaching Steps** (For this workshop: 50 minutes, in a calm class environment)

- Engage, Motivate (10 Minutes)
  - Welcome everyone, talk about stress in everyday life. Introduce the concepts for the workshop and the key terms.
- Do, Ask, Describe, Discuss (15 Minutes)
  - Take the 100 stressors test to determine top three stressors in each individual's life
  - In groups of 3 or 4 talk about why they think those are the biggest stressors in their life and how they impact health
  - Instructor will then introduce and explain the Freeze Frame Method
  - Learners will all participate in practicing the method (LO 2) by learning to shift out of the head and focus on the area around their heart, while recalling a time in their life that was positive. This gives the body a calming feeling.

Apply, Create, & Integrate (20 minutes)

- Participants will go back to the groups of 3 or 4 and write a plan to use the Freeze-Frame method throughout the day (LO 2&3)
- Participants will take three photos of them doing the Freeze-Frame method and post to twitter using #FFMoment (LO 2&4)

Closure Activity (5 Minutes)

- One final Freeze-Frame to get the body ready for the day ahead, answer any questions

**Assessment Measures:**

AM 1: Written plan on how to use the Free-Frame method throughout the day

AM 2: Photos posted to #FFMoment on twitter- target three per group

**Materials, Resources, Preparation: (Materials for the instructor, participant handouts)**

1. 100 Stressors test

2. Photo waivers
3. Freeze Frame method instructions (<http://www.pbs.org/bodyandsoul/203/heartmath.htm>)

### **Annotated Resource Bibliography:**

Ling, B. C., Kain, J. M., & Fritz, C. (2013, May). Don't Interrupt Me! – American Psychological Association. Retrieved November 20, 2016, from <http://www.apa.org/pubs/journals/features/str-a0031637.pdf>

- This resource provides an evidence based studies on the effects of interruptions at work that increase stress levels. There was research done in the medical field with health career workers such as physicians, who get interrupted around 10 times an hour. These interruptions could potentially impair the quality of patient care given. Having these interruptions leads to the worker feeling more tired, and an increase in stress levels.

White, M. G. (n.d.). Lesson Plan: Recognizing the Signs of Stress. Retrieved November 21, 2016, from <http://cf.ltkcdn.net/stress/files/919-Lesson-Plan---Recognizing-the-Signs-of-Stress.pdf>

- This resource provides a lesson plan on recognizing the signs of stress, and being able to identify the type of symptoms they are experiencing. This lesson can be used in the early discussion and introduction to stress within the lesson plan. Instructor can discuss the signs of physical, emotional, and health-related conditions that can be brought on by stress. This can then lead into the Freeze Frame Method.

Care, B. H. (2013, December 18). Reducing Stress: Tips for Health Care Professionals and Caregivers. Retrieved November 21, 2016, from <http://blog.bayada.com/cares/bid/359499/Reducing-Stress-Tips-for-Health-Care-Professionals-and-Caregivers>

- This resource provides material that relates to stress within the health care working environment. It discusses studies which have been conducted from the American Institute of Stress that have found health care workers often suffer workplace stress due to the nature of their work. It gives a list of ten tips for reducing stress in the health care field. There is a certain type of stress known as Compassion Fatigue, which is common in health care workers and care givers, because they become so emotionally invested in their patients that they find themselves experiencing similar emotions as the patients.

Life Stress Test automatic score. (n.d.). Retrieved December 10, 2016, from <http://www.cliving.org/lifestresstestscore.htm>

What is this resource. Who is the author?

- This resource provides the participants with the 100 stressors test to take during the lesson plan. This is a warm up to help them determine what level stress they are at and what life event has caused the most stress in their life.

High School: Ways to Manage Stress (Emotional & Mental Health, Lesson 6). (n.d.). Retrieved December 10, 2016, from <http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/high-school-ways-to-manage-stress-emh-lesson-6/>

- This resource is a lesson plan on ways to manage stress. It refers to some of the National Health Education Standards as does this lesson plan. They provided health key terms that is relevant to the Freeze Frame Method lesson plan as well.

Segal, J., Smith, M., Segal, R., & Robinson, L. (2016, December). Stress Symptoms, Signs, and Causes. Retrieved December 10, 2016, from <http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm>

- This resource provides the instructor with background information about what stress is and the different kinds of stress. It discusses about the good and the bad stress and how the body reacts to it. Good stress is when the body goes into fight or flight, and bad stress can become chronic. Too much buildup of bad stress can lead to serious health problems such as depression, heart disease, weight problems, and sleep problems.

## **Appendix of Support Materials:**

### **Life Stress Test Automatic Scoring:**

This is a list of stressful events in your life which have different number values to show the pressure that it adds to your life. Sit back, take a moment, and review your life over the past 1 to 2 years. Go through the following list. Click on the check box of those stressful events that you have happened or are taking place in your life. When you are done scroll to the bottom to see what your Life Stress Score is.

NOTE: We do NOT keep any record of any test scores.

IF this test does not generate an automatic total, you can print it out, check the boxes and use a calculator to add your total Life Stress Score.

Life Event: Check if this applies

1. Death of spouse 100
2. Divorce 73
3. Marital separation 65
4. Jail term 63
5. Death of close family member 63

6. Personal injury or illness 53
7. Marriage 50
8. Fired at work 47
9. Marital reconciliation 45
10. Retirement 45
11. Change in health of family member 44
12. Pregnancy 40
13. Sex difficulties 39
14. Gain of new family member 39
15. Business readjustment 39
16. Change in financial state 38
17. Death of close friend 37
18. Change to a different line of work 36
19. Change in number of arguments with spouse 35
20. A large mortgage or loan 31
21. Foreclosure of mortgage or loan 30
22. Change in responsibilities at work 29
23. Son or daughter leaving home 29
24. Trouble with in-laws 29
25. Outstanding personal achievement 28
26. Spouse begins or stops work 26
27. Begin or end school/college 26
28. Change in living conditions 25
29. Revision of personal habits 24
30. Trouble with boss 23
31. Change in work hours or conditions 20
32. Change in residence 20
33. Change in school/college 20
34. Change in recreation 19
35. Change in church activities 19
36. Change in social activities 18
37. A moderate loan or mortgage 17
38. Change in sleeping habits 16
39. Change in number of family get-togethers 15
40. Change in eating habits 15
41. Vacation 13
42. Christmas 12
43. Minor violations of the law 11

Note: If you experienced the same event more than once, then to gain a more accurate total, add that event score again for each extra occurrence of the event on a piece of paper. For example - death of 2 close friends. + 37

Your Total Life Stress Score is =

Score Interpretation:

Score :

1. 300+ You have a high or very high risk of becoming ill in the near future.
2. 150-299 You have a moderate to high chance of becoming ill in the near future.
3. <150 You have only a low to moderate chance of becoming ill in the near future.

This scale shows the kind of life pressure that you are facing. Depending on your coping skills or the lack thereof, this scale can predict the likelihood that you will fall victim to a stress related illness. The illness could be mild - frequent tension headaches, acid indigestion, loss of sleep to very serious illness like ulcers, cancer, migraines and the like.

LIFE STRESS SCORES:

- 0-149 = Low susceptibility to stress-related illness
  - 150-299 = Medium susceptibility to stress-related illness.
- Learn and practice relaxation and stress management skills and a healthy well life style.
- 300 and over = High susceptibility to stress-related illness

Daily practice of relaxation skills is very important for your wellness. Take care of it now before a serious illness erupts or an affliction becomes worse.

**Online Stress Test can be found: <http://www.cliving.org/lifestresstestscore.htm>**



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**Title: “Gratitude is the Attitude”**

**Author:** Ashley Valme

**Time & Format:** 52', presentation, demonstration, practice.

**Audience/Learners:** Early health care workers

**Topic Overview:** This workshop is designed to teach early health career workers the importance of sharing gratitude in the workspace for their health and their coworkers health by Ashley Valme

**Workshop Goal:** To enhance the ability of early health care workers to practice gratitude.

**Healthy People 2020 Objective(s):**

- **MHMD4:** Reduce the proportion of adults aged 18 years and older who experience major depressive episodes (MDEs)

**National Health Education Standards addressed:**

- Standard 1: students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Specific Learning Objectives (linked to NHES and assessments):**

*Through participation in this workshop learners will be able to:*

- *Identify two ways to spiritually express gratitude.*
- *Set a goal for daily examples of gratitude.*
- *Demonstrate two ways to express gratitude*

**Key Concepts & Terminology:**

Gratitude:

- “The quality of being thankful; readiness to show appreciation for and to return kindness.”
- “The best way to reap the benefits of gratitude is to notice new things you’re grateful for every day. Gratitude journaling works because it slowly changes the way we perceive situations by adjusting what we focus on.”
- “Being excited about the benefits of gratitude can be a great thing because it gives us the kick we need to start making changes.”
- “Create a gratitude jar this year. Any time you experience a poignant moment of gratitude, she writes it on a piece of paper and puts it in a jar.”

**Selflessness:** The opposite of selfish. If you're selfless, you think less about yourself, and more about others — you're generous and kind. Being selfless is similar to being altruistic — another word for giving to others without looking for personal gain.

Gratitude Stone: A Gratitude Stone is a special stone you hold in your hand while expressing gratitude.

- “People who keep gratitude journals on a weekly basis have been found to exercise more regularly, have fewer physical symptoms, feel better about their lives as a whole, and feel more optimistic about their upcoming week as compared to those who keep journals recording the stressors or neutral events of their lives.
- Daily discussion of gratitude results in higher reported levels of alertness, enthusiasm, determination, attentiveness, energy, and sleep duration and quality. Grateful people also report lower levels of depression and stress, although they do not deny or ignore the negative aspects of life.
- People who think about, talk about, or write about gratitude daily are more likely to report having helped someone with a personal problem or offered emotional support to another person.
- Those with a disposition towards gratitude are found to place less importance on material goods, are less likely to judge their own or others success in terms of possessions accumulated, are less envious of wealthy people, and are more likely to share their possessions with others.
- Emerging research suggests that daily gratitude practices may have some preventative benefits in warding off coronary artery disease.”

UMASS Dartmouth, The Importance of Gratitude.2016, Retrieved from

<https://www.umassd.edu/counseling/forparents/recommendedreadings/theimportanceofgratitude/>

### Teaching Steps (timed):

- ✓ (4') Hand out pre-assessment “quiz” on questions asking for the individual’s level of gratitude for each question. With a follow-up discussion. In order to get individuals thinking about what gratitude means and ways to be grateful.
- ✓ (5') Presentation on gratitude – The group will take turns presenting the PowerPoint slides.
- ✓ (2') Call participants up and gather in a full circle. “Send the Love” which is an activity to get the positive energy flowing throughout the room. As well as expressing gratitude. The presentation will express the key terminologies of gratitude.
- ✓ (2') Everyone Holds hands and takes a deep breath, ready to pass around the “love” by squeezing the hand to the left back to the beginning. While squeezing each hand each individual will think about something they are grateful for and pass the love and positivity to the next person. Follow up discussion on what the class thinks the purpose of the lesson is.
- ✓ (2') Everyone goes back to sitting in the circle while gratitude stones are passed around to each individual as each person says one thing they are grateful for out loud. The purpose of this activity is to show how expressing gratitude out loud gives the



gratitude more meaning and gets the brain thinking about how the gratitude impacts the individual. Follow up discussion on what the class thinks the purpose of the lesson is.

- ✓ (5') Back to slide show to present the slide of ways to share gratitude in the work place. Follow up discussion on classes examples.
- ✓ (5') Gratitude jar is explained and small pieces of paper are handed out to the class. Each person writes a new gratitude and then places it in the jar. At the end of the work week the health care workers will take the jar and read off the gratitude's in order to keep positivity in the work place.

### **Assessment Measures:**

*AM 1: Daily gratitude post after workshop*

*AM 2: Pre assessment before workshop*

### **Materials, Resources, Preparation:**

Gratitude stones

Open room

Pencils paper

Jar

### **Annotated Resource Bibliography:**

- UMASS Dartmouth, The Importance of Gratitude.2016, Retrieved from <https://www.umassd.edu/counseling/forparents/recommendedreadings/theimportanceofgratitude/>

-This article explains the benefits of practicing gratitude such as using gratitude journals, doing daily discussions of gratitude, talk about daily gratitude's with peers and practice sharing gratitude. The articles discusses all the health benefits that go along with each practice.

- Derrick Carpenter, The Source Behind Gratitude (and how it can change your life). 2016 Retrieved from <http://www.happify.com/hd/the-science-behind-gratitude/>

-This is a reliable source. This source gave information on how the brain is psychological effected by. This source gives actual examples on how gratitude keeps the grain healthy. This article also discusses the benefits of practicing gratitude.

- American Cancer Society, Shape America. Spring 2007 Retrieved from <http://www.shapeamerica.org/standards/health/>

-This document discussed the National Health Behavior standards. Standards one through eight. These identify the standards for a variety of health behaviors.

**Appendix of Support Materials:** See attachment presentation & quiz & hand out

## **1. I feel very thankful for my degree of physical health.**

---

1.  Never
2.  Once a year
3.  A few times a year
4.  Once a month
5.  A few times a month
6.  Once a week
7.  More than once a week

## **2. I reflect on the worst times in my life to help me realize how fortunate I am now.**

---

1.  Never
2.  Once a year
3.  A few times a year
4.  Once a month
5.  A few times a month
6.  Once a week
7.  More than once a week

## **3. I remind myself how fortunate I am to have the privileges and opportunities I have encountered in life.**

---

1.  Never
2.  Once a year
3.  A few times a year
4.  Once a month
5.  A few times a month
6.  Once a week
7.  More than once a week

## **4. I reflect on how fortunate I am to have basic things in life like food, clothing, and shelter.**

---

1.  Never
2.  Once a year

3.  A few times a year
4.  Once a month
5.  A few times a month
6.  Once a week
7.  More than once a week

## **5. I really notice and acknowledge the good things I get in life.**

---

1.  Never
2.  Once a year
3.  A few times a year
4.  Once a month
5.  A few times a month
6.  Once a week
7.  More than once a week

## **6. I am content with what I have.**

---

1.  Strongly Disagree
  2.  Disagree
  3.  Somewhat Disagree
  4.  Neither Agree nor Disagree
  5.  Somewhat Agree
  6.  Agree
  7.  Strongly Agree
- 

[http://greatergood.berkeley.edu/quizzes/take\\_quiz/6](http://greatergood.berkeley.edu/quizzes/take_quiz/6)

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# GRATITUDE

BY: ASHLEY VALME

# GET YOURSELF THINKING

- Answer the following question as truthfully as possible
- Reflect on this past year while answering the following questions

# REFLECTION

**Did you find anything surprising  
about your answers?**

**What question impacted you  
the most?**

**Based on the quiz which aspect  
would you like to work on the  
most?**



# GRATITUDE

grat·i·tude: 

the quality of being thankful;  
readiness to show appreciation  
for and to return kindness.

# SELFLESSNESS

- The opposite of selfish. If you're selfless, you think less about yourself, and more about others — you're generous and kind. Being selfless is similar to being altruistic — another word for giving to others without looking for personal gain.

# EFFECTS

- Better exercise
- Optimistic
- Alertness
- Enthusiasm
- Sleep quality
- Attentiveness
- Determination

# CONTINUED



# GRATITUDE STONE

- Gratitude Stone: A Gratitude Stone is a special stone you hold in your hand while expressing gratitude.



# SEND THE LOVE. DIRECTIONS FOR ACTIVITY

- Get in a full circle
- Hold hands with the person to the left and the person to the right of you
- Close your eyes
- First person passes the squeeze to the right while thinking of something they are grateful for
- Activity ends when the squeeze gets back to the beginning

# GRATITUDE STONES.. DIRECTIONS FOR ACTIVITY

- Pass around stones
- Once you have taken your stone express one thing you are grateful for
- Pass the container to the next person and repeat
- Keep your stones to represent what your grateful for

# HOW TO SHOW GRATITUDE IN THE WORK PLACE

- Saying thank you
- Writing a note
- Buying coffee
- Thank your boss
- Thank your self



# WORKS CITED

- National Vital Statistics System-Mortality (NVSS-M), CDC/NCHS; Bridged-Race Population Estimates, CDC/NCHS and Census
- 
- Dartmouth, U. O The Importance of Gratitude. Retrieved from <https://www.umassd.edu/counseling/forparents/recommendedreadings/theimportanceofgratitude/>
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- The Science Behind Gratitude (and How It Can Change Your Life). Retrieved from <http://www.happify.com/hd/the-science-behind-gratitude/>
- 
- Health Standards. Retrieved from <http://www.shapeamerica.org/standards/health/>

## Mind Body Connections for Health

**Author:** Jaime Carpenter

**Time & Format:**

45 minutes; 10:10 am, December 2<sup>nd</sup>, 2016 in D&M.

**Audience / Learners:**

Young Adults; Older college students (20-23)

**Topic Overview:**

This activity involves students learning about the connections between a healthy body and a healthy mind by correctly identifying how to take care of their body. This lesson will provide young adults with information on how to think more positively about themselves and will give them example and activities on how to become and stay more positive.

**Healthy People 2020 Objective(s):**

- HRQOL/WB-1 Increase the proportion of adults who self-report good or better health
  - HRQOL/WB-1.1 Increase the proportion of adults who self-report good or better physical health
  - HRQOL/WB-1.1 Increase the proportion of adults who self-report good or better physical health

**Workshop Goal:**

To increase young adult participants' awareness of the need of self-care practices for good health.

**National Health Education Standards addressed:** (Grade level 9-12+)

- 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - 1.12.1 Predict how healthy behaviors can affect health status.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  - 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
  - 5.12.6 Defend the healthy choice when making decisions
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Specific Learning Objectives (linked to NHES and assessments):**

*Through participation in this lesson students will be able to:*

LO 1: List at least 4 areas of self-care that need to be addressed every day. (exercise, cleanliness, healthy foods, rest) (NHES 1)

LO 2: Identify unhealthy behaviors that may affect personal health (NHES 5)

LO 3: Describe two activities that will help improve one's overall wellness (NHES 7)

**Key Concepts & Terminology:**

Start by introducing the wellness wheel and explain what wellness is (wellness: the state or condition of being in good physical and mental health.) and how the wheel interacts between the many dimensions of wellness including the physical, emotional and spiritual dimension.

1. Mental Illness: A wide range of conditions that affect mood, thinking, and behavior.
2. Mental health: a person's condition with regard to their psychological and emotional well-being.
3. Self- esteem: confidence in one's own worth or abilities; self-respect.
4. Positive Thinking: The process of creating thoughts that create and transform energy into reality.
5. Mechanisms of self-care that support wellness, including:
  - a. What is low self-esteem
  - b. How low self-esteem affects mental health
  - c. How to improve self-esteem
  - d. Self- care cheat sheet
  - e. Four areas of self-care

**Teaching Steps (timed): 45 minutes**

- *Engage, Motivate (5 min)*  
Go around the room and introduce everyone to instructor and each other (name, year, major)  
Ask why they have come to this workshop  
Disperse the handouts to each student  
Conduct lecture/discussion with PowerPoint
- *Do, Ask, Describe, Discuss (15 min)*  
Have students do wellness wheel activity one their own (LO 2)  
With the class go through self-care cheat sheet and see who would rather do what (get them to write it down on the handouts that were given out at the start of the lesson plan) (LO 3)
- *Examine & Analyze (10 min)*  
Address the four areas of self-care  
Afterwards get the students to go through the healthy lifestyle practice sheet by themselves (LO 1)
- *Apply, Create & Integrate (10 min)*  
Split students into groups of 2 or 3 (depending on the size), from there get them to discuss if the four areas of self-care have been meet each day (LO 1)  
While in the groups have the groups brainstorm on healthily choices that they could be making – share and care with the peers. (LO 2)
- *Closure activity (5 min)*  
Ask students to create a list on what they have learned throughout this lesson and what are three things they'd change about their behavior and/or lifestyle that will improve their wellbeing. Post on the wall to share out. (LO 3)

**Assessment Measures:**

Wellness wheel, group brainstorm on healthy choices to make, list on what each student has learnt and writing on the wall for everyone to see.

**Materials, Resources, Preparation:**

- Wellness Wheel handout
- Paper
- Pen / Marker
- Self-care cheat sheet
- Healthy Lifestyle Practice check list

**Annotated Resource Bibliography:**

National Alliance on Mental Illness (2016). Living with A Mental Health Condition. *Taking Care of Your Body*. Retrieved November 12<sup>th</sup>, 2016, from <http://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Taking-Care-of-Your-Body>

- *This article was written by the National Alliance on Mental Illness, and was published in 2016. This article talks about how to take care of your body while having a mental illness. It also mentions how to find support not only with the people around you but with online sources.*

Capital District Health Authority. (2008-2010). Living with Mental Illness. *A Guide for Family and Friends*. Retrieved November 14<sup>th</sup>, 2016, from <http://ourhealthyminds.com/family-handbook/>

- *This website was created in 2010, in order to help not only the person effected by their mental illness but also for their families. The website used in this lesson plan in order find ways to help a person deal with their mental illness, and how to understand / cope with it.*

Mental Health Foundation. (2016). *Diet and Mental Health*. Retrieved November 24<sup>th</sup>, 2016, from <https://www.mentalhealth.org.uk/a-to-z/d/diet-and-mental-health>

- *This website was created by the Mental Health Foundation in 2015. The use for this website in the lesson plan was to help connect healthy eating and a healthy mental health and what can happen when you don't watch your diet.*

Mental Health America. (2016). Healthy Diet. *Eating with Mental Health in Mind*. Retrieved November 13<sup>th</sup>, 2016, from <http://www.mentalhealthamerica.net/conditions/healthy-diet-eating-mental-health-mind>

- *This article was written by Mental Health America in 2016. This too was used to be able connect eating healthy and having a healthy mental health, it is able to show what types of drinks to avoid for certain disorders and what to increase in your diet.*

Office of Disease Prevention and Health Promotion. (2014). 2020 Topics & Objectives. *Health-Related Quality of Life & Well-Being*. Retrieved November 14<sup>th</sup>, 2016, from <https://www.healthypeople.gov/2020/topics-objectives/topic/health-related-quality-of-life-well-being>

- *This website was created by the U.S Departments of Health and Human Services in 2014. It was used in this lesson in order to find Healthy People 2020 objectives to help teach the students.*

Jennifer Kennymore. (2016). *Balancing Your Wellness Wheel*. Retrieved December 8<sup>th</sup>, 2016 from

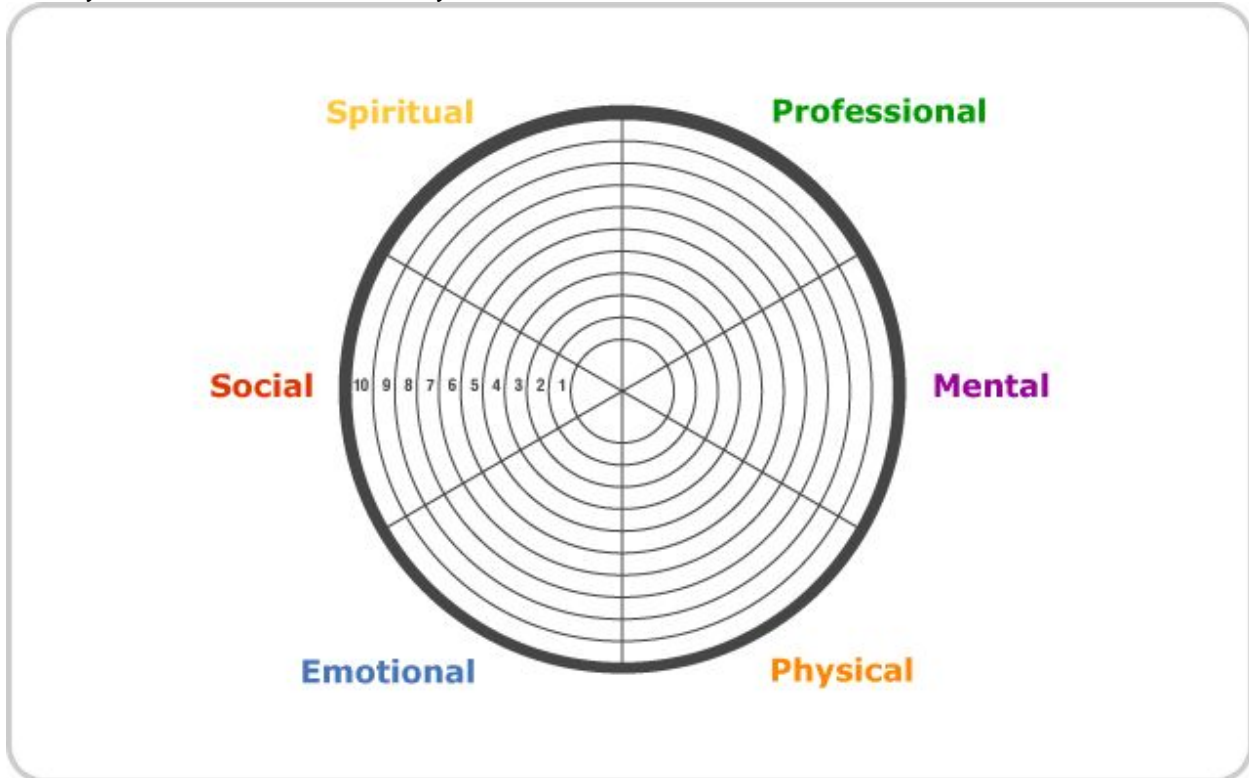
<http://www.nwmissouri.edu/wellness/PDF/shift/BalancingYourWellness.pdf>

- *This online pdf was created by health educator Jennifer Kennymore in 2016. It was used in this lesson to help provide an activity using the wellness wheel to get the students aware of the mind body connection.*

### **Appendix of Support Materials:**

*Starting Powerpoint- overview of class, key terms, ways to take care of your body*



*Activity 1- Wellness Wheel Activity***Instructions:**

- Read out the question for each dimensions
- Give students a minute each per question

**Questions for activity:****Physical:**

I do not use alcohol or I use alcohol in moderation. I also avoid street drugs and do not smoke.

**Mental (intellectual):**

I have positive thoughts about myself on a daily basis.

**Emotional:**

I am able to label and feel my feelings.

**Social:**

I am able to solve conflicts face to face with people rather than using technology to be my voice.

**Spiritual:**

I have faith in a higher power.

**Professional (occupation):**

I have a balance between school and work along with other areas of my life.

*Activity 2- Self-care cheat sheet activity*

**Self-Care**  
**Cheat Sheet**

Self-care isn't rocket science.  
Here's all you need to know:

- 1 Get Some Rest**  
You probably need to sleep more. Who doesn't? 7-8 hours a night. Nap if you can. Make it a point to tell yourself "I'm resting now" at least once a day. Yeah. For real.
- 2 Fuel Your Body**  
If you're eating junk, living on caffeine & feeling like a zombie, stop it. Plants. Lean protein. Healthy fats. WATER. Whatever makes you feel vibrant.
- 3 Move It**  
Do what feels good to you. Dance in the kitchen. Jump on a trampoline. Swim, bike, walk, run. You don't \*have\* to sweat it out in a gym. Just MOVE.
- 4 Be Still**  
Take 10 minutes every day and just breathe. Learn to meditate. Get quiet. Center yourself. Count your blessings. Express gratitude. Forgive yourself & others. Watch your life change.
- 5 Speak Up**  
No one can read your mind. If you need something, ask for it. If something pisses you off, say so (respectfully). Stand up for yourself. Be the friend you deserve.
- 6 Enjoy Yourself**  
Life's too short! Do something every day that makes you laugh. Talk to friends. Play. See a movie. Join a club. Take a class. Live your life!

HonorYourselfNow.Net

**Instructions:**

- Read off one number at a time
- Give students 1-2 minutes to reflect on whether or not they do this and if they want to start. If they don't want to do that certain activity get them to write out a sentence why.

*Activity3- Healthy Lifestyle practices*

Healthy Lifestyle Practices	Mental-Emotional Health Issues				
	Stress	Anxiety	Depression	Disordered Eating	Other ( )
Physical Activity					
Healthy Eating					
Quality Sleep					
Substance Use					
Stress Management					
Smoking					
Weight Management					
Personal Safety					
Dental Hygiene					
Healthy Relationships					

Instructions:

- Individually go through the list
- For each practice look at the mental-emotional health issues and check off what practices help to reduce the issue
- If the practice happens to make an issue worse for yourself then put an 'X'





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# Mental Health

**Mind Body Connections for Health**



Why did you come to this  
workshop?



# Overview

- Target:
  - Young Adults
  - Older College students 20-23 (seniors)
- Topic:
  - Mental Health Stressors in Older College Students
- Focus:
  - How to connect the mind and body to increase your health



# Goal of Workshop:

- To increase young adult participants awareness of the need of self-care practices for good health



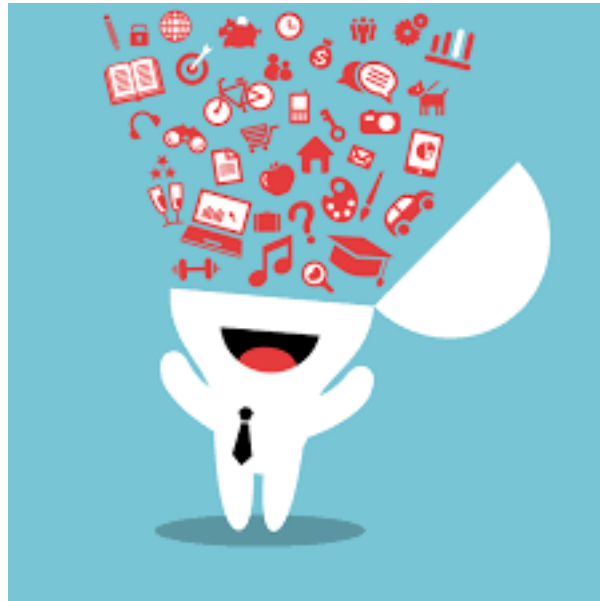
# Ways to Take Care of Yourself

1. Having positive self-esteem
2. Healthy eating habits
3. Exercising



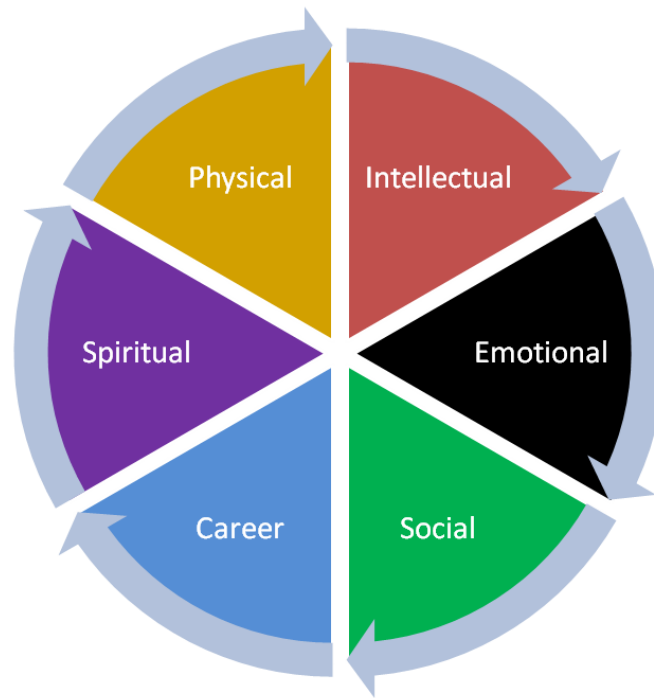
# What this lesson plan is going to teach you

How to have a positive self-esteem



# What is wellness?

- the state or condition of being in good physical and mental health.





# The Wellness Wheel

- Showcases aspects of who we are:
  - Social
  - Emotional
  - Intellectual
  - Physical
  - Spiritual
  - Occupational
  
- The three we are focusing on are:
  - Physical
  - Emotional
  - Spiritual



# Physical

- Body, nutrition, healthy habits
- Considers overall health and what you need to do to maintain a healthy quality of life
- Gives you the ability to take charge of your health by making conscious decisions to be healthy



# Emotional

- Feelings, emotions, reactions
- You are in touch with you feelings and emotions
- Helps us cope with the emotional challenges in life



# Spiritual

- Meaning, values
- Helps establish peace and harmony in our lives
- Has the ability to discover meaning and purpose in life



# Wellness Wheel Activity

Instructions:

- Read each statement
- Fill in the corresponding pie-shaped section of the wheel to the degree you are achieving it
  - For example:
    - “I exercise at least 3 times per week”
    - If you do, do this then colour in the section 100%, if you do it twice then colour it in 75%
- Complete all sections of the wheel



# Key Terms:

## Mental Health

- A person's condition with regard to their psychological and emotional well-being

## Mental Illness

- A wide range of conditions that affect mood, thinking, and behavior.



# Key Terms:

## Self-Esteem

- Confidence in one's own worth or abilities; self-respect.



## Positive Thinking

- The process of creating thoughts that create and transform energy into reality.

Positive Mind.  
Positive Vibes.  
Positive Life.



What is low self-esteem?

- Negative feelings
- Finding it hard to put in lots of effort
- Relationship troubles
- Low resilience
- Not looking after yourself

## How low Self-Esteem affects mental health

<https://www.youtube.com/watch?v=VUKPrSMmbzc>





# How to improve self-esteem

- Celebrate the small things
- Be your own number one fan
- Think of the things your good at



After reading each number off the list, and on your paper write if you already do this.

If you do not do this self-care activity write if you'd like to start.

If you do not want to start this activity explain why.

# Self-Care

## Cheat Sheet

Self-care isn't rocket science.  
Here's all you need to know:

### 1 Get Some Rest

You probably need to sleep more. Who doesn't? 7-8 hours a night. Nap if you can. Make it a point to tell yourself "I'm resting now" at least once a day. Yeah. For real.

### 2 Fuel Your Body

If you're eating junk, living on caffeine & feeling like a zombie, stop it. Plants. Lean protein. Healthy fats. WATER. Whatever makes you feel vibrant.

### 3 Move It

Do what feels good to you. Dance in the kitchen. Jump on a trampoline. Swim, bike, walk, run. You don't \*have\* to sweat it out in a gym. Just MOVE.

### 4 Be Still

Take 10 minutes every day and just breathe. Learn to meditate. Get quiet. Center yourself. Count your blessings. Express gratitude. Forgive yourself & others. Watch your life change.

### 5 Speak Up

No one can read your mind. If you need something, ask for it. If something pisses you off, say so (respectfully). Stand up for yourself. Be the friend you deserve.

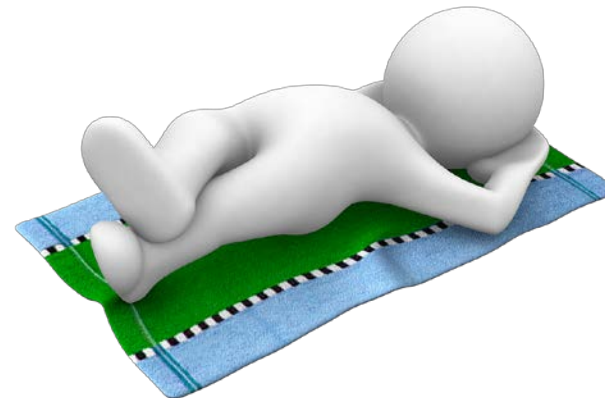
### 6 Enjoy Yourself

Life's too short! Do something every day that makes you laugh. Talk to friends. Play. See a movie. Join a club. Take a class. Live your life!



# Four areas of self-care that should be addressed everyday

1. Exercise
2. Cleanliness
3. Healthy foods
4. Rest



# Healthy Lifestyle Practices Sheet

Instructions:

- Individually go through the list
- For each practice look at the mental-emotional health issues and check off what practices help to reduce the issue
- If the practice happens to make an issue worse for yourself then put an 'X'



What have you learned from this  
lesson?



**Title:** Seeking Help For Mental Health

**Author:** Mikaela Malone

**Time and Format:** 40-45 minutes in a classroom

**Audience/Learners:** College Age Young Adults

**Topic/Overview:** An estimated 18.1% (43.6 million) of people who are 18 or older suffer from at least one type of mental health illness each year. Mental health is essential for personal well-being, social relationships and for contribution in a community and/or society. In this workshop students will be involved in learning different mental health struggles and ways to reach out for help as well as being a source others can reach out too through three activities and class discussion.

**Healthy People 2020 Objectives:**

- 1) **HRQOL/WB-1.2:** Increase the proportion of adults who self-report good or better mental health

**Workshop Goal:** To increase participant awareness of the need for mental health self-care practices among young adults.

**National Health Education Standards:**

*Standard 1:* Students will comprehend concepts related to health promotion and disease prevention to enhance health.

*Standard 2:* Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

*Standard 7:* Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Learning Objectives: At the end of this workshop students will be able to**

- 1) Describe the signs and symptoms of 3 of the most common Mental Health Issues among older college students
- 2) List two resources available for mental health assistance
- 3) Demonstrate two behaviors that will positively support mental health in self and others

**Materials & Preparation:**

Scenario Worksheet

Relationships In Your Community Worksheet

Paper and Pencil

Partner

Workspace

## Key Concepts:

- 1) **Mental Health:** Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
- 2) **Demonstrate positive self-affirmation:** Affirmation is the recognition and assertion of the existence and value of one's individual self.
- 3) **Depression:** Depression (major depressive disorder or clinical depression) is a common but serious mood disorder. It causes severe symptoms that affect how you feel, think, and handle daily activities, such as sleeping, eating, or working. Symptoms may include but are not limited to the following: Feelings of sadness or unhappiness, change in appetite or weight, loss of interest or speech, fatigue/loss of energy/sleeplessness, trouble concentrating, thoughts of death dying or suicide etc. Some resources one can use:
  - National Institute of Mental Health
  - ULifeline
  - American College Health Association
  - The Jed Foundation
- 4) **Anxiety:** An emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. Symptoms of anxiety include but are not limited too feelings of stress and apprehension, irritability, trouble concentrating, fearfulness, sweating/dizziness, shortness of breath, irregular heartbeat, muscle pain or tension, frequently upset stomach. Some resources one can use:
  - Anxiety and Depression Association of America,
  - Anxiety Resource Center
  - Social Anxiety Association

If you believe someone may have an anxiety disorder, be an active listener when they are feeling stressed or anxious, and help them research next steps

- 5) **Suicide:** The act of taking one's own life. It's the second leading cause of death among college students and around 10% of college students have had a thought or made a plan to commit suicide. Some common suicide warnings include but are not limited to: Depression/Negative mood change, sense of hopelessness, talk of suicide, abrupt change in personality, extreme physical or emotional pain, drop in academic performance, avoiding friends or social activities, sudden calmness after long period of depression. Resources available to reach out too:
  - Active Minds
  - National Alliance on Mental Illness
  - National Suicide Prevention Lifeline
  - The Trevor Project

- 6) Eating Disorders:** Extreme behaviors, emotions and attitudes that revolve around food and weight issues. People between the ages of 12 and 35 represent 95% of those who suffer from eating disorders. The three most common disorders are Anorexia Nervosa, Bulimia, Nervosa and Binge Eating Disorder. Common symptoms of these disorders include but are not limited to: Distorted or poor body image, excessive exercise, irregular heartbeat, dehydration, fear of eating in public, constantly making excuses for eating habits. Some resources one can use:
- National Eating Disorder Association
  - Eating Disorder Hope
  - American College Health Association
- 7) Addiction:** An addiction is defined as a dependency and repeated abuse of a substance such as drugs or alcohol. Some signs of addiction include but are not limited to the following: Slurred speech, bloodshot eyes, impaired coordination, fearful, anxious/paranoid, prone to suspicious behavior, a sudden need for money or financial crisis, built tolerance for alcohol and/or drug use, deterioration of physical appearance (weight loss or gain, change in personal hygiene), a sudden change in friends, activities or hobbies. Some resources one can use:
- National Institute for Drug Abuse
  - Alcoholics Anonymous
  - Narcotics Anonymous

*\*On top of all of the resources listed above, reaching out to a friend, family member, peer, teacher or advisor for help or advice for someone who needs help is also a good idea.*

*\*However, although friends and family might want to help, a healthcare professional will have more answers and advice for you on whatever mental illness you may be suffering from.*

### **Teaching Steps: (Total time= 40-46 minutes)**

- **Introduction:**
  - Gather in a Horseshoe
  - Go around and retrieve information on what people think they know about Mental Health (5 minutes)
  - Explain the importance of Mental Health among college students (What it is, how it can affect you) (3 minutes)
  - Go through objectives of the lesson
- **Presentation:**
  - Go through PowerPoint presentation to inform students on different Mental Health illnesses among college aged students and what resources are available to reach out too (10-15 minutes)
  - Hand out scenario worksheet and the fill in worksheet
- **Break Off :**
  - Break off into small groups of 2 or 3



- One at a time take turns reading a scenario to your partner. Your partner will then attempt to list off a few examples that the “scenario person” could reach out too. (10-15 minutes)
- **Re-Group:**
  - Re-group together and go over answers that people came up with (5 minutes)
  - Give any additional answers to the scenarios that someone might be able to use in the scenarios (3 minutes)
  - Have everyone individually fill out the “Relationships in My Community” worksheet (5 minutes)
  - Base their learned knowledge off of how many bubbles they can fill. Grade worksheet out of five because there are five possible bubbles students can fill in. 1 bubble= 20%, 2 bubbles= 40%, 3= 60%, 4 bubbles=80%, 5 bubbles= 100%.
  - On the bottom of one of the worksheets, have everyone right down two positive behaviors or actions that might benefit their personal Mental Health (3-5 minutes)
  - Collect worksheets for review

**Assessment Measures:**

Activity #1: Paper with written answers to the scenarios worksheet to practice being the support for someone with a Mental Health illness as well as referring someone to use additional resources for their illness.

Activity #2: Filled out “My Community” worksheet to show the students have listened and obtained information on available resources to reach out too.

Activity #3: Worksheets with an additional two behaviors or actions someone can do that will positively support mental health in self and others

## **Appendix Concepts:** Powerpoint

### **Seeking Helping Scenarios**

Select one or more scenario to read to your class. Remember to consider your student's backgrounds when choosing a scenario; it is advisable that you do not choose a scenario which may reflect a student's current struggle.

#### **Scenarios**

1. Helena is being cyberbullied. Helena has tried to create new accounts, but somehow the same people always find a way to bully her online. The people who bully her say some pretty mean things to her and they have even threatened to beat her up. Helena has tried to ignore it, but this is starting to get to her. She feels violated and she is finding it harder to trust people and is starting to keep her distance from others; she just can't understand how anyone could be so mean. Helena doesn't like the way she has been feeling and wants to change. Where might she go for help?
2. Leon is a Grade 8 student. He does pretty well with most subjects and always tries to do a decent job with his homework and projects. As Leon gets closer to high school, his parents want to see him get better grades. Leon's parents hired a tutor; they told him that if he doesn't get at least 90% on his upcoming math test they will ground him for a week. Leon is feeling like he is under a lot of pressure; he tries to talk to his parents about it, but it always turns into a fight. This has been causing him a lot of stress. He feels like he needs someone to talk to; like he needs to get everything off his chest. Who could he talk to?
3. Jake is having a tough time at school. He has a big presentation coming up, but he hates talking in front of the class. No one else in the class seems worried about the presentation, so Jake acts like he isn't worried either. But the truth is, Jake is really nervous and feels like he's the only one that feels this way. He's starting to feel like there is something wrong with him. Is there anyone he could talk to?
4. Chris and Piers were best friends, but Piers' family suddenly had to move to another town. It's been a couple of months since Piers moved and even though they promised to talk to each

other through their favorite videogame, Piers hasn't been on for two weeks. Chris is starting to feel really lonely; he's starting to ignore his other friends and doesn't feel like doing much the past couple of days. Chris is feeling alone and wants someone to talk to but he doesn't want to bother anybody. Is there anyone Chris can talk to?

5. Ada is constantly teased by her older sister, Sherri. Ada has talked to her parents about this, but Sherri just won't stop. It's starting to get so bad that Ada has lost some of her self-confidence. She has started to believe some of the mean things her sister says and is starting to feel like nobody likes her. Ada needs to talk to someone about this, but isn't sure who she can talk to. Who could she talk to?
6. Claire has been really down for the past couple of weeks. She hasn't gone out with any of her friends for the past month and has been absent from school a lot. When she is at school she barely talks to anyone. Claire's friends have tried to talk to her about her feelings; she says she's been feeling depressed and wants to change, but feels hopeless. Is there anywhere Claire could go to talk to someone?

#### **Teacher Prompts**

If the students are struggling to think of **formal** resources (such as doctors, counsellors, etc.), the following facilitative questions may help:

- What if the main character\* (in the scenario) isn't comfortable talking to one of their friends or family?
- What if the main character\* isn't comfortable talking to someone they know?
- What if the main character\* isn't comfortable talking to someone in person?

If the students are struggling to think of **informal** social networks (such as friends, family, etc.), the following questions may help:

- What if the main character\* isn't comfortable talking to a stranger?
- What if the main character\* wants to talk to someone they know?

*\* please use the character's name from your scenario.*

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

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

## Supportive Relationships in My Community

Please think about all the different people, places or things in your community that can offer support and help. You can write them anywhere on the page!



**Kids Help Phone is always there for you, 24/7, 365 days a year online and by phone.**

**If you feel stuck** trying to think of healthy and supportive relationships, try thinking about what sorts of people or things that help you feel good about yourself—it could be someone that always says hello to you, a favourite pet, or an online friend.

## **Annotated Bibliography:**

Center for Disease Control and Prevention (2016). National Health Education Standards. Retrieved November 28, 2016, from <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

*The National Health Education Standards were developed to help establish, promote and support health-enhancing behaviors among school age population. I used these standards to create a structure for my lesson plan and further be able to create learning objectives.*

Higher Education (2016). Top 5 Mental Health Challenges Facing College Students. Retrieved November 28, 2016, from <http://www.bestcolleges.com/resources/top-5-mental-health-problems-facing-college-students/>

*This article was posted on BestColleges.com and was published in 2016. This website was discussing the top 5 mental health issues that are affecting college students. I used this article to research what the top mental health struggles are among college age students.*

Media Smarts. (2016). Let's Talk: Finding Reliable Mental Health Information and Resources. Retrieved November 28, 2016, from <http://mediasmarts.ca/lets-talk-pilot>

*This website was created by Media Smarts (formerly known as Media Awareness Network) to inform youth and parents about Media Literacy and addresses many issues among young adults. I used a PDF file from this site as a resource for ideas for the activity I used in my lesson plan. Media Smarts is Canada's center for digital and media literacy and was initiated from a TV violence initiative launched in the early 1990's.*

National Alliance on Mental Illness. (2016.). Finding Support: Living with a Mental Health Condition/Disclosing to Others. Retrieved November 28, 2016, from <https://www.nami.org/Find-Support/Living-with-a-Mental-Health-Condition/Disclosing-to-Others>

*This article was written by the National Alliance on Mental Illness and was published in 2016. This specific article for NAMI discusses living with mental illness and reasons on how to and why you should reach out. I used this article to get some background on how people with mental health issues reach out and different ways someone can reach out when suffering mental health illness.*

Online Colleges. (2016). Mental Health Guide for College Students. Retrieved November 28, 2016, from <http://www.onlinecolleges.net/for-students/mental-health-resources/>

*This website, also known as the Center for online Education, is a resource that helps educate college students about various topics. This article discusses some of the most common mental health illnesses college students experience and gives various resources that people can use to reach out. I used this resource to broaden my knowledge of available resources for college age students to use.*

The U.S Department of Health and Human Services (2014). Mental Health and Mental Disorders. Retrieved November 28, 2016, from <https://www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders/objectives>

*This website was created by the U.S Department of Health and Human Services in 2014. Healthy People 2020 was created to provide a 10-year plan with objectives for improving the health of all Americans. I used this page to in my lesson plan to create my Healthy People 2020 Objectives.*

Tissue, K. (2016). Active Minds. Retrieved November 28, 2016, from <http://www.activeminds.org/issues-a-resources/get-help/how-to-help-a-friend>

*Active minds is a non-profit organization that promotes students to speak openly about mental health in order to educate others and encourage seek help. This article in particular discusses how you can approach a friend who may be suffering from a mental health illness and encourage them to get help. I used this article to get a background on how someone can approach a friend or anyone they know with ways to get help.*



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**Title:** Building SMART goals for Time Management

**Author:** Alexandra Ambrosino

**Time & Format:** 45 minutes

**Date & Location:** D & M room 406 November 28<sup>th</sup>, 2016

**Audience/ Learners:** College students (18-24)

**Topic Overview:**

Time management is always a challenge for people entering higher education. One step for time management is the ability to set smart goals. This workshop will help people accomplish their goals.

**Healthy people 2020 objective(s):**

*SH-4 Increase the proportion of adults who get sufficient sleep.*

Time management is crucial for sleep.

**Workshop Goal:**

The goal for this lesson is to increase participant awareness for the need of mental health self-care practices among young adults

**National Health Education Standards** being addressed by this workshop (Grade level 9-12+)

- 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

*1.12.1 Predict how healthy behaviors can affect health status.*

*6. Students will demonstrate the ability to use goal-setting skills to enhance health*

**Specific Learning Objectives (Linked to NHES): After this lesson...**

LO1: Students will be able to comprehend what SMART goals are. (NHES 6)

LO2: Students will be able to list five different points that they have that are SMART goals. (NHES 6)

LO3: Students will be able to describe the difference between performance goals and behavior goals. (NHES 6)

LO4: Students will be able to understand healthy time management skills which will reflect on their health. (NHES 1 & 1.12.1)

### **Key Concepts & terminology:**

#### S.M.A.R.T. goals.

In this lesson students will be learning SMART goals. SMART goals were created for people to improve their skills or achievements.

#### Time Management:

Students will learn how to effectively and productively manage their time to fulfill goals. When students do not complete goals that they need to this creates stress. When stress is created it is hard for students to get the correct amount of sleep that they must get.

#### How do you create SMART goals?

There are many ways to achieve a goal, how do you decide what you want it to be? By narrowing down a goal making sure it is specific, measurable, achievable, realistic and timely. A specific goal is more likely to be achieved than a general goal. To make the goal measureable, stay on task and set a target date. Have it be achievable, it can be done. Assess whether or not the goal is possible to do. Having your goal be realistic is important, if it is a goal you know you cannot conquer then do not set it. Lastly is timely, your goal should have a time frame.

S: Specific

M: Measurable

A: Achievable

R: Realistic

T: Timely

### **Teaching Steps (timed):** *Total time ~ 45 minutes*

Activity 1: The survey on time management will be passed out. The survey will be on how students feel about time management. After the survey is completed by students, discuss with class about what they had gotten for their answers and how they think they could change these answers. ~ 10 Minutes

Activity 2: Present the PowerPoint to class, the PowerPoint will talk about what SMART goals are and how to manage time. ~ 10 minutes

Activity 3: Have participants create at least five personal SMART goals on the paper that has been passed out. On the paper there are 5 goals to fill out all followed by how they connect to S.M.A.R.T goal's. Once this is done, share at least one with the class ~ 15 minutes

Activity 4: Finish off the lesson plan by debriefing, asking questions such as “what have you learned from this lesson?” or “do you think your goals will be met over time?” ~ 10 minutes

### **Assessment Measures:**

**AM1:** Time management <sup>Learni</sup> survey

**AM2:** Present PowerPoint on time management

**AM3:** Create SMART goals

### **Materials, Resources, Prepa**

- Class room setting
- PowerPoint on time managment and SMART goals
- Computer/ projector
- 30 printed copies of survey
- 30 printed copies of SMART goal worksheet

### **Survey: Circle yes or no**

1. Do you ever feel like there are not enough hours in the day? **Yes No**
2. Do you feel over whelmed with tasks? **Yes No**
3. Are you getting enough sleep? **Yes No**
4. Do you have a tough time saying “no” to friends when asked to hang out? **Yes No**
5. Do you procrastinate? **Yes No**
6. Is it tough to stay away from electronics such as your cell phone when having a task to complete? **Yes No**
7. Do you come up with excuses not to get tasks done? **Yes No**
8. Do you leave tasks for last minute? **Yes No**
9. Have you made any personal goals? **Yes No**



## What are your S.M.A.R.T goals?

Fill out each box. In the boxes on the left are where your goals will be written.

Next fill out how your goal will connect to smart goals

<b>Goal example:</b> Get more sleep this semester	<b>Specific:</b> Make more time for sleep.	<b>Measureable:</b> Remind yourself each week about goal	<b>Achievable:</b> Possible goal.	<b>Realistic:</b> The goal is very realistic	<b>Timely:</b> 16 weeks
<b>Goal 1:</b>					
<b>Goal 2:</b>					
<b>Goal 3:</b>					
<b>Goal 4:</b>					
<b>Goal 5:</b>					

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## **Annotated Resource Bibliography:**

### References

Healthy People 2020. Sleep Health. (n.d.). Retrieved from

<https://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health>

Healthy people 2020 helped with finding sleep skills for adults. Sleep is a huge part of time management. Without sleep many people are unhealthy. Healthy people 2020 was very helpful because they also had other resources that had connected to sleep health. The website was very beneficial to this lesson plan.

Flaxington, B. D. (2015, July 27). Developing time management skills. Retrieved from

<https://www.psychologytoday.com/blog/understand-other-people/201507/developing-time-management-skills>

On this website it helped me find ideas for time management and how to manage your time. The website helped me with some of the questions to the survey. Some of the questions that I got from the website were, do you have any goals, do you feel like there aren't enough

times in the day, etc. The website also helped me think of time management tips on the PowerPoint. The website overall was very helpful.

Mind tools. (n.d.). SMART goals. Retrieved from

<https://www.mindtools.com/pages/article/smart-goals.htm>

This website helped me with the SMART goals and how to make goals achievable. The website was really cool. It's a website that gives you a bunch of tools for life, one happened to be time management and this connected to SMART goals. The website was meant to help people with their careers, many people had joined the website. The website was extremely helpful for managing time and how to manage time. The smart goals were helpful when it came to managing time, it was a very useful tool.



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