SUICIDE PREVENTION:
Analyzing Influences on Mental and Emotional Health

Grades 6-8

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Mental and Emotional Health

GRADES 6-8

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Introduction

Welcome to the ***Suicide Prevention: Analyzing Influences on Mental and Emotional Health*** unit for grades 6-8. This unit is one of a three-unit series on suicide prevention. There are additional units for elementary and high school. We encourage you to consider also including the Mental Health Literacy Unit for grades 6-8 which can be found on the [Mental Health Literacy and Wellness Education webpage.](#)

This unit addresses Wis. Stat. sec. 118.01(2)(d)7 (see more information below). In the lessons, you will see a note that indicates where the content is addressed. Specifically, lessons 5 and 6 address core elements of the statute. Overall, the focus of analyzing influences supports students' positive emotional development by helping them develop a key skill (analyzing influences), which can support mental health and can help students make informed decisions. The unit also introduces steps for recognizing signs and symptoms of mental health conditions and suicide, as well as getting help for self or others which is a key element of preventing suicide.

This is a seven lesson unit inclusive of a lesson which serves as the summative assessment for the unit. The unit is meant to be taught once, in its entirety, in grades 6, 7 or 8. Activities may need to be modified in order to be developmentally appropriate and to meet the needs of your students. You may also need to take more time on some activities based on student interest, engagement, and need.

This unit is designed as a Tier 1 intervention. We have provided Universal Design for Learning (UDL) strategies and some ideas for modifications for certain activities, but these do not replace accommodations. The modifications are included to help meet the needs of a range of learners.

Many of these lessons include activities that could extend beyond the time allotted. Consider if you can spend more time on this unit to provide the opportunity for more in-depth discussions or extensions of activities.

Before teaching this unit, provided are some important information and context that will support unit implementation. If you need additional support or have questions, please contact dpisspw@dpi.wi.gov or (608) 266-8960.

Educator Preparation Before the Delivery of Mental Health Curriculum

WISCONSIN STATE STATUTE ON TEACHING SUICIDE PREVENTION

Teaching suicide prevention is required under Wisconsin state law [(Wisconsin laws addressing youth suicide prevention and intervention web page)](). The law was created because the legislature understood that educating students about the best way to respond, saves lives. Specifically, [Wis. Stat. sec. 118.01(2)(d)7]() requires: *Personal development: Each school board shall provide an instructional program designed to give pupils: The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.*

Classroom educational programs exist that have been shown to reduce suicide rates, tendencies, and attempts; and at the same time increase knowledge about risks, warning signs, and coping skills. Past research has suggested that youth worry about making the wrong judgment about suicidal tendencies in their friends, not knowing how to respond to a suicide threat, being hospitalized, losing friendships, and seeming like they cannot handle their own problems (Cigularov et al. 2008).

Recent research continues to corroborate this understanding. The Department of Public Instruction's (DPI's) curricula are focused on middle and high school students, where suicides are most common. At the elementary level, DPI's curriculum focuses primarily on promoting positive mental health. A strong suicide prevention approach uses a [trauma sensitive schools (TSS) lens](), is embedded in a [comprehensive school mental health framework](), and includes suicide prevention instruction, as well as protective factors promotion such as a focus on bullying prevention, positive school and classroom climate, life skills such as problem-solving and decision-making, and counseling and mental health services that are responsive to individual student concerns.

Consideration and priority should be given to meeting the statutory requirements of [Wis. Stat. sec. 118.01(2)(d)7]().

WI state statute requires that program includes the skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of the available community resources.

SKILL DEVELOPMENT

This unit is designed to support skill development. The skill in this unit is **interpersonal communication,** which is the National Health Education Standard and Wisconsin Standards for Health Education Standard 4 (DPI 2011). The content that serves as the context for developing this skill is mental and emotional health, with a developmentally appropriate focus on suicide prevention.

Here is a visual representation of the five steps of the skill development model:
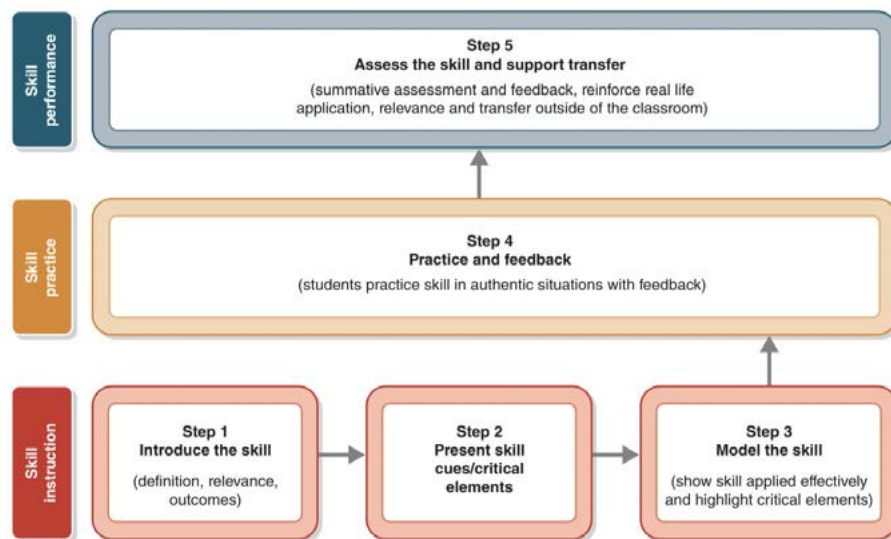
Reprinted by permission from S. Benes and H. Alperin, *Essentials of Teaching Health Education: Curriculum, Instruction and Assessment*, 2nd ed. (Champaign, IL: Human Kinetics, 2022), 100.

All steps of the skill development model are included throughout the unit with steps one, two, and three being addressed in lesson 1 and step four addressed in lessons 2-4. Step five is addressed in the authentic, summative assessment, and in lesson 5. To effectively support skill development, all five steps must be included with the most time spent on skill practice and providing students feedback (step four). This is why three of the five lessons focus on skill practice with opportunities to provide feedback.

Another key aspect of the skill development model is step two, "Present skill cues/critical elements." When developing skills, it is useful to have a clear understanding of the key components that make up that skill. It is also important to note that these skill cues could be used any time you are building the skill of interpersonal communication, including if

you are teaching this skill with other topic areas. Using the same skill cues in multiple topics and potentially in multiple grades will also help support retention and will aid in positive transfer whereby students will be able to use the skill in new and novel situations. A final point here; use skill cues that work for your students and are consistent with other school models. We offer a set of skill cues here that teachers have found helpful, but they should be modified as needed to support **your** students. If modified, be sure that all critical elements of the skill are reflected in the revised skill cues.

LEARNING ENVIRONMENT

Creating a safe, supportive, positive learning environment is especially important when implementing a unit on mental and emotional health. Be sure that you review expectations and agreements that will create an inclusive and affirming space for each student. SHAPE America's Appropriate Practices in School-Based Health Education may be a useful resource along with the section on "Minimizing Threats and Distractions" for the UDL guidelines and the Department of Public Instruction's (DPI's) Inclusive Learning Communities Practice Profile.

You might want to consider having the following classroom norms:

- Challenge by choice.

- Pass (being able to pass on sharing).

- Self-care (taking care of needs and protecting their well-being).

- Intent and impact (recognizing that even if someone means well, they can say things that can negatively impact others; it is important to be mindful in our communication).

- Acknowledge different experiences (students are reminded that everyone has different experiences, comfort, and ability to discuss this topic).

- Anonymous question box (or can use technology options here for students to be able to submit questions or comments that they would rather not ask in class).

As these topics may be difficult for students and some students may need support, it is important to be aware of internal and external resources, including the designated referral pathway determined by your school/district. Be aware of and have resources available in and outside of the school setting. 988 Suicide and Crisis Lifeline and other mental health and suicide crisis lines should be available and posted visually.

THE TEAM APPROACH

For any topics that deal with the potential for other- or self-directed harm (e.g., mental health, suicide, child abuse, bullying), the DPI believes it is important for school staff and student services to be notified. Students should be introduced to student service staff to facilitate connections, should support be needed during or following a lesson. It is recommended to co-teach this unit with another educator, if feasible, to allow one professional to lead the learning, while the other observes for student concerns and assists students in need. Both the educator and the student services professional should look for non-verbal cues, as well as verbal responses of any student that may warrant contact with the student outside of the classroom. It is important for the student services professional to share with students at the beginning of the unit that they are willing to help with any concerns, including those related to the topics covered in this unit.

Families and caregivers should be notified in advance of teaching this unit to provide an opportunity to review the curriculum, increase awareness of the knowledge and skills students are learning, ask questions, and have the opportunity to share information specific to their child that will assist in providing a trauma sensitive approach. If an educator becomes aware that a student could be at risk for suicide by report from the student, the student's peers, or school staff at any point before, during, or after the unit, the parent or guardian must be notified by following the district's protocol.

SYSTEMATIC DELIVERY

Mental health and suicide prevention are critical health issues; and therefore, it is of great value to share the knowledge and skills presented in this unit with school staff and community agencies connected to youth mental health promotion, suicide prevention, and intervention services. It is critical that everyone working in a school understands the content knowledge and skills students will be learning. Mental health promotion and suicide prevention can be enhanced through common language, effective intervention strategies, and community commitment from all people/groups invested in the process.

SCHEDULING AND TIMING OF SUICIDE PREVENTION CURRICULUM IMPLEMENTATION

Intentional planning for the timing and scheduling of the suicide prevention curriculum is important, along with flexibility to adjust the implementation timeline or content delivery, as necessary. Some factors to consider as you plan include:

- Foundational knowledge or skill development beneficial to students (e.g., mental health literacy, school counseling curriculum topics).

- Student availability to ensure all students receive instruction.

- Vacation or breaks – do not conclude lessons or cover 'sensitive' material right before extended out-of-school time.

- Anniversaries of known suicides or student suicide attempts.

- Recovery from any community crisis that also affects the school community (environmental or weather-related, criminal, etc.).

- Cultural considerations (holidays, faith-based events, etc.).

If the curriculum is in the implementation process and a crisis occurs in the school, district, or community, review upcoming lessons to determine whether adjustments to the lesson schedule, content delivery, or additional support are needed.

STUDENTS PLACED AT INCREASED RISK OF SUICIDE

We know from data related to suicide attempts and deaths (including data from the Wisconsin Department of Health Services, the Center for Disease Control and Prevention, and the Youth Risk Behavior Survey) that students in some groups are statistically at higher risk for suicide than other students.

These groups include, but are not limited to:

- students with mental illness;

- students who have previously attempted suicide or who know someone who completed a suicide;

- victims of harassment, abuse, or victimization (including bullying);

- students who experience discrimination, are discriminated against, or are bullied because they are gay, lesbian, bisexual, transgender, or questioning their sexual orientation or gender identity (especially if their families are not accepting of them);

- perfectionists;

- students with marginalized racial identities including Black youth and Indigenous youth;

- students at-risk of not graduating from high school;

- students who are highly aggressive or impulsive;

- students who self-harm; and

- students who abuse alcohol or other drugs.

You may know students in your classroom that fall into one or more of these groups, but it is likely that some are unknown to you. These students may withdraw from class discussions or make sarcastic or off topic comments about suicide. Through trauma-informed and responsive practice, prior discussion with and participation by a member of your student services staff, you can be prepared for a range of student responses. It is important to refer a student who seems upset or angry to an appropriate student services professional.

Additional population specific resources include:

[Still Ringing the Alarm: An Enduring Call to Action for Black Youth Suicide Prevention](#)

[Suicide Prevention in Hispanic and Latinx Youth, the Impact of COVID 19 and Cultural Factors to Consider](#)

[Suicide Among Asian Americans](#)

[Suicide Risk in Youth with Intellectual Disability](#)

STUDENT CARE

Encourage students to seek help and connect with a trusted adult during the class and engage in self-care, as needed. When discussing class agreements, consider setting up a system for students to discreetly notify you if they need support during the unit and have an agreement that encourages students to engage in appropriate self-care (e.g., getting up to go for a walk, getting a drink of water). An example of this could include a thumbs up if they are leaving and OK, a thumbs down to show they are leaving because they need support. Another example could be that students pick up a blue pass if they are leaving and are OK or a yellow pass if they are leaving and need support. Create a system that works for both teacher and students, then have a plan in place to follow up with students as needed.

EDUCATOR PREPARATION

It is important to acknowledge your own experiences and comfort with the topic of mental and emotional health. We encourage you to reflect on your strengths relative to this topic, and areas for growth or gaps in knowledge and experience that may impact your ability to teach effectively. We also encourage you to find support for areas of growth or improvement as you teach this unit. Educators are strongly encouraged to complete gatekeeper training prior to utilizing DPI's curriculum. More information about the suicide prevention training,

strategies, and resources is available on the Youth Suicide Prevention webpage, including DPI's free Gatekeeper Training Module. It is also important to be prepared for how to respond if a student shares suicidal ideation or intention. The "Responding to Student Disclosure of Emotional Pain, Trauma or Mental Illness" document provides more information and resources. Self-care should always be a priority. Ensure you are taking care of yourself and seeking support while helping students take care of themselves in this unit.

LANGUAGE MATTERS

A note about language in the unit. We avoid using the language of "warning signs" to discuss signs and symptoms of mental illness. The phrase warning signs reinforces the stigma that mental illness is "bad", and we do not use similar language when discussing signs and symptoms of physical conditions. Using the terms "signs and symptoms" or "things to notice" is more accurate and less judgmental. You will still see warning signs used frequently, so be mindful when using other resources, you may need to point this out to students if using outside resources. Additional information about preferred language usage related to suicide can be found on the Language Matters Infographic from the National Alliance on Mental Illness (NAMI). Consider also broader language use that can reduce stigma and support individuals with mental health including person first language (e.g., a person who lives with depression) and avoiding stigmatizing language (e.g., "It drives me crazy", can be replaced by "It bothers/annoys/frustrates me"). You can find more information from the Mental Health Commission of Canada.

MEETING THE NEEDS OF DIVERSE LEARNERS

As noted above, suggestions are included in the modifications section of the lesson plans to support the needs of a range of learners. In addition, you are strongly encouraged to reach out to school staff who can offer additional guidance and ideas to support students in your classes, as well as getting input from students directly.

Using the terms "signs and symptoms" is more accurate and less judgmental. Language matters in reducing stigma and supporting individuals with mental health.

CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGY

This student-centered unit provides many opportunities for student ownership of their learning. Designing units that focus on students supports culturally responsive and sustaining pedagogy. Being student-centered, however, is only one aspect of culturally responsive and sustaining practice in which students' identities and cultures are affirmed and valued, thus creating spaces where students can be fully human. We provide a few additional strategies here and encourage you to learn more and continue developing your skills as a culturally responsive and sustaining educator.

Strategies to get you started:

- Affirm all students' experiences.

- Build meaningful relationships with students and their families.

- Engage families in meaningful and respectful ways.

- Implement strengths-based approaches.

- Ensure appropriate representation.

- Lift up voices, examples, experiences, and cultures of communities of color.

- Critically examine your curriculum and instruction.

TRAUMA-INFORMED AND RESPONSIVE APPROACHES

It is important to recognize that individuals may be experiencing or have experienced trauma or adversity. These experiences can impact classroom behavior and engagement in learning. We encourage you to engage in further learning and skill building as needed. The Wisconsin DPI has a number of resources on the Trauma Sensitive Schools Online Professional Development webpage.

Strategies to get you started:

- Recognize how trauma affects learning and how it might show up in the classroom.

- Acknowledge that trauma-responsive practice should be rooted in equity.

- Build meaningful relationships with students and their families.

Learn more and continue developing your skills as a culturally responsive and sustaining educator using Culturally Responsive Problem Solving and Equity: Wisconsin's Model to Inform Culturally Responsive Practices.

- When making teaching decisions, focus on these four priorities to embed trauma-informed approaches into your thought processes: predictability, flexibility, empowerment, and connection (Venet 2021).

- Develop clear norms and expectations.

- Explain predictable classroom routines and adult behaviors.

STUDENT LEARNING TARGETS AND OBJECTIVES

The learning objectives included in the lesson plans are aligned with standards and are written for the educator. Include "student-friendly" learning targets and share these with students. In the lessons, language is included that summarizes the learning objectives, but you may need to modify further to meet the needs of your students. It may also be helpful to have a visual reference of the objectives for students.

RESOURCES

There are several high-quality resources available to support school-based suicide prevention, some of these include:

Wisconsin DPI Suicide Prevention Webpage

Wisconsin Safe and Healthy Schools (WISH) Center Webpage

Suicide Prevention Resource Center

Substance Abuse and Mental Health Administration

School Based Youth Suicide Prevention Guide

American Association of Suicidology

Means Matter

American Psychological Association Teen Suicide

American Counseling Association Teen Suicide

Trevor Project

American Academy of Pediatrics - Suicide Prevention

Unit Objectives

By the end of the unit, students will be able to:

SKILL OBJECTIVES:

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- Examine how media and technology influence one's own personal health behaviors (WI 2:3:A4).

- Analyze various influences in their life that impact mental and emotional health.

- Apply skills to manage influences to support mental and emotional health.

- Demonstrate the ability to access help for self or others.

FUNCTIONAL KNOWLEDGE OBJECTIVES:

- List the skill cues for analyzing influences.

- Identify internal and external influences that can impact mental health.

- Describe how stigma impacts mental health and help seeking.

- Apply strategies to reduce the stigma around mental health and mental illness.

- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

- Mental and Emotional Health (MEH) Standards and Healthy Behavior Outcomes (HBO) from the Center for Disease Control (CDC 2021):

- MEH1.8.2 Describe how brain development and emotions change during adolescence (HBO 4).

- MEH1.8.44 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites,

phone, and tablet applications) can negatively impact mental and emotional health (HBO 1, 2, 3, 4, 5, 7).

- MEH1.8.41 Describe how stereotyping, bullying, harassment, bias, prejudice, and discrimination can impact mental and emotional health (HBO 3, 4, 5, 7).

- MEH1.8.40 Explain how intolerance can affect others (HBO 7).

- MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them (HBO 1, 2, 4, 6, 8, 9).

- MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings (HBO 1, 2, 8, 9).

- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).

UNIT ASSESSMENT

Influences on Mental Health: A Photographic Exploration

Review the student assessment below prior to implementation of the unit to help inform your instruction and assist you with planning, including time commitment required.

For this assessment, you will create a collection of photographs that represent the following prompts:

- Two internal influences on your mental health.

- Two external influences on your mental health.

- At least two self-care or coping strategies that you can use to support your mental health.

- At least one resource that you could access for mental health help for self or others.

Begin with the end in mind by reviewing the Unit Assessment. Students can begin thinking about or developing their Photographic Exploration as the content is being taught.

- A visual representation of the Identify, Ask, Communicate, Take Action, Take Care (IACTT) steps for helping someone with a mental health challenge or issue.

Please provide a brief (two-to-three sentence) description of each photograph. The description should include an explanation of how the photograph is connected to the prompt. For the influences photographs, please also include a brief analysis of the influence using the skill cues we discussed (Analyze, Examine, Consider).

If you prefer, you could use other visual formats such as paintings, drawings, or collages to create your collection. If you have other ideas for a project, come speak with me!

Consider allowing student voice and choice in deciding the visual format to create their collection.

RUBRIC

Knowledge or Skill	Demonstrating	Approaching	Needs Improvement
Clearly identifies two internal influences on mental health.			
Clearly identifies two external influences on mental health.			
Two self-care strategies are shown in the project.			
A mental health resource, that teens can access, is included.			
A visual that represents IACTT is included.			
The explanations demonstrate connections to the prompts.			
Explanations for the "influences" photos demonstrate the skill cues of Analyze, Examine and Consider.			

LESSON OBJECTIVES

Skill objectives are italicized in the table. Objectives with the Mental and Emotional Health (MEH) designation are from the Centers for Disease Control and Prevention's [Health Education Curriculum Analysis Tool](). (CDC 2021)

Lesson 1 - Examining Influences

- List the skill cues for analyzing influences.

- Identify internal and external influences that can impact mental health.

Lesson 2 - Adolescent Brain: Under Construction

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- MEH1.8.2 Describe how brain development and emotions change during adolescence (HBO 4).

Lesson 3 - Investigating Influences: Online Behaviors

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- Examine how media and technology influence one's own personal health behaviors (WI 2:3:A4).

- Apply skills to manage influences to support mental and emotional health.

- MEH1.8.44 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health (HBO 1, 2, 3, 4, 5, 7).

- Modified MEH1.8.41 Describe how . . . bullying, harassment . . . can impact mental and emotional health (HBO 3, 4, 5, 7).

Develop student-friendly "I Can" statements to review and post at the beginning of each lesson.

Lesson 4 - Ending the Stigma

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- Describe how stigma impacts mental health and help seeking.

- Apply strategies to reduce the stigma around mental health and mental illness.

Lesson 5 - Seeking Help*

- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).

- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

- MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings (HBO 1, 2, 8, 9).

- MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them (HBO 1, 2, 4, 6, 8, 9).

Lesson 6 - Being a Positive Influence*

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).

- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

- MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings (HBO 1, 2, 8, 9).

- MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them (HBO 1, 2, 4, 6, 8, 9).

Lesson 7 - Influences on Mental Health: A Photographic Exploration

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- Examine how media and technology influence one's own personal health behaviors (WI 2:3:A4).

- Analyze various influences in their life that impact mental and emotional health.

- Apply skills to manage influences to support mental and emotional health.

- Apply self-care and coping strategies to support mental health.

- Demonstrate the ability to access help for self or others.

Content in these lessons specifically address Wis. Stat. sec. 118.01(2)(d)7.

LESSON 1
Examining Influences

LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

- Step 1: Introduce the Skill

- Step 2: Present Skill Cues

- Step 3: Model the Skill

Materials
Paper and writing implements.

Skill Objectives: N/A

Knowledge Objectives:

- List the skill cues for analyzing influences.

- Identify internal and external influences that can impact mental health.

Introduction: (seven minutes)

Do Now
Post a picture of a well-known influencer (one that would be relevant for your students). Ideally, this would also be someone whose influence could connect to mental health. As students enter, have them respond to the following prompt in their notebooks, journals, or Learning Management System (LMS): *What does it mean to be an "influencer"? What does it mean to influence someone?*

Universal Design Learning (UDL) Strategies:

- Provide the prompts in students' home languages.

- Provide sentence stems for students to complete.

- Provide a text description of the picture.

Review the lesson objectives. Let students know that this is the first lesson in the new unit: Analyzing Influences on Mental Health which will focus on the skill of analyzing influences.

Do Now Prompt: *What does it mean to be an "influencer"? What does it mean to influence someone?*

Main Activities: (40 minutes)

Activity 1: Influences Scattergories (20 minutes) *(Step 1: Introduce the skill)*
Invite students to share their ideas from the Do Now. Record key ideas about what it means to be an influencer or to influence someone.

Tell students: *Influencers are one form of influence that can impact our thoughts, beliefs, ideas, and actions. Let's brainstorm some other influences, specifically ones that can impact teen mental health. To do that, we are going to play a game! You are going to be in small groups, each group is going to brainstorm and write down as many influences on teen mental health as you can. Your goal is to have influences that are **different** from other groups. The group with the most unique ideas wins. All your ideas, however, should be realistic and appropriate!*

Put students into partners or small groups. Provide three minutes for them to brainstorm as many influences as they can think of that influence teen mental health. After three minutes, have groups share out their lists, one group at a time. The group sharing, along with all other groups, should cross off the influence on their list if they have it. This continues until all groups have shared out. The group that has the most unique influences left on their list wins.

Choose an influencer with a positive platform, preferably one that connects with mental health.

Tell students: *As you can see, there are many things that can influence our health and well-being! One way that we can group these influences is by determining which are **internal** influences and which are **external** influences. Can someone give me an example of an internal influence on your list (it can be ones that you crossed out)? Affirm positive responses and address misconceptions. Can someone give me an example of an external influence? Affirm positive responses and address misconceptions. Did you have more internal or external influences listed? It is likely that many students will have listed external influences, which could lead into this next discussion; you may have to adjust if your students had different influences. We have many external influences that can impact our health, and this can be especially impactful during adolescence due to how our brains are growing (which we will discuss in the next lesson). The goal of this unit is to help you build strategies so that you can identify influences that are impacting you, analyze their impact and take action.*

Examples of internal and external influences:

Internal	External
• Thoughts	• Family
• Values	• Peers
• Beliefs	• Friends
• Desires	• Social norms
• Likes	• Societal norms
• Perceptions of social norms	• Culture
	• Media (social and other)
	• Racism and discrimination

UDL Strategies:
- Partner students with peers who can speak their home language.

- Allow students to write ideas in their home languages (will need someone to be able to translate for the share out).

Activity 2: Skill Cues and Modeling (20 minutes) (Step 2: Present steps of the skill and Step 3: Model the skill)
Review the skill cues for analyzing influences. Have students record these in a notebook or fill out guided notes or other note taking process as they will use the skill cues throughout the unit.

Students could also be asked to go back and identify all of the influences on their list with an "I" for internal and "E" for external.

- **Identify** the influence.

- **Analyze** the influence.

    – How do I know this is influencing me?

    – What messages am I receiving from this influence?

    – Is this a positive or negative influence?

    – How much is this influencing my thoughts, values, beliefs, or actions?

- **Examine** factors and impact.

    – How are other factors interacting with this influence?

    – How might these factors affect my thoughts, values, beliefs or actions?

- **Consider** an action plan.

    – Do I need to do anything about this influence?

    – What is the best plan of action for handling this influence in my life?

Tell students: *Now let's look at how we would use these skill cues by analyzing the influence of [insert name of influencer from the Do Now] on mental health.*

Tell students: *Before we dive in, let's quickly pause and make sure we are all on the same page about what we mean when we say mental health. Turn and talk to a partner and discuss how you would define "mental health".* After about two minutes, ask partners to share out. Record key ideas on the board and then discuss as a group. Here is a definition modified from the Mentalhealthliteracy.org and the World Health Organization that you can work toward (but it always more impactful when you can use students' words and ideas):

"Mental health is a state of mental well-being that impacts how we think, feel and act. It enables us to cope with the stresses of life, realize our abilities, learn well and work well, and contribute to our communities. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right."

Show students the cognitive triangle (use the image below from mentalhealthcenterkids.com or find other) and review briefly:
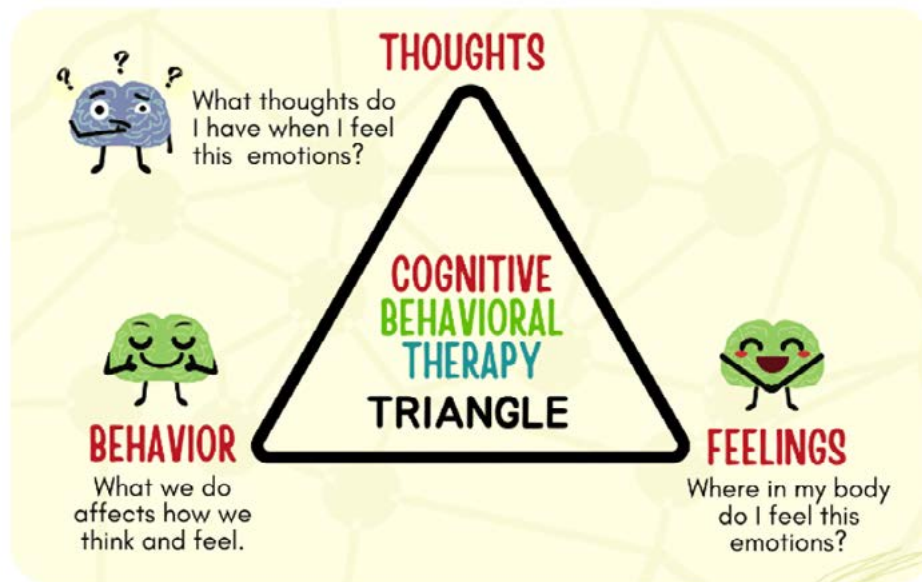
(Mental Health Center Kids 2022)

Tell students: *With this definition in mind, let's practice analyzing influences on mental health.*

Work through each element of the skill cues by gathering responses from students. Put students into small groups. For each question of the skill cues above, pose the questions to the groups, provide time for discussion in their groups and then invite different groups to share out. Keep in mind, students may have different opinions about whether an influencer is positive or negative. Engaging in dialogue that supports students' ability to see multiple perspectives is an important part of the unit. Provide feedback on their responses to ensure that they are seeing the skill applied effectively.

UDL Strategies:

- Provide skill cues in students' home languages.

- Provide a guided notes sheet for students to complete while reviewing the skill cues.

- Put students into groups with peers who can translate.

Conclusion: (three minutes)

As an Exit Ticket, have students submit their responses to the following prompt: *What do you think are the top three influences on teen mental health? Why?*

UDL Strategies:

- Provide the prompts in students' home languages.

- Provide influences that students can choose from and sentence stems to complete.

Adolescent Brain: Under Construction

LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

- Functional Information

Materials:

- Device to play video.

- Flip chart paper.

Skill Objectives:

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

Knowledge Objectives:

- MEH1.8.2 Describe how brain development and emotions change during adolescence (HBO 4).

Introduction: (seven minutes)

Do Now

As students enter, have them respond to the following prompt in their notebooks, journals, orLMS: *Draw a picture of what the "teen brain" thinks about. Feel free to be creative and just do the best you can - there isn't a right or wrong answer here.*

UDL Strategies:

- Provide the prompt in students' home languages.

- Include options such as writing down words or writing out ideas rather than drawing.

- Allow students to use home language as appropriate.

Review the lesson objectives and the analyzing influence skill cues.

Do Now Prompt: *Draw a picture of what the "teen brain" thinks about.*

Main Activities: (40 minutes)

Activity 1: The Adolescent Brain (25 minutes) (Functional Information)

Put students into pairs and have them share their ideas from the Do Now. Ask partners to identify where there are similarities and differences in their ideas. Ask pairs to share out their observations. Record themes on the board.

Tell students: *In the last lesson, we brainstormed many different influences that can impact teen mental health. I mentioned that influences can be particularly impactful during adolescence. One reason for that is due to what is happening in your brain during these years. Today we are going to spend some time learning more about the teen brain and discussing how that connects to analyzing influences and mental health. We will start with a quick activator: In your partners, discuss what you KNOW and what you WANT to know about the teen brain and mental health.* Make a visual of the Know-Want-Learn (K-W-L) chart on the board for students to reference during their peer brainstorm.

Ask pairs to share out and record key ideas on the board.

Tell students: *Now we will watch a video. As you are watching, notice what connects to your ideas and what are new ideas.*

Show the video Teen Brain HD (3:37). Play the video with closed captions. For a more in depth video consider showing The Mysterious Workings of the Adolescent Brain (14:10).

Additional video options include:

- The Adolescent Brain: A second window of opportunity (1:23)

- Dan Siegel - "The Adolescent Brain" (4:36)

- Teenage Brains: Wired to Learn (3:00)

After the video, invite students to share their ideas about what connected with their K-W-L. Address misconceptions and add new ideas to the chart in the L column (for what did you LEARN). Ask students: *Based on what we learned about the adolescent brain, how do you think that could impact mental health?* Elicit some responses from students. Record key ideas on the board.

Give students: The National Institute on Mental Health believes these seven things are important for people to know about the teen brain. Review the seven. Based on what we have learned today, do you agree? Would you add anything else to the list? Why?

UDL Strategies:

- Show the video with closed captions.

- Provide the Seven Things in students' home languages.

- Put students into groups with peers who can translate.

- Provide prompts in students' home languages.

- Provide a K-W-L handout for groups with prompts.

- Partner students with peers who can converse with them in their home language.

Activity 2: Leveraging the Teen Brain (15 minutes) (Functional Information)

Tell students: As we watched and read, your growing brain provides an opportunity to support positive growth and to support mental health. In your groups, create your own "Top Seven Things" but this list should be the "Top Seven Things Adolescents Can Do to Help their Brain and their Mental Health". We will learn more about supporting mental health throughout the unit, do the best you can now, based on the information we have discussed!

Remind students to listen for new learning about the brain that will be added to the K-W-L after viewing the video.

After about ten minutes of working time, have groups share out. You could give each group flip chart paper and have students end with a gallery walk.

UDL Strategies:

- Provide the prompt in students' home languages.

- Put students into groups with peers who can translate.

- Provide ideas for students to use as a starting point.

Conclusion: (three minutes)

As an Exit Ticket, have students respond to the following prompt: Based on what you learned today about the adolescent brain, why do you think it is important to learn how to analyze influences?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide sentence stems for students to complete.

Investigating Influences: Online Behaviors

✅ LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

- Functional Information

- Step 4: Practice and Feedback

Materials:

- [What Influences Online Behaviors? Worksheet.](#)

Skill Objectives:

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

- Examine how media and technology influence one's own personal health behaviors (WI 2:3:A4).

- Apply skills to manage influences to support mental and emotional health.

Knowledge Objectives:

- MEH1.8.44 Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication (e.g., messages, forums, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health (HBO 1, 2, 3, 4, 5, 7).

- Modified MEH1.8.41 Describe how . . . bullying, harassment . . . can impact mental and emotional health (HBO 3, 4, 5, 7).

Introduction: (seven minutes)

Do Now
As students enter, have them respond to the following prompt in their notebooks/journals/LMS: What influences middle schoolers' online behaviors?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Review today's lesson objectives. Review key learning from previous lessons: variety of influences, skill cues for analyzing influences, adolescent brains are still growing, and ways to support mental health with a growing brain.

Do Now Prompt: *What influences middle schoolers' online behaviors?*

Main Activities: (40 minutes)

Activity 1: Health-Promoting or Potentially Harmful Online Behaviors (15 minutes) (Functional Information)
Tell students: *In our last lesson, we learned how the adolescent brain is still under construction, which means that as adolescents it can be more difficult to make thoughtful decisions and your emotions can take over more easily. When you add in the challenges of navigating the world of social media, it means that middle schoolers have some challenges to face. BUT . . . as we also learned in the last lesson, there is also a lot of opportunity to tap into the benefits of a growing brain and to help your mental health - and the mental health of others. Today we will discuss some key behaviors to keep yourself and others safe online and that can support mental and emotional health. We are going to start with a quick activity to see what you already know about health-promoting or potentially harmful online behaviors. I am going to read a behavior. If you think it is health-promoting, move to the right side of the room; if you think it is potentially harmful or unsafe, move to the left side. You can also stand somewhere in between if you aren't sure!*

Read the following behaviors and briefly discuss impacts on safety, health, and mental health of each (U= unsafe or potentially harmful; P= health-promoting or safe):

- Posting personal information. (U)

If space is limited, ask students to sit or stand, or use some other gesture to indicate if the behavior is potentially harmful or health-promoting.

- Saying mean things about someone on social media. (U)

- Posting pictures of someone without their permission. (U)

- Never sharing passwords. (P)

- Telling an adult when you see online bullying. (P)

- Interacting with online strangers. (U)

- Sharing a mean post about a classmate. (U)

- Putting strangers onto a buddy or contact list. (U)

- Not accepting friend requests from strangers. (P)

- Threatening someone online. (U)

- Posting when you are upset or angry. (U)

- Keeping all information private. (P)

- Thinking about why you are posting before you post. (P)

- Meeting up with someone you met online. (U)

- Not responding to cyberbullying and telling a trusted adult. (P)

- Videotaping and posting a fight. (U)

Optional: Do this with less movement (e.g., students could thumbs up or down; students could do something in place like a jumping jack or squat). You can also adjust the behaviors to be relevant to what is happening in your school community.

NOTE: This lesson is an opportunity to team with the school counselors, school psychologists, school nurses, social workers, school librarian, instructional technology teacher, or other staff who have insight into behaviors most relevant to the school community. This could also be a place to discuss sexting or sending nude photos.

UDL Strategies:
- Provide written copies of the behaviors in students' home languages.

- Provide the behaviors ahead of time for students to prepare their responses.

- Provide a visual for unsafe or potentially harmful and health-promoting in the room.

Activity 2: What Influences Online Behaviors? *(Step 4: Practice and feedback)*

Tell students: *Now that we have reviewed examples of different behaviors online, let's consider what could influence both unsafe or potentially harmful and health-promoting behaviors. Ask students to share some of the influences they identified in the Do Now activity. Record on the board. You are going to have a chance to practice the skill of analyzing influences related to online behaviors.*

Divide students into small groups.

Tell students: *You have been asked by a leading expert to share your thoughts on what can influence middle schoolers' online behaviors. Luckily, we discussed skill cues to help you do this! Each group will receive one online behavior to report on. The expert has asked that you explain **what factors might influence the behavior, how the influence impacts online behavior, and advice for middle schoolers on dealing with negative influences and enhancing positive ones**.* Provide each group a worksheet, have the behavior for that group already written on the worksheet. Include a mix of unsafe/potentially harmful and health-promoting behaviors amongst the groups. Provide 15 minutes for groups to work together to complete their analysis.

For the last ten minutes, pair groups together (a U with a P) and share their findings. Encourage students to make observations about their influences and analyses (Were there similarities? What were main differences? Do they have feedback or other ideas?). For the last two-to-three minutes, invite a few groups to share out observations.

UDL Strategies:

- Provide the prompt in students' home languages.

- Divide students into groups with peers who can translate.

- Provide a more scaffolded version of the worksheet.

Conclusion: (three minutes)

As an Exit Ticket, have students respond to the following prompt:
You just looked at influences that can influence your online behaviors. Now, please think about how online behaviors can influence mental and emotional health?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

This activity can also be done in a large group. Read a scenario, ask students to "turn and talk" to a partner before asking for ideas to be shared with the whole group.

Ending the Stigma

LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

- Functional Information

- Step 4: Practice and Feedback

Materials:

- Device to play the video.

- Campaign Planning Worksheet.

- FACTS Handout (pdf) or FACTS Handout (word).

Skill Objectives:

- Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

- Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

Knowledge Objectives:

- Describe how stigma impacts mental health and help seeking.

- Apply strategies to reduce the stigma around mental health and mental illness.

Introduction: (seven minutes)

Do Now
As students enter, have them respond to the following prompt in their notebooks/journals/LMS: What are some reasons why it can be hard for people to get help for their mental health?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or sentence stems for students to complete.

Review today's lesson objectives and review key learning from prior lessons (variety of influences, skill cues for analyzing influences, adolescent brains are still growing, ways to support mental health with a growing brain, health-promoting online behaviors, and managing influences that can impact online behaviors).

Main Activities: (40 minutes)

Activity 1: Understanding Stigma (ten minutes) (Functional Information)
In the last two lessons, we looked at different factors that can impact your mental health: your growing brain and online behaviors. We focused on these because they are especially relevant issues for middle schoolers and it is important that you know the impact that these can have and that you have ideas on how to manage these in a way that supports your health and well-being. In the next few lessons, we are going to explore getting help for mental health challenges. It is really important that you are aware of factors that can influence mental health as well as where and how to get help. We are going to start by first exploring things that can make it difficult for people to get help for their mental health. Invite students to share their ideas from the Do Now activity. Write key ideas on the board. If possible, lead into the following discussion based on student responses: One of the factors that makes it hard to get mental health help is the stigma of mental health and of getting help. Stigma can be defined as "a set of negative and often unfair beliefs that a society or group of people have about something" in this case, we are talking about mental health (Brittanica.com, n.d.). We are going to watch a short video that shows how stigma can impact people.

Watch the "Breaking the Stigma" video (1:41). NOTE: This video does not have audio and includes text to be read. Therefore, the text can be read aloud or an alternative video to consider is "Break the Stigma Around Children's Mental Health" (2:16).

Do Now Prompt:
What are some reasons why it can be hard for people to get help for their mental health?

Ask students to listen and reflect during the video on how to encourage themselves or a friend to seek mental health support.

Debrief the video asking students to share their thoughts and reactions. Be sure to include a question that focuses on what students can do for themselves or others if stigma is impacting their pursuit of mental health support. You may want to record these ideas on the board as they may be helpful prompts for the next activity.

UDL Strategies:

- Play video with closed captions.

- Provide/show a written definition for stigma.

Activity 2: Being a Positive Influence (30 minutes) *(Step 4: Practice and feedback)*
Tell students: *We have been given the chance to be "positive influencers" in our school community charged with helping to reduce or eliminate the stigma related to mental health and getting help. We are going to use our skill cues to help us create our "End the Stigma" campaign.*

Divide students into small groups and provide the Campaign Planning worksheet. Review the instructions.

Provide 20 minutes of working time. After about 20 minutes of working time, with the last ten minutes of this section of the lesson, have each group share their campaigns. This lesson could be extended if you had more time where students could create more polished campaigns. If possible, work with school administrators to actually implement an "End the Stigma" campaign in your school, based on the work of your students (and getting other classes and teachers involved).

UDL Strategies:

- Provide the prompt in students' home languages.

- Divide students into groups with peers who can translate.

- Provide a more scaffolded version of the worksheet.

Partner with clubs or athletic teams to implement "End the Stigma" campaign ieas or add to announcements, newsletters, or school social media.

Conclusion: (three minutes)

As an Exit Ticket, have students respond to the following prompt: *Why do you think it is important to end the stigma around mental health?*

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or sentence stems for students to complete.

Seeking Help

✅ LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional info):

- Functional Information

Materials:

- Getting Help [Scavenger Hunt Clue Sheets](#) and answers (NOTE: This requires advanced planning).

Skill Objectives:

- N/A, focus is on functional information

Knowledge Objectives:

- MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).

- Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

- MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings (HBO 1, 2, 8, 9).

- MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them (HBO 1, 2, 4, 6, 8, 9).

Introduction: (seven minutes)

As students enter, have them respond to the following prompt in their notebooks, journals, or LMS: What are some signs and symptoms that can indicate that someone is experiencing suicidal thoughts or intentions?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Review the learning objectives and key takeaways from previous lessons (variety of influences, skill cues for analyzing influences, adolescent brains are still growing, ways to support mental health with a growing brain, health-promoting online behaviors and managing influences that can impact online behaviors, impact of stigma, and ideas for ending stigma).

Do Now Prompt: *What are some signs and symptoms that can indicate that someone is experiencing suicidal thoughts or intentions?*

Main Activities: (40 minutes)

Activity 1: Signs and Symptoms (15 minutes) (Functional Information)
Tell students: *For the next two lessons, we are going to focus on determining when and how to get help for self or others who might be considering suicide. Let's start by talking about signs and symptoms (*required content to be covered per* Wis. Stat. sec. 118.01(2)(d)7.*).*

Invite students to share their ideas from the Do Now activity. Record correct responses on the board and address any misconceptions.

Tell students: It is important to understand signs and symptoms of suicide because thoughts of suicide indicate a threat of harm that needs to be addressed as soon as possible. Hand out and review the FACTS Handout. Ask students to review and share what stands out to them from the list.

Feelings:

- Hopeless—"Things will never get better." "There's no point in trying."

- Helpless—"There's nothing I can do about it." "I can't do anything right."

- Worthless—"Everyone would be better off without me." "I have no reason to live."

- Guilt, shame, self-hatred—"What I did was unforgivable." "I'm useless."

- Pervasive sadness.

- Persistent anxiety or agitation.

- Feeling trapped—like there's no way out.

- Persistent, uncharacteristic anger, hostility, or irritability.

- Confusion—can't think straight, make decisions.

Actions:

- Uncharacteristic aggression, rage, seeking revenge.

- Uncharacteristic risk taking, recklessness without thinking.

- Withdrawal from friends/activities, family or society.

- Becoming accident prone.

- Recent losses—death, divorce, relationship, job, status, self-esteem.

- Getting into trouble, discipline problems.

- Increasing drug or alcohol use.

- Using themes of death or destruction in talking, texting, or social media.

Changes:

- Personality—acting opposite of what's "normal" for them (e.g., more withdrawn, low energy, "don't care" attitude or more boisterous, talkative, outgoing.)

- Inability to concentrate on school, work, or routine tasks.

- Loss of interest in hobbies or work.

- Marked decrease in school or work performance.

- Unable to eat/sleep, or sleeping/eating all the time.

- Sudden improvement after being down or withdrawn.

- Dramatic mood change.

Threats:

- Statements—talking about suicide directly or indirectly, written themes of death, preoccupation with death.

- Threats—"I won't be around much longer," writing suicide note, making a direct threat.

- Plans—giving away prized possessions, making arrangements for a funeral, studying drug effects, obtaining a weapon.

Consider providing the Wisconsin DPI Mental Health Units of Instruction (page 9) as well as this handout (with school resources filled in) on the LMS (it will be helpful in later lessons) and consider posting as a visual in your room.

Ask students: *Why do you think it is important to know signs and symptoms?* Invite student answers and affirm correct responses. Review the following key points if not addressed by students:

- People experiencing depression, anxiety, and/or substance abuse are more at risk of suicide, especially if their conditions are untreated. *(*required content to be covered per* Wis. Stat. sec. 118.01(2)(d)7.)*

- Using drugs (including prescription drugs) and alcohol can increase the risk of suicide, so paying attention to substance use, especially if someone is showing other symptoms, is important. (*required content to be covered per* Wis. Stat. sec. 118.01(2)(d)7.)*

- Suicide often occurs when stressors and health issues converge to create an experience of hopelessness and despair. (AFSP, n.d.) (*required content to be covered per Wis. Stat. sec. 118.01(2)(d)7.)*

- Early intervention for mental health challenges helps recovery.

- Knowing signs and symptoms can help us help others and can prevent suicide. *(*required content to be covered per* Wis. Stat. sec. 118.01(2)(d)7.)*

Tell students: *Remember, any time you have concerns about your own or someone else's mental health, it is important to reach out to a trusted adult to get help. You don't need to handle your concerns on your own, which is what we are going to explore in the next activity.*

UDL Strategies:

- Provide handouts with signs and symptoms in students' home languages.

Remind students that knowing signs and symptoms will allow them to know when they may need help or when a peer may need help.

Activity 2: Where to Get Help Scavenger Hunt (25 minutes) *(*required content to be covered per* [Wis. Stat. sec. 118.01(2)(d)7.)](#) *(Functional Information)*

Tell students: *Now that we have some things we can look for in ourselves and others and we know one reason we want to get help, let's talk about some other reasons that it is so important to talk to a trusted adult if you have concerns about yourself or others. First, turn and talk to a partner. After two-to-three minutes, invite students to share ideas. Record key ideas on the board. Affirm the importance of getting help when needed. Now that we know why it is so important to get help, we are going to do an activity so that you know where you can get help.*

Divide students into small groups and give each team a [“Scavenger Hunt” clue sheet](#). Ideally, this is done throughout the school. You will have placed “answers” that have different community resources around the school. Your clues will guide them to a place in the school that then has information about a community mental health/suicide prevention related resource. They can record the resources on the clue sheet.

NOTE: Be sure to include some population specific resources such as the [Trevor Project](#) for LGBTQIA+ students or [Black Girls Smile](#) for Black girls. Refer back to the “Students placed at increased risk” section of the introduction for other populations to consider.

Explain the activity and review the expectations for behavior in the hallways, etc. Provide 25 minutes for students to work on the scavenger hunt.

Online Scavenger Hunt - Alternative to Building-wide Scavenger Hunt if moving around the building is not feasible.

Tell students:

1. You will be divided into teams of three. Each team will be given six post-it notes.

2. As a team you will search online for three local community resources and three resources that are outside the community (websites, online, text, chat supports).

3. After finding and writing a resource on a post-it, a team member puts it on the board or flip chart under the correct category (community resource or outside the community resource).

4. Repeat using each post-it note to add a resource and posting it on the board or flip chart.

5. Share Out: Bring the class back together and ask two students to be the reader and have each read examples from both categories - community resources and outside the community resources.

6. Discussion: Ask students to turn and talk about what might make it hard to utilize a resource and come up with two strategies for overcoming this barrier or obstacle.

UDL Strategies:

- Provide the prompt in students' home languages.

- Divide students into groups with peers who can translate.

Conclusion: (three minutes)

As an Exit Ticket, have students respond to the following prompt: *How could you be a positive influence on someone who you were concerned about and who you thought should get help for their mental health?*

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Being a Positive Influence for Self and Others

LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

• Functional Information

• Step 4: Practice and Feedback

Materials:

• IACTT Worksheets (one for each student).

• IACTT Scenarios

Skill Objectives:

• Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

• Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

Knowledge Objectives:

• MEH1.8.22 Identify warning signs when a person may be at risk for harming themselves or others and may need help (HBO 1, 4, 6).

• Locate and access trusted adults and resources that can help when someone is at risk of harming self or others.

• MEH1.8.30 Summarize the benefits of talking with a trusted parent or adult about feelings (HBO 1, 2, 8, 9).

• MEH1.8.29 Identify a parent, caregiver, or trusted adult and use strategies to communicate feelings and emotions with them (HBO 1, 2, 4, 6, 8, 9).

Introduction: (seven minutes)

As students enter, have them respond to the following prompt in their notebooks, journals, orLMS: If you had concerns about your peers' mental health, what could you say to them to support them and encourage them to get help?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Main Activities: (40 minutes)

Activity 1: IACTT to Support Others (30 minutes) (*required content to be covered per Wis. Stat. sec. 118.01(2)(d)7.) Functional Information)
Tell students: *We are going to talk about how you can help someone who you are concerned about. What were some of your ideas?* Record key ideas from the Do Now responses. Building off student ideas, review the IACTT steps:

- I - Identify signs.

- A - Ask questions to learn more about what is going on and ask if the person is thinking about suicide or harming themselves (cutting, drug use, dangerous behaviors, etc.).

- C - Communicate empathy, care and compassion.

- T - Take action (tell an adult, call a hotline, call mental health crisis team, etc. - will vary depending on what the student learns from asking).

- T - Take care of yourself (you may also need support if you help someone who is in crisis or who is not in crisis but having a difficult time).

Provide a handout or guided notes sheet with the steps.

Using one of the scenarios provided, model how this would be applied.

Divide students into small groups. Give each group a scenario and have them complete the IACTT Worksheets. Circulate and provide feedback as students are working in their groups.

UDL Strategies:

- Provide the handout or notes in students' home languages.

- Provide visuals or icons for each letter.

Activity 2: Being a Positive Influence (ten minutes) *(Step 4: Practice and feedback)*

Tell students: *Now that we know how to use the IACTT steps to help someone we are concerned about (which could also be ourselves), let's talk about how we can use our skill of analyzing influences to be a positive influence - again, this could be for you or for someone else - you can be your own positive influence! In groups, discuss the following questions*:

- What kinds of things can you say to be a positive influence that is supporting mental health? Why would these words or messages be helpful? Are there other ways you could send messages of support to a peer?

- How could you positively influence others' thoughts, beliefs, or actions?

- What parts of the IACTT steps connect to being a positive influence (e.g., showing care and compassion can help when you are trying to be a positive influence; there are specific actions you could take (connects with T step), etc.)?

Put students into groups. Have the prompts on the screen or whiteboard or on a handout for students. Provide eight minutes for students to discuss in their groups and then bring them together for a short (two minutes) whole group debrief.

UDL Strategies:

- Provide the prompts in students' home languages.

- Put students into groups with peers who can translate.

- Provide a worksheet for students to record ideas on.

Conclusion: (three minutes)

As an Exit Ticket, have students respond to the following prompt:
On a scale of 1-5 with 1= very confident and 5= not confident at all, how would you rate your confidence in using the IACTT steps? Why? What, if anything, could make you feel more confident?

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Influences on Mental Health: A Photographic Exploration

LESSON OVERVIEW
Time: 50 minutes

Focus (step of skill development model or functional information):

• Step 5: Assessment and Transfer

Materials:

• Flip chart.

• Markers.

• Photographs.

• [Project Planning Worksheet](#).

Skill Objectives:

• Examine how external and internal factors can influence health behaviors (WI 2:3:A1).

• Provide examples of how factors can interact to influence health behaviors (WI 2:3:A2).

• Examine how media and technology influence one's own personal health behaviors (WI 2:3:A4).

• Analyze various influences in their life that impact mental and emotional health.

• Apply skills to manage influences to support mental and emotional health.

• Apply self-care and coping strategies to support mental health.

• Demonstrate the ability to access help for self or others.

Knowledge Objectives:

• Functional knowledge will be addressed through the project.

Introduction: (seven minutes)

As students enter, have them respond to the following prompt in their notebooks, journals, LMS: <u>How will you be able to use the skill of analyzing influences to support your mental and emotional well-being?</u>

UDL Strategies:

- Provide the prompt in students' home languages.

- Provide options for students to circle or use sentence stems for students to complete.

Review lesson objectives.

How will you be able to use the skill of analyzing influences to support your mental and emotional well-being?

Main Activities: (40 minutes)

Activity 1: Unit Review (20 minutes)
Tell students: *Today is the last day of our unit on analyzing influences on mental health. We covered many different skills and a lot of information about supporting mental health. We are going to take some time to review and discuss what you have learned. Each flip chart paper around the room has a reflection question based on the content in the unit. For Part 1 of this activity, you will each go to each poster and write your response. After everyone has gotten a chance to respond to all prompts (or when time is up) we will move onto Part 2.*

Provide time for students to move around and respond to the prompts:

- What is the most important thing you learned in this unit? Why?

- How will you be able to use the skill of analyzing influences to support your mental and emotional well-being?

- What do you think are two things that a peer, not in this class, should know from our unit?

- What is something you are wondering or have a question about?

- What was the most interesting or most exciting part of the unit? Why?

After about ten minutes, put students into groups and assign one group to each poster. They should read through the responses and then share out the summary of all the responses.

UDL Strategies:

- Provide prompts in students' home languages.

- Allow students to write in their home languages.

- Provide the reflection questions in advance for students to think about before the lesson.

- Provide specific time for reflection prior to having students get up to write on the posters.

- Add students in groups with peers who can translate.

Activity 2: Project Planning (20 minutes) *(Step 5: Assessment and transfer)*

Tell students: For the remainder of class, you will have the opportunity to plan out your final project for this unit. Review the assessment and rubric. Address any questions. Handout the Project Planning worksheet and provide time for student work. Move around and check on student progress, provide feedback, and answer questions.

Unit Assessment: Influences on Mental Health: A Photographic Exploration

For this assessment, you will create a collection of photographs that you take that represent the following prompts:

- Two internal influences on your mental health.

- Two external influences on your mental health.

- At least two self-care or coping strategies that you can use to support your mental health.

- At least one resource that you could access for mental health help for self or others.

- A visual representation of the IACTT steps for helping someone with a mental health challenge or issue.

Please provide a brief (two-to-three sentence) description of each photograph. The description should include an explanation of how the photograph is connected to the prompt. For the influences photographs, please also include a brief analysis of the influence using the skill cues we discussed (Analyze, Examine, Consider).

If you prefer, you could use other visual formats such as paintings, drawings, or collages to create your collection. If you have other ideas for a project, come speak with me!

Students could also create a PowerPoint presentation to be shared with other classes or content used in mental health promotion efforts.

RUBRIC

Knowledge or Skill	Demonstrating	Approaching	Needs Improvement
Clearly identifies two internal influences on mental health.			
Clearly identifies two external influences on mental health.			
Two self-care strategies are shown in the project.			
A mental health resource, that teens can access, is included.			
A visual that represents IACTT is included.			
The explanations demonstrate connections to the prompts.			
Explanations for the "influences" photos demonstrate the skill cues of Analyze, Examine and Consider.			

UDL Strategies:

- Provide the assessment instructions and planning sheet in students' home languages.

- Provide a model project to show students.

Conclusion: (three minutes)

Provide instructions on submitting the project. As you already completed a review, you may choose to wrap up with a short overview of key takeaways and an introduction to the next unit.

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