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## UNIT 3

# THE REAL YOU

When you think about health, what comes to mind first? You probably think about physical health—whether you can run quickly, lift weights, and endure some intense workouts. You probably think about nutritional health—what kinds of foods and drinks you’re choosing to ingest. You probably don’t often think about mental health, yet it’s very important to do so! Everyone has mental health: fears, struggles, grief, joys, concerns, and celebrations.

Although many of The Real You topics focus on mental health problems, it’s important that students understand how to maintain positive mental health. They need access to activities that feed their body and their soul, activities that sharpen their minds while also encouraging them, activities that help today’s teens focus on their mental health. The topics in this unit can be sensitive to several teens, so please keep this in mind as you use the activities and lessons included. Please note that journal prompts are featured in this unit so students can express their thoughts in a confidential way.

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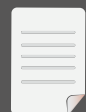
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# Introduction: Everyone Has Mental Health

Let's face it: it's tough being a teen in today's world. Teens need tools and information to help them be strong mentally, to help them be themselves, to help them be real. Through The Real You unit in Student Body, advisers can help teens do just that. Help them understand that we all have mental health and that mental health is just as important as physical health. It's what makes us balanced. It's what makes us ourselves. It's what makes us real!

To introduce students to The Real You and related issues and inspire them to develop and implement FCCLA projects in this area, use the presentation outline linked below.

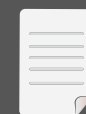
The adviser and/or student leaders may wish to present this series during Family and Consumer Sciences classes, chapter meetings, leadership retreats, or district/regional FCCLA meetings. The outline includes an overview of needed materials and preparation steps; sequence of activities; and links to detailed instructions, information, and support materials for each activity. You may need to adapt the presentation details to fit your specific students and set-up.



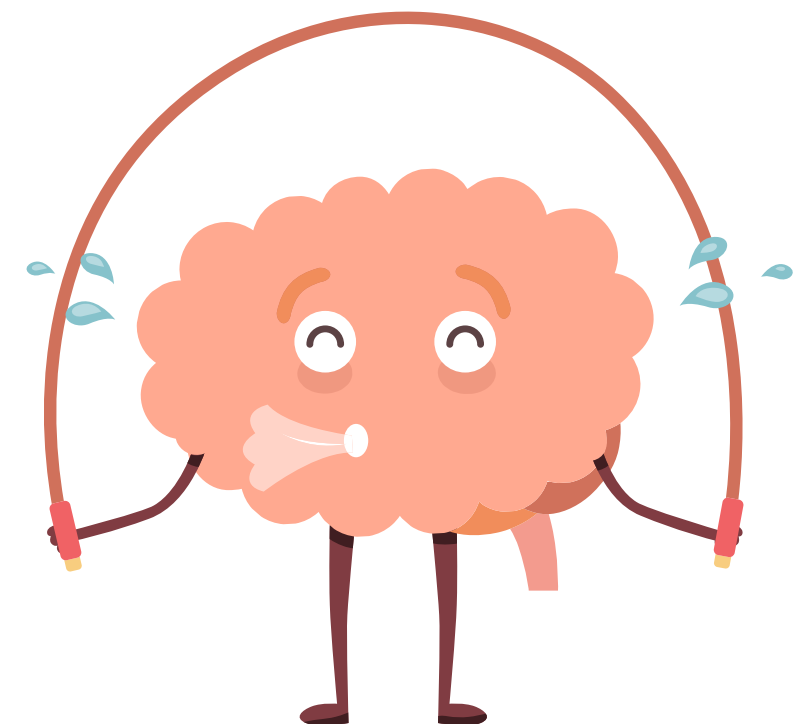
## The Real You Introduction Session

## Pre-Test

Provide students with a copy of the Mental Health: Fact or Fiction table handout and pieces handout. Explain the directions, and provide time for students to complete the pre-test. After students have completed the pre-test, discuss the answers. How many did they get correct? Did anything surprise them? Ask them what they're most looking forward to learning in the unit.



## Mental Health: Fact or Fiction





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# Anxiety, Grief, Depression, and Other Mental Disorders

Before students can teach their peers about mental illness and also help themselves and their peers find help, they need to learn about what mental illness is, what mental health is, the different symptoms and causes of mental illnesses, specific information about mental illnesses, myths and facts, and more. Students may need to work against certain stigmas and stereotypes they have related to mental illness, and they may need to help each other understand what it really means to live and cope with a mental illness.

Use the activities in this section to help your students understand more about mental health, mental illness, and what they can do to help others.

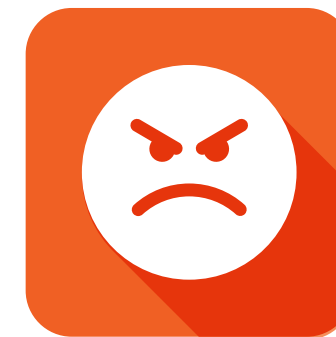
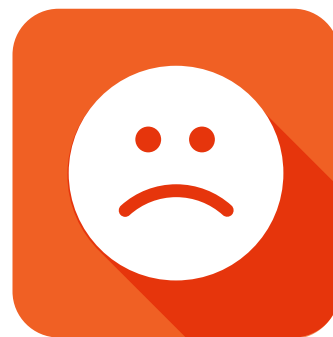
## What Is It?

Start by helping students understand the definitions of mental illness and mental health.

1. Ask students what they think mental illness is. What's a definition they would share? Provide time for students to compare their ideas with a partner. Then have the partners share their ideas with the rest of the class. Put some key words on the board as students offer their definitions.
2. Read to the class the commonly used definition of mental illness below. What words do students notice? What surprised them? What words did they use in their definitions that aren't in the definition? What words are?

Mental illness is a disturbance in thoughts and emotions that decreases a person's capacity to cope with the challenges of everyday life.

Having mental health means you can learn, have fun, and understand others. If you have mental health, you have positive ways to work through your feelings and enjoy life, even when you deal with tough stuff. You can improve your mental health. Just because you have a bad day doesn't mean you have poor mental health.





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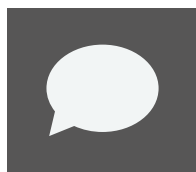
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## Skip the Stigmas



Students need to understand the stigmas they and their peers hold related to mental illness. Understanding these stigmas will help them better be able to help those who have a mental illness, and it also will bring awareness to the current state of mental illness.

Ask students to think about the first things that come to their mind when they hear the words “mental illness” or think about a person with mental illness. Have students write their ideas on note cards. Encourage them to feel comfortable to be completely honest. The point of the activity is to better understand what people think about mental illness. There are no right or wrong answers. They should write anything that comes to mind (on separate cards) and write as many ideas as they can.

Tape the note cards to a wall or the front board. Once students have put up their cards, lead a discussion based on what’s written on the cards. Ask students which category the different cards fit into of the following categories: myth (a widely-held but false idea), misconception or misunderstanding (confusion about a topic), unhelpful language (language that helps no one), and fact (information that is true).

Put cards into the categories students identify.

After all note cards have been categorized, lead a class discussion using questions like the ones below.

- What do you notice about the cards and the categories?
- Which category has the most cards? Why?

- Which category has the least cards? Why?
- What surprises you? Explain.
- What doesn’t surprise you? Explain.
- What other thoughts come to mind now?
- Why do myths and misconceptions/misunderstandings happen? What can we do to help?
- Where does unhelpful language come from? What can we do to help?
- What can we do to help share more factual information?
- What is a stigma?
- How is a stigma related to prejudice, discrimination, and stereotypes?
- What can we do to reduce the prevalence of stigmas, prejudice, discrimination, and stereotypes?

## Mental Health 101

Students can now learn more about the specifics of mental health and how to help others who have mental health issues. Use the activities in this section to help students gain more empathy and understanding when it comes to those who live with mental illness.

Provide students with access to several research resources, including technology devices, available at your school. If your students do not have access to devices, print information from various websites and provide students with hard copies.



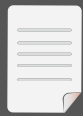
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Pass out a copy of the “Mental Health 101” handout to each student. Explain that students should use the information from the research sources to complete the handout.



Mental Health 101

Give time for students to complete the “Mental Health 101” handout. After they’ve completed the handout, ask discussion questions like those below.

- What did you learn?
- What surprised you? Why?
- What did you already know?
- What is important for others to know?
- How can we share the information we learned?

Mental Illness in the Spotlight

Your students may not know that several famous people actually struggle or struggled with mental illness. Use this research activity to help them learn more about a famous person of their choice and then share that information with their peers.

Place the following names on small pieces of paper, and put those pieces of paper into a hat or bowl. Have students draw a name. You may need to double-up on names, depending on how many students you have in your class.

|                      |                      |                |
|----------------------|----------------------|----------------|
| Abraham Lincoln      | Michelangelo         | Craig Ferguson |
| Virginia Woolf       | Winston Churchill    | Demi Lovato    |
| Lionel Aldridge      | Vivien Leigh         | Jim Carrey     |
| Eugene O’Neill       | Jimmy Piersall       | Zach Braff     |
| Ludwig van Beethoven | Charles Dickens      | Sheryl Crow    |
| Gaetano Donizetti    | Catherine Zeta Jones | Jon Hamm       |
| Robert Schumann      | Brooke Shields       | Halle Berry    |
| Leo Tolstoy          | Mel Gibson           | Robin Williams |
| Vaslov Nijinsky      | Carrie Fisher        |                |
| John Keats           | Emma Thompson        |                |
| Tennessee Williams   | Herschel Walker      |                |
| Vincent Van Gogh     | Michael Phelps       |                |
| Isaac Newton         | Howard Hughes        |                |
| Ernest Hemingway     | Paula Deen           |                |
| Sylvia Plat          | Elton John           |                |





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Ask students to research the famous person they drew. While researching, they should answer the questions below.

- Who is your person?
- Why is he or she famous?
- Which mental illness did/do the person struggle with?
- Briefly explain the mental illness.
- How did/does he or she cope with the mental illness?
- What can we learn from the person's life and how he or she handled/handle their mental illness?

Students can use the sites below, books, other websites, encyclopedia articles, online databases, and more to do their research.

<http://www.nami.org/Template.cfm?Section=Helpline1&template=/ContentManagement/ContentDisplay.cfm&ContentID=4858>

<http://health.howstuffworks.com/mental-health/mental-disorders/15-celebrities-with-mental-health-disorders.htm>

Provide time for students to complete their research.

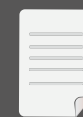
Once students have completed their research, they should make a brief (two minutes or less) presentation to the rest of the class. They may choose how they would like to present, but they should answer all of the research questions.

After all presentations are completed, lead a class discussion using questions like the ones below.

- What did you learn?
- What surprised you? What didn't surprise you? Explain.
- What themes or patterns did you see?
- What differences were there?
- How can we use the information we learned to help others and ourselves?

## What Do You Know about Mental Illness?

Provide students with a copy of the Mental Illness: Fact or Fiction handout. Taking the test will help students identify how much they know about mental illness, learn about mental illness, and also clear up some common misperceptions.



### Mental Illness: Fact or Fiction

Give students time to complete Mental Illness: Fact or Fiction. After students have completed it, have them stand up, pick up their handout, and get ready to move to a designated place in the room. As you read each statement, students who circled "True" should move to one side of the room, and students who circled "False" should move to the other side of the room. After students have had a chance to move to their side of the room, give the correct answer and the explanation of the answer. After you read the explanation, ask



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students if they were surprised. Ask them why they either chose True or False. See if there are similarities in your students’ thinking.

Repeat this process for each statement. Students will move to the side of the room corresponding to their answer, and you will conduct a brief discussion after each statement. Use the information below to identify the answers and explanations.

MENTAL ILLNESS: FACT OR FICTION  
—ANSWER KEY

1. Many adults experience mental disorders.  
**True.** According to the National Institute of Mental Health, one in four adults (about 57.7 million Americans) experience a mental health disorder every year.

2. A person who has one or both parents with mental illness is more likely to develop mental illness.  
**True.** Mental illness can be hereditary.

3. Mental illness is contagious.  
**False.** While mental illness isn’t contagious, heredity often plays a factor in whether or not someone develops the disease.

4. Mental illness tends to begin during adolescence.  
**True.** The first signs of mental illness can occur between ages 15–30.

5. 10% of children and adolescents in the US suffer from serious emotional and mental disorders.  
**True.** According to the U.S. Surgeon General, 10% of children and adolescents in the US suffer from serious emotional and mental disorders.
6. Drug use causes mental illness.  
**True and False.** Alcohol and other drugs sometimes play a role in the development of some symptoms and disorders, but do not usually cause the illness.

7. Mental illness can be cured with willpower.  
**False.** Mental illness is associated with chemical imbalances in the brain and requires a comprehensive treatment plan that includes supports, medication, and counseling.

8. People with mental illness never get better.  
**False.** When they get the help they need, many people with a mental illness recover and lead healthy and productive lives because they can control their symptoms.

9. People with mental illness tend to be violent.  
**False.** People with mental illness may have strange behaviors, but they aren’t more violent than the rest of the population.

10. Developmental disabilities are a form of mental illness.  
**False.** When you have a mental illness, your intellectual ability isn’t affected like it is when you have a developmental disability.



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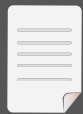
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# Mental Myths and Facts

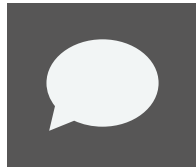
Help students learn more about mental illness myths and facts by completing the activities in this section of the unit.

Ask students to review what myths and facts they’ve already learned related to mental illness. Provide time for students to share these myths and facts with the rest of the class, then provide each student with a copy of the Mental Myths and Facts handout.



## Mental Myths and Facts

Give time for students to read through the handout. As they read, they should highlight or underline what they find to be most interesting. They can also write short statements that indicate what they’re thinking as they read.



Conduct a class discussion using questions like the ones below. Students can think about their answer and then compare their answer with a partner. Then the partners can share what they talked about with the rest of the class.

- What did you notice?
- What did you learn?
- What myths did you hold?
- What myths are the most common?
- What surprised you?
- How can we share this information with others?

After the class discussion, have students create a poster using one of the myth/fact pairs. On the poster, they should write the myth and the fact behind or underneath the words “myth” and “fact.” They should then illustrate the poster somehow, including color and graphics. On the bottom of the poster, have students write the following: “If you’re struggling with a mental illness and need help, contact \_\_\_\_\_.” Fill in the blank with specific information about what resources are available in your community.

Once the posters are completed, hang them in prominent places in the school.

# Mental Illness Inquiry

Provide the opportunity for students to learn more about a specific mental illness by guiding them through this research activity.

Go over with students the list of mental illnesses included below. Add more mental illnesses to the list, if you’d like to for your class. Have each student select one of the mental illnesses to research and prepare a presentation of what they learned to the rest of the class.

Anxiety Disorders

Autism Spectrum Disorders

Attention-Deficit/Hyperactivity Disorder (ADD/ADHD)

Bipolar Disorder

Borderline Personality Disorder

Depression





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Dissociative Disorders

Dual Diagnosis: Substance Abuse and Mental Illness

Eating Disorders

Obsessive-Compulsive Disorder (OCD)

Panic Disorder

Post-traumatic Stress Disorder

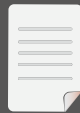
Schizoaffective Disorder

Schizophrenia

Seasonal Affective Disorder

Tourette's Syndrome

After students have selected one of the mental illnesses to research, hand out the Mental Illness Inquiry graphic organizer handout to each student. Explain the different sections of the handout, explaining that students need to have three sources, answer the same questions with the three different sources, and then write a summary that compiles the information from the sources. They should also include other facts and questions they have. Students need to complete the handout before starting on their project.



### Mental Illness Inquiry

Provide time for students to complete their research. They may use books, encyclopedia articles, magazines, classroom resources, or websites like the ones below.

[http://www.nami.org/Template.cfm?Section=By\\_Illness](http://www.nami.org/Template.cfm?Section=By_Illness)

<http://www.nimh.nih.gov/health/topics/index.shtml>

Once students have completed their graphic organizer, explain that they need to pick one way to present their information to the rest of the class. No matter what they choose, the way they share the information should include all of the parts of the graphic organizer. Possible choices to share the information include the following: website, poster, PowerPoint, Prezi, video, paper, brochure, display board, skit, song, and other teacher-approved options.

Provide time for students to work on their selected method of presenting their information. Once students have completed their project, provide time for all students to present their projects to the rest of the class. While students present, class members should take notes. You may choose to give a quiz to the class based on the information they learned during the student presentations.

### Journal Prompts

Students can write journal entries to the prompts below while learning during this section.

- Do you consider yourself a mentally healthy person? Why or why not?
- What can you do to better your mental health?
- What things are happening in your life right now that are affecting your mental health for better or worse? What things should you continue? What changes could you make?
- Do you know anyone struggling with mental illness? If so, how can you help them?



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# Taming Your Fears

Everyone has fears. Whether it is a fear of snakes, heights, new things, public speaking, tight spaces, or something else, fears are part of people's lives. When fears overwhelm people and make it difficult to live their lives normally or when they cause people to experience great anxiety, it might be time to work on taming them. Use the activities in this section of The Real You to help students understand their fears, including whether or not they're realistic. Then they'll work on ways to help themselves tame their fears.

## Fear Factors

Start the section by helping your students learn more about the differences between fears and anxiety and also learn more about their own fears.

Explain to students that fears are normal. Everyone has fears. Ask them to think about some of their fears. Once they've had time to think, have them share their fears with the rest of the class. Make a list on the board and see what similarities and differences there are between the fears students report.

Explain that while fears are a part of life, it's how people deal with fears that makes all the difference. When you deal with fears in a healthy way, you can live a healthy life. When fears overwhelm you or take over your daily life, anxiety can happen. Ask students if they know what anxiety is. Explain that anxiety happens when you feel uneasy or unsteady. It's what happens when you freak out or become



really worried. Everyone has anxiety from time to time. It's how you deal with the anxiety that matters. In their journals, have students draw a line. On one end of the line, have them write "anxious." On the other end of the line, have them write "not anxious." On the continuum, ask students to place an X on the place they feel best matches their current state or an average of their life. Below the line, have students explain why they placed their X where they did.

Ask students how they think anxiety affects their life. Have them share answers with the rest of the class. What happens when you feel anxious and fearful? Then explain that our bodies respond to anxious and fearful thoughts by releasing stress hormones. They've probably heard of the "fight or flight" response. That's what happens when the hormones are released. The chemical release raises our blood sugar, heart rate, blood pressure, and pulse. It slows down our



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digestion, dilates our pupils, and makes us breathe more shallowly. What's interesting is that these changes in our body prepare us for fast action (the "fight or flight" response), but we don't usually do either, so the hormones don't disperse. They tend to build up.

Ask students to consider the situation below. What is happening in the person's body?

Sarah had a really busy night last night. She had to work the concession stand (part of a class fundraiser) at the basketball game, practice lines for the upcoming school play, and finish her homework. She got to bed on time, but didn't sleep very well because her mind was racing. Now she walks into her science class and realizes that she has a test today. She didn't remember to study. Sarah glances through the pages of the test and notices that she knows very few of the answers. Her stress, anxiety, and fear start to build. She becomes afraid that she will fail the test, fail the class, and ruin her GPA.

Ask students what they think is happening in Sarah's body. Then ask them if they think Sarah will respond in a fight or a flight manner. Provide time for students to respond. Then explain to them that Sarah will probably do neither a fight nor a flight response. She's not likely to react by fighting with her science teacher, for example, or running out of the room! She will sit at her desk and probably let the stress, anxiety, and fear start to fester. It will build up throughout the class. That build up is what makes all of us experience emotional and physical problems at times. To be healthy, we need to figure out ways to avoid or disperse the chemicals that build up when we let things fester. Ask students to turn to a partner and explain a situation where they let their stress hormones build up too much and they experienced either an emotional or physical problem as a result.

Explain that while everyone has anxiety, people experience it differently. Some have it more or less often, and some experience more or less deeply. They probably know people who worry often and those that hardly ever worry. How they experience anxiety can depend on:

- Genetics—how their family members deal with anxiety
- Brain chemistry—how their brain functions
- Life events—what happens in their life
- Personality—how they view life and respond to what happens

Explain that genetics, brain chemistry, and life events are things that you really can't control. But you can control your personality. That's why students need to work on how they think about and respond to fears. They can have control over these areas of their life.

Ask students to write to the following prompt in their journals: Think about your genetics, life events, and personality. Which do you think has more effect on how you deal with fears and anxiety? Explain your answer.

Complete this section by asking students to brainstorm ways they deal with their fears and anxiety. Have them do a free write where you give them one minute to write as many ideas as they can. Then have them compare their ideas with a partner and then the rest of the class. Students should select one way they could respond to anxiety and fears and commit to practicing that method in the upcoming weeks. You could have them track how well they are using the strategy and write a response after the tracking time you assign is completed.



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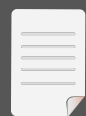
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## Drawing out Your Fears

It can be helpful for people to write their fears and then write specific strategies for dealing with those fears. It's also important to think about whether or not those fears are realistic and then respond accordingly. Help your students understand these concepts with the activity below.

Explain that students will be focusing on their personality and how they choose to deal with fears and anxious thoughts. Remind them that personality is one area they can work to control when it comes to fears.

Pass out a copy of the Drawing Out Your Fears handout.



### Drawing Out Your Fears

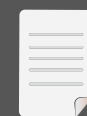
Discuss with students the idea that the way they experience fear and anxiety may be very different from the way their best friend or parent experiences it—or it may be very similar. The important thing is to understand how they respond to fear and anxiety so they can work on managing it in ways that work best for their personality.

Provide time for students to complete the handout. After students have completed the handout, have them flip it over and write to the prompts below.

- I noticed....
- I can...
- I will...

Challenge students to really think about the ways fear affects their life. Remind them that now that they have a better understanding of the ways fear and anxiety impact them, they can work on responding in healthy ways.

Pass out a copy of the Frame the Fears handout. Provide time for students to complete their drawing and write their fears in order.



### Frame Your Fears

Next, explain the difference between a realistic fear and an unrealistic fear, giving some examples. Then provide students time to complete the table at the bottom of the handout. After they've completed the handout, have them turn the paper over and write realistic ideas for how they could release the buildup of stress hormones that happen as a result of fears. Finally, have students share their work with someone in the classroom with whom they are comfortable. If you don't think sharing would work in your classroom, students could just hand the paper in as an assignment.

## Don't Let Fears Darken Your Life

Help students understand how fears affect them and learn ways they can work against the fears they have. Remind students that one thing they can control is how they respond to fears. The activity they will be completing will give them another opportunity to brainstorm healthy ways to respond to fears.

Give one copy of the Don't Let Fears Darken Your Life handout to each student. Students also need markers, crayons, or colored





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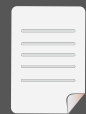
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pencils. Ask students to use bright colors to write words that relate to things that make them happy. Give some examples from your own life.

Provide time for students to fill the page with their happy words.



## Don't Let Fears Darken Your Life

Then discuss how fear can overwhelm people, making them feel stressed or anxious. Fear can take away some of the happiness from our lives. Ask students to share some examples of how fear can take away happiness or peace in life.

Make sure that each student has a black marker, crayon, or colored pencil. Direct students to write their fears over the words they wrote related to what makes them happy. Remind students that fears can take away the things that make us happy.

As a class, brainstorm ways they can work against those fears. How can they respond in healthy ways to fears and anxiety? How can they keep their happy thoughts and experiences from being covered up with fear?

### Fearsome Foursome

Now that students have had the opportunity to identify how they deal with fears and what their fears are, they can learn more about healthy ways to respond to fears as well as how others handle the fears they have in their lives.



Arrange students into groups of four. If your class isn't evenly divisible by four, you could have some groups of three. In each group, tell students to number themselves one, two, three, and four. You then assign each group a letter (A, B, C, etc.). Groups should pull their chairs close together so that they can really have good conversations.

Share the first prompt or question with the entire class. See below for a list of prompts and questions you could use.

Provide 2–3 minutes for the groups to discuss their answer.

When time is up, everyone should be silent. Then randomly call a group letter and one number. For example, you could call A1. This means that person 1 in group A should answer the prompt or question out loud. After this person is finished answering, you can call another letter/number pair or ask the next question or prompt.

When you have completed the discussion, students should write to the prompt below in their journals. You may want to make a list on the front board of the strategies included for dealing with fears, which will help your students complete their journal entries.

Think about the discussions you had with your group and the ideas you heard from the rest of the class. Which strategies do you think would work best for you? What's the best way you can deal with your fears in healthy ways? Explain your thinking. Then apply one of the strategies you chose to a real fear you have. Explain how you can use the strategy to deal with the fear in a healthy way.





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Discussion prompts and questions you can use with this activity include:

- Do you know why you worry? What are some things that people worry about? What are things that you worry about? What do your friends and relatives worry about?
- People can waste a lot of energy worrying about things. It's like you're on a rocking chair. You can put a lot of energy into moving back and forth, but you're not really going anywhere. Tell about a time in your life where you wish you would have handled a fear or anxiety differently. Explain a time when you got on the rocking chair instead of dealing with fear and anxiety in a healthy way.
- All-or-nothing thinking is the tendency to judge things in extreme or "black and white" categories. It's thinking of things as either this or that. There's no happy medium. How can all-or-nothing thinking lead to worry and fear? Have you ever experienced this kind of thinking? Explain. What can someone do to work against this kind of thinking?
- Sometimes people overgeneralize. They think that because they had a bad experience in the past, they will always have the same bad experience. They use words like "always," "never," "everyone," etc. How can this kind of thinking make people fearful or anxious? What could someone do to work against this kind of thinking?
- Some people are able to just tell themselves to stop their anxious or fearful thoughts. Would this strategy work for you? Why or why not?

- When you feel fearful, you can ask yourself, "What is the worst that could happen?" Would this strategy work for you? Why or why not?
- Some people work against fear by telling themselves positive statements. Would this work for you? Why or why not?
- When you are fearful, you could challenge yourself to step back and see the big picture, which can help you see how big of a deal your fear is. Would this strategy work for you? Why or why not?
- Some people talk or write out their fears. Would this work for you? Why or why not?
- Some use exercise and deep breathing to help themselves deal with their fears. Would these strategies work for you? Explain your thinking.

## *Journal Prompts*

Students can write journal entries to the prompts below while learning during this section.

- Are you a worrier? Explain your answer.
- How do you usually deal with worries and fears? Would you say that your strategy is healthy or unhealthy? Explain.
- What's the biggest fear you have right now? What strategy can you use to deal with this fear in a healthy way?



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# Eating Disorders and How to Get Help

Eating disorders are a group of serious conditions in which a person is so focused on food and their weight that they struggle with thinking about anything else. Combine a time of life when it already can be hard to be confident with mixed messages that sometimes come from the media and celebrities plus a pressure to always “look good”—it’s no wonder that teens can struggle with eating disorders. Use the activities in this section to help your students understand more about eating disorders, their dangers, how they affect teens, and how to get help.

## What Do You Know?

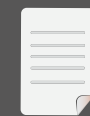
See how much your students know about eating disorders by completing the steps below.

Start by asking the class what they already know about eating disorders. What have they heard? What have they already learned?

Ask students what they know about the causes of eating disorders. What do they think causes them?

What have your students heard about anorexia and bulimia? Have they heard of these eating disorders? What do they know about anorexia and bulimia?

Pass out a copy of the What Do You Know? handout to each of the students.



## What Do You Know?

Discuss the answers (listed below) with the students. Have students correct their quizzes while you give the answers.

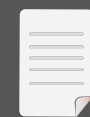
Lead a class discussion based on the quiz. What surprised students? What did they already know? How many did they get correct? How many did they get incorrect? Why do they think they got certain answers correct and certain answers incorrect? What questions do they have?

### ANSWER KEY

- |      |      |
|------|------|
| 1. B | 5. B |
| 2. A | 6. A |
| 3. C | 7. D |
| 4. A |      |

## Discover the Disorders

Provide time for students to learn more about eating disorders by completing this informational assignment. Explain that students will be learning more about eating disorders by taking a quiz. Give each student a copy of the Discover the Disorders handout.



## Discover the Disorders



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Provide time for students to complete the handout. As they may not know all of the answers, instruct them just to do their best. If it works for your class, you could have students work in pairs or groups.

Have students correct their papers as you call out the answers, which can be found on page 3 of the handout. Once you've given the answers, lead a class discussion using questions like those below.

- How many did you get correct? What did you already know about eating disorders?
- How many did you get incorrect? What surprised you?
- What didn't surprise you?
- What did you think you knew about eating disorders? What do you know now?
- How can you help someone who is struggling with an eating disorder?

Next, instruct students to take out a clean sheet of paper and draw a square, a triangle, and a circle. The shapes should fill most of the paper. In the square, they should write four things that “square” with their thinking (things they already knew or agree with). In the triangle, they should write three things that they need to “angle up” to yet, things that surprised them and they didn't know. In the circle, they should write one question “circling” in their mind.

Provide time for students to complete the square/triangle/circle assignment. They should then turn to a partner and compare notes. After everyone has had a chance to compare, have students share with the entire class.

## What Would You Do?



Help your students apply what they've learned about eating disorders through this thinking and writing activity.

Provide students with the situations described below. You could require students to respond to all situations, pick one out of a hat, choose one, etc.

1. Sara is 14, 5'3" tall, and 120 pounds. Every time she looks in the mirror, all she can see is someone who's fat. At lunch, she has told her friends that she's not hungry. At dinner, she tells her parents the same thing. In fact, she hasn't been eating much at all, only about 400–500 calories per day.
2. Trisha looks like she enjoys what she eats, but every time she has a meal, she's thinking of calories and how much she needs to get rid of. She eats three meals a day, but tells herself that she's only allowed to keep one, purging the food she's eaten for two of the meals by making herself throw up right after the meal.
3. Nate is a wrestler—a great wrestler. Like many wrestlers, he needs to stay in his weight class. To do this, he exercises all the time and has thrown up a few times after he had a craving for pizza. He wears garbage bags under his workout clothes so he can sweat more and cuts out most eating the day before he's weighed for the next match.

For each situation, students should write a paragraph that describes the signs of the disorder that others might notice and the health effects the person might experience. Then they should pretend that the person is one of their best friends and write advice they would give that friend.



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## Help Is on the Way



Someone with an eating disorder needs help, but how should a teen offer and provide that help? Discuss the information below with your students so they're equipped to help themselves or their peers.

Separate students into groups and designate one method of helping to each of the groups. You can have groups select a method from a hat, have them pick one, or randomly assign a way to each group. Use the methods to help listed below.

- Don't judge. And don't pay too much attention to what they're eating because you might push them away.
- It's what inside that counts. Talk about what you like about your friend, not what they look like.
- Talk to a friend about what you've noticed and explain that you want to help.
- Try not to get frustrated. You need to stay calm so that you can help.
- Know your limits. Talk to someone else about your concerns, like a parent or a counselor.
- Go along with your friend to a counselor or support group.
- Remind your friend that you're going to stick with them through the entire process.

Have each group write a skit based on their method of helping. They should include characters, setting, a problem, and a resolution. The

skit should feature the method of helping and also provide some information about eating disorders. Challenge students to make the skit as realistic as possible.

Provide time for students to write the skit. Then provide time for each group to perform their skit for the rest of the class.

After the performances, ask students questions like the ones below.

- What did you learn?
- Which method of helping makes the most sense to you?
- Which method of helping would you most likely use?
- Are there other ways to help? If so, what are they?

### *Journal Prompts*

Students can write journal entries to the prompts below, all related to eating disorders.

- Why are eating disorders so common in our society?
- Eating disorders are more common in young women, yet they are starting to show up more with young men. Why?
- What would you do if a friend were struggling with an eating disorder?
- If a person thinks that he or she has an eating disorder, should that person tell an adult at our school? How about if a person thinks that a friend may have an eating disorder? What adult in our school might someone talk to about an eating disorder?



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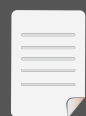
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## Warning Signs of Eating Disorders

It's helpful for students to know the warning signs of eating disorders so they can recognize those warning signs in themselves and also in their peers. The more teens can help and support each other, the more powerful the message of being real is.

Use the handout below to help students understand the warning signs of eating disorders and also how to help someone who may be struggling with an eating disorder. Please note that you should have local resources ready to share so students can complete the bottom of the handout.



Caution Ahead: The Warning Signs of Eating Disorders







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# Suicide Awareness and Prevention

The teen years can have many problems, ranging from school to home to public to personal. Suicide is a permanent solution to what can be temporary problems. Some teens struggle with seeing that there are solutions to problems that may be consuming them. Suicidal people don't really want to die, but they do want their problems to end. Help your students understand that suicide is preventable and that there are ways to help those who struggle.

## Why Suicide?

Ask your class why people would consider suicide. Why would someone want to kill herself or himself? Have them think about it, then share their answer with the rest of the class. Write their answers on the front board.

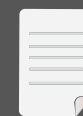
## Don't Get Mixed up with Suicide

Explain that students will be learning about facts on suicide, suicide myths, students who are at higher risks, suicide risk factors, warning signs of suicide, and verbal signs of suicide in this unit. Explain that teens who are suicidal are depressed and need help. To provide help, students need to know more about suicide, how to recognize warning signs, and what to do.

Put six large pieces of poster board around the room. The poster boards should have these categories: Facts, Myths, Higher Risk, Risk Factors, Warning Signs, Verbal Signs.

Briefly explain each category. The facts category will feature suicide facts, the myths category will feature myths about suicide, the higher risk category will feature groups who are at higher risk for attempting suicide, the risk factors category will share factors putting teens at higher risk for suicide, the warning signs category will show signs given before someone attempts suicide, and the verbal signs category will include statements people who are having suicidal feelings might share (whether in conversation, through texts, or online).

Cut out the cards on the Don't Get Mixed Up with Suicide handout and share at least one with each student.



## Don't Get Mixed Up with Suicide

Instruct students to tape their card to the correct category poster. If they need to ask a partner for help, they can. After all cards have been taped up, go over each of the categories and see if the class agrees with the placement of each card.

Then share where each card should be taped, using the answer key below. Have your class see how many they got correct. They may debate where they put the cards and why. Have them explain their reasoning.



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## Facts

Every day in the US, a suicide happens every 1 hour and 40 minutes.

Teenage suicide is preventable.

Suicide is the second leading cause of death for ages 10-24.

Four out of five teens who attempt suicide have given clear warning signs.

Every day in the US, approximately 14 young people die between the ages of 15-24 because of suicide.

## Myths

People who talk about suicide are probably not going to do it.

People who talk about suicide are just trying to get attention.

You can't really help suicidal people because they want to die.

If you talk about suicide, you might give someone the idea.

Once a person is suicidal once, they will probably be suicidal forever.

## Higher Risk

Native American/Alaskan Native youth

Lesbian, gay, bisexual, or transgender teens

Someone who has attempted suicide before

Teens with low self-esteem, depression, perfectionism

Someone who has been abused, molested, or neglected

## Risk Factors

Poor home environment

A crisis happening

Poor performance in school

Being in trouble with the law

Having few friends

## Warning Signs

Trouble coping with problems, pulling away from people

Making final arrangements like writing a will, etc.

Giving away prized possessions, not wanting to take part in favorite activities

Being preoccupied with death, talking about death

Sudden change in personality, attitude, interests, etc.

## Verbal Signs

I hate my life.

I won't be bothering you much longer.

You're better off without me around.

No one cares if I live or die.

I can't go on anymore.





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Conduct a discussion about the categories using questions such as the following:

- Why are the statements in each category?
- What experience do you have with the information?
- What makes sense? What doesn't?
- What would you add?
- What sticks out to you?

Leave the posters hanging. Place students into pairs and assign them to write realistic case studies of students who are struggling with suicidal thoughts. The case study should include characters, a setting, a situation, and a problem. It also should include at least one thing from each of the six categories featured on the posters. The reasons for committing suicide written on the front board can also be used to spur thinking.

Provide time for pairs to write their case studies.

After they've completed the case studies, have each pair swap case studies with another pair. After swapping, they should write the categories listed on the posters (facts, myths, higher risks, etc.) on the bottom of the paper. Ask pairs to see if they can find the items from each category that the other pair included in the case study. Provide time for partners to do their work. After they've completed their work, they should pass the case study back to the authors. The authors then check the answers and discuss them with the other pair. Did they find the items? What did they learn from the case study? What did they notice? This process can be repeated several times.

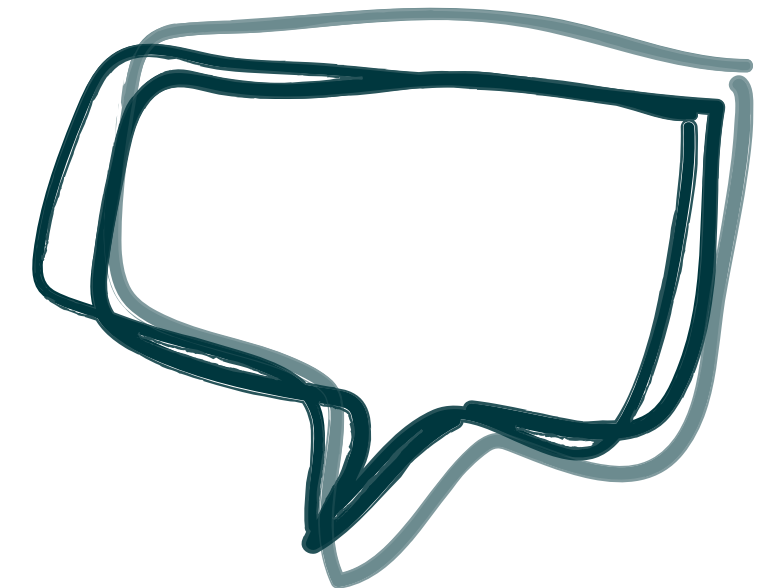
End the activity by asking students to list several ways they can help to prevent suicide. What can they do? What can they do for themselves? What can they do for others?

## Getting Help

It's important for teens to know where to get help if they experience suicidal thoughts or have a friend who needs help. Share the information below with your class.

Suicidal teens or those needing to help their peers can get help from:

- Suicide hotlines (1-800-SUICIDE)
- Calling 911
- Friends
- Parents
- Clergy
- Counselors
- Therapists
- Teachers
- Trusted family members



Make sure to include information about local sources for help. Ask your class where else they would look for help. See how many ways to find help they can list.



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## Pass It On



Pass out three notecards to each student. Instruct students to write three things they learned in this unit, one thing on each notecard. Then have students stand up and find another student in the room. Have each pair exchange one of their notecards and explain what they wrote. Then have students find another student in the class and repeat the process, with partners sharing notecards with each other and explaining what they wrote on their notecards. Repeat the process once more, having students find a third partner. End the activity by asking the entire class questions like the ones below.

- What did you remember from what we learned together?
- What stuck out to you?
- What would you still like to know?
- What did others learn? Were there any common themes?
- Why is learning about this topic important?
- What can we do to help others?
- What can we do to help ourselves?
- How can we prevent suicide?

## Journal Prompts

Students can write journal entries to the prompts below while learning during this section.

- Why would someone want to commit suicide? Can you relate to these thoughts and feelings?
- Why is suicide an unhealthy answer to problems? What happens when someone commits suicide? Think about friends, relatives, the community, etc.
- If you or one of your friends showed warning signs, what would you do?
- How can you prevent suicidal thoughts in yourself or others?



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# Self-harm (and where to get help)

Sadly, self-harm is becoming a growing trend among teens. What is self-harm? Why do people self-harm? What are the forms of self-harm? Where can I get help if I'm struggling with self-harming behaviors? Use the activities in this section to help your students understand questions like these and more.

## Scope of Self-Harm

Start the activity by asking your students what they think self-harm is. What comes to mind when they first think about self-harm?

Provide a few minutes for students to write their ideas related to your questions. After they've had a chance to do some free writing, ask them to share their ideas with the rest of the class. Write key phrases on the front board. Once you've completed sharing, ask them to create a definition of self-harm using what they wrote in the free writing and also the phrases you wrote on the front board.

Provide time for students to write their definition. Then have them compare their definition with a partner. After partners have had a chance to compare, have all students share their definition with the rest of the class. After students have shared their definitions, ask them to find similarities and differences in what they heard. What themes do they see? What is the class's general thought about what self-harm is?

IMAGE: DRYICONS.COM







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Then read the definition below to the class:

*Self-harm occurs when you hurt yourself on purpose without wanting to kill yourself. Self-harm is not a mental health problem, but it can show up as a symptom of mental health issues. It's most common among people ages 11–25.*

Have students compare their definition with the definition you shared. What are the similarities and differences? What do they notice? Ask students if they are surprised that self-harm isn't a mental health problem. Why would it be more common among people ages 11–25? What's the difference between self-harm and suicide?

Now ask students why they think someone would want to self-harm. Provide time for them to do some free writing again. After students have had a chance to write their thoughts, have them share what they wrote with a partner. Then have the partners find another partner pair to share their thoughts. Once the groups of four have shared with each other, share ideas as a whole class.

Explain to students that self-harming behaviors can happen for many reasons. Because people are all different, there are many different reasons to self-harm. We all deal with things that happen in life differently. Some reasons include dealing with extreme feelings (like sadness, depression, anger, hate, guilt, and more), feeling shameful about something, being extremely worried, experiencing loneliness, and feeling numb to the world. Some people say they self-harm because their feelings build up and they need to release them through harming themselves. Some say that they feel alone and want to hurt themselves so they can feel connected to something. Others say that they just feel numb and need the pain in order to feel something. And others share that self-harming is a way of making their pain visible, is a way that others may end up caring about them,

or is a way to punish themselves for the bad things that they've done or thought.

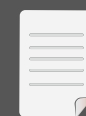
Ask students if they are surprised by any of the reasons for why someone would want to self-harm. Ask them to think about how someone gets to the point that they would want to harm themselves. How can we help each other so that no one gets to that point? What life situations may lead someone to want to self-harm?

Once students have responded, have them write to this prompt: What surprised you the most about self-harm? How can you help someone who may have self-harming tendencies?

## Self-Harm: A Tricky Continuum

Self-harm can mean many different things. Use this activity to help students understand that self-harm is more than just cutting, which is what most people think of right away when you mention the topic.

Arrange students into groups of three or four. Then provide them with a set of cards from the handout below.



### Self-Harm: A Tricky Continuum

Ask the groups to decide which descriptions are self-harm and which ones aren't. There should be much discussion among the groups. Don't prompt them to any certain answers. Just point them back to the definition that you shared previously about self-harm. Students will discover that many different activities can be considered as self-harm, not just cutting. Some activities can be dependent on



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your culture as well. For example, it may be socially acceptable for students to smoke or drink in your school. Because of this, these activities may not be considered as self-harm.

After groups have had plenty of time to discuss, have each group explain its reasoning for which cards indicate a self-harming behavior and which ones don't. After each group has explained its reasoning, compare and contrast what the groups shared. On the front board, make a list of self-harming behaviors (ones that most or all groups mentioned) and another list labeled "could be or not sure" (ones that not everyone listed). Ask students why certain behaviors are in the lists they're in. What do they think? Why is self-harm a tricky subject? Why do we consider some things self-harming and some things not self-harming? Could something be self-harming for one person but not for another?

Ways to Help

Segue to talking about good and bad ways to help other people. Ask students to make a two-column table on a blank sheet of paper. One column should be labeled "good ways to help," and the other labeled "bad ways to help." Provide time for them to write ideas in both columns. They should brainstorm good and bad ways to help someone who is struggling with self-harming. For example, a good way would be to listen to someone. A bad way would be to ask someone if you can see their injuries.

After students have had time to brainstorm, ask volunteers to share their ideas. Students can add ideas from their classmates to their charts. Discuss the ideas the class shared. What could you do to help someone who is self-harming or even prevent someone from self-harming?

Explain to students the concept of a "trigger." A trigger can be considered to be something that causes stress and anxiety, something that triggers you to do something else. Ask students to think of a trigger they have. Then have them respond to this prompt: What's your "trigger"? What causes you stress and anxiety, and how you can stop it before self-harming?

Next, have students stand and provide them with a ball. Have them pass the ball to each other. Every time someone catches the ball, they should mention something that they can do to cope with stress and anxiety or other troubles instead of self-harming. Have students participate in the activity until you feel that all answers have been exhausted.

Finally, provide time for students to journal to one of the prompts for this section.

Journal Prompts

Students can write journal entries to the prompts below while learning during this section.

- How can you prevent yourself from self-harming?
- How can you prevent others from self-harming?
- Is self-harming a problem at our school? Why or why not?
- What self-harming behaviors are socially acceptable at our school? Why?
- What self-harming behaviors would not be socially acceptable at our school? Why?



# Signs of Mental Health Issues (Who to Contact, and How to Get Help)

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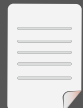
Several mental disorders begin during the teenage years. It's important to understand the signs of mental health issues so peers can support each other and get outside help, if needed. Have students complete the activities in this section to learn some of the warning signs of mental health issues and what they can do to help.

## See the Signs

Students need to be able to recognize the signs of mental health issues. Use this activity to help your students learn what those signs are.

Ask students to think about what signs they might see in someone who may be struggling with mental health issues. Provide time for them to think to themselves. Then have students walk to the front board and record their thoughts. After students have had a chance to record their thoughts, do a brief overview of what's written. What themes do your students see? What words stick out to them?

Provide a copy of the handout See the Signs to each student.



See the Signs

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Have students work in pairs to complete the crossword puzzle. Instruct them to do their best at using the context clues to complete the puzzle.

After students have had a chance to work through the puzzle, share answers with them. How many did they get correct? Did any of the answers surprise them? What did they learn about the signs of mental illness? What stuck out to them most?

Then ask students to think of people they could contact and ways to get help if they either need help or if they would like to help a friend. Have them brainstorm in their pairs. After they've had a chance to brainstorm, ask students to report their ideas to the rest of the class. Students should complete the bottom section of the handout as class members share. At the end of the discussion, share local resources that your students may not be aware of, as well as resources that are available at your school and in your community.

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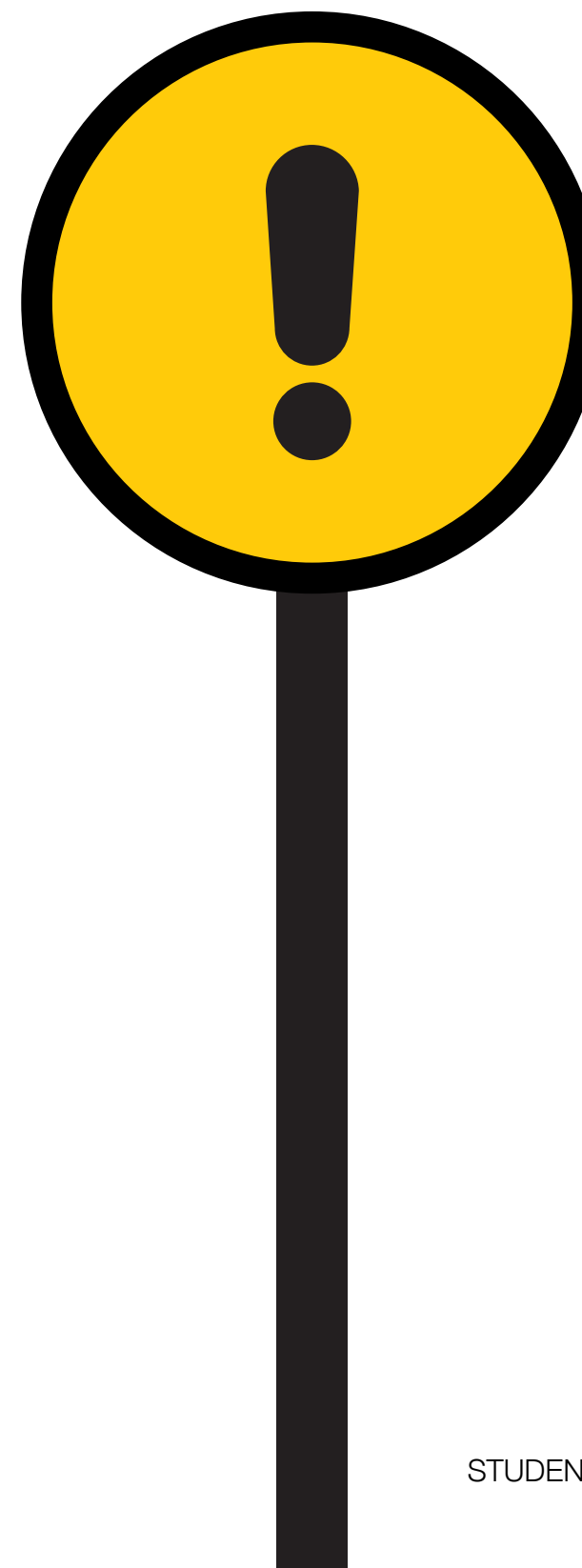
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## *Journal Prompts*

Students can write journal entries to the prompts below, all related to warning signs of mental health issues, while learning during this section.

- Which warning signs stuck out to you most? Why?
- Do you know someone who is displaying warning signs (you don't need to name names)? How can you best help them?
- How can you tell the difference between the warning signs of mental health issues and just normal teenage drama?





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# Family History and Its Impact on Mental Health

One way students can learn more about mental health is through learning more about their family’s history of mental health and mental illness. Use this activity to help students understand their family’s history so they can prepare for a bright future.

## Don’t Make History a Mystery

Ask students to think about everything they know about their family’s history. What things come to mind? What sticks out?

Ask students to think about their family’s achievements. What things are important and special? What sticks out?

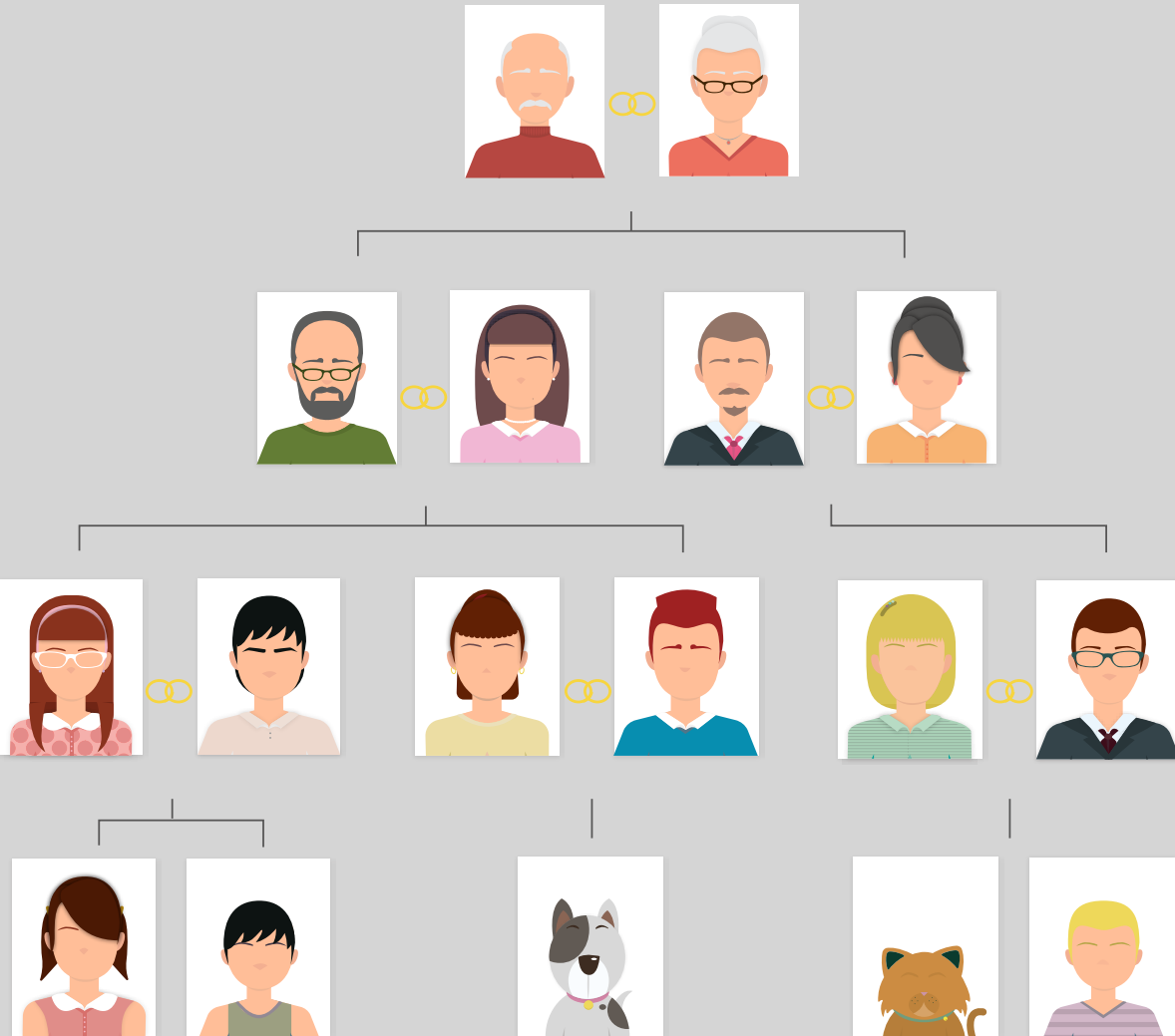
Then ask them to think about their family’s medical history. What things come to mind? What sticks out?

Explain to students that knowing their family’s medical history has become very important. Doctors ask it, diseases can be prevented because of it, and people can live healthier lives having knowledge of medical issues in their family’s past. Ask students why it would be important to know your family’s medical history. Provide time to discuss.

After students have discussed family medical history, ask them whether or not they think it would be important to know their family’s mental health history. Provide time for them to give

IMAGE: DESIGNED BY FREEPIK.COM

## ... Family tree ...







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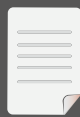
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answers. After general discussion, explain why it is important for people to know their family’s mental health history to prepare for possible issues in their future. Knowing the family mental health history also can provide more awareness related to students’ behavior or why they’re feeling a certain way.

Provide students with a copy of the Don’t Make History a Mystery handout. Explain the different parts of the handout, then provide time for students to complete the assignment. Because of the personal nature of the questions and topic, it may be best to have students complete this as a homework assignment that is only seen by you as their teacher.



### Don’t Make History a Mystery

#### *Journal Prompts*

Students can write journal entries to the prompts below, all related to family history and mental illness, while learning during this section.

- Because of what I learned in the interview activity, I need to...
- What surprised you the most from the interviews you did?
- What can you do to help yourself have a bright future even if you have mental illness as a part of your family’s history?
- How can you help those in your family who struggle with mental illness?

IMAGE: DESIGNED BY FREEPIK.COM





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# Peer-to-Peer Contribution

The key to a successful Student Body project is making sure there is a peer-to-peer focus. Teens need to help teens. Teens need to teach teens. And teens need to be responsible for their actions and the education of others.

Once your students have learned about what it means to have good mental health, have them discuss the biggest mental health concerns in your school or community and how they can address those concerns.

Teens taking an active role in the brainstorming and planning process is important because if they take an active role, they'll be more likely to support and put their energy behind the plans you make together. And if they have their energy behind it, other teens will probably be more willing to listen, learn, and get on board.

Emphasize the importance of using the FCCLA Planning Process to guide the work and better understand the concept, topic, danger, or whatever they're trying to teach others.

Unless teens are educated and then ready and willing to educate other teens, peer-to-peer efforts (and the power those efforts have) will fail. Thank you for the hard work you do to teach your students and then prepare them to go out and teach others as well. You truly are making a difference!





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# Project Ideas

There are many different projects that fulfill the goals of Student Body and the intention of “The Real You” unit. Use the list below as a jumping off point, which may give you ideas for other projects.

**Invite a guest speaker to class or a school assembly.** You could ask a counselor, someone who has worked on a crisis line, a psychiatrist, a medical doctor, a therapist— anyone in your area who you feel could share important information about mental health. Prepare questions to ask and have a debriefing conversation after your guest speaks.

**Plan a mental health awareness week.** Design a way of promoting positive mental health for each day of the week. For example, you could share important statistics during announcements on Monday, have a school assembly on Tuesday, provide a mental health break (something fun to do) on Wednesday, have a poster contest on Thursday related to a mental health theme, and pass out treats on Friday with encouraging mental health information attached.



IMAGE: DESIGNED BY FREEPIK.COM

**Sponsor a “Positive Partners” program.** The idea is to pair up young people and have them encourage and help each other make positive choices related to mental health. Start with a workshop that helps partner pairs get to know each other and set goals for positive mental health (such as taming fears, being confident with body image, etc.). Ask each pair to “get together” (in person or via e-mail) at least once a week to discuss successes and challenges related to the goal. Hold a monthly Positive Partners activity to celebrate successes and teach participants about healthy mental health choices.

**Organize a community summit** for local organizations, agencies, and individuals interested in promoting healthy mental health among young people. Present information the FCCLA chapter has gathered related to local young people’s mental health choices. Ask each participating group to share its related goals and programs. Arrange for a respected community leader to lead a discussion of how the groups can work together to help local have positive mental health. Ask local newspapers and cable TV stations to cover the summit and report on its recommendations and future plans.

**Plan fun Mental Health Minutes** to do during lunch at school. These are fun activities you can do once a day, once a week, once a month—whatever works best with your school. Plan activities that have students working together, talking together, and sharing ideas for positive mental health. For example, students could participate in a relay where they have to put true statements on one side of the room and false statements on the other side of the room.



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**Host an elementary poster competition** with a mental health theme. Your theme could be any of these examples or others: “I keep my brain healthy by...”, “No Fear for Me”, “Body and Mind Strong”, etc.

**Design a campaign using the mental myths and facts** included in this unit. Your campaign could include posters, brochures, newspaper articles, radio interviews, information on school announcements, and more. Get the word out about the mental myths that exist and help dispel those myths with facts.

**Host a Face Your Fears night.** Provide activities where students can explore what makes them afraid and learn positive ways to deal with fear. Use the activities included in this unit. You can also plan for a guest speaker, group discussion, personal reflection time, and active games.

**Make table tents** with the eating disorder information in this unit to place in your school’s lunchroom. On the table tents, include statistics, explanations, infographics, and more. Help students understand the dangers of eating disorders and how to have positive mental health related to their body image.

**Help students understand where they can find support** if they’re struggling with a mental health issue. Advertise local resources, professionals, and agencies by creating posters, a bulletin board, a website, a social media page, or other promotional activities.





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# Lesson Plans

## Lesson Plan #1: It’s a Laughing Matter

Includes a lesson plan with activities

## Lesson Plan #2: History, Habits, and Your Health

Includes a lesson plan with activities



Unit 3 Lesson Plan #1



Unit 3 Lesson Plan #2





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# The Real You: Post-Test and Careers

## Post-Test

Have students complete the pre-test again. Did they get more correct this time than they did when they completed the activity at the beginning of the unit? Discuss what they learned as a result of the unit.

## Careers in Mental Health

If students have an interest in mental health and other The Real You concepts, they just might want to explore possible careers in these areas. There's no question that our society needs people to help all of us live a healthy and active lifestyle, and you might have students who could benefit from learning more about these areas of employability:

- Addiction specialist
- Advocate
- Behavior therapist
- Community educator
- Community support worker
- Crisis counselor
- Early childhood services caseworker
- Family and Consumer Sciences teacher
- Family counselor
- Foster home supervisor
- Guidance counselor
- Health teacher
- Human services worker
- Life coach
- Lobbyist
- Mental health case manager
- Nursing home administration
- Physical education teacher
- Professional counselor
- Program director
- Psychiatrist
- Psychologist
- Recreational therapist



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- Representative payee
- School psychologist
- School-based case manager
- Shelter manager
- Social worker
- Special education teacher
- Substance abuse worker
- Vocational rehabilitation counselor

## “The Real You” Sources

Center for Addiction and Mental Health  
<http://www.camh.ca/>

National Alliance on Mental Illness, “What is Mental Illness: Mental Illness Facts”  
[http://www.nami.org/Content/NavigationMenu/Inform\\_Yourself/About\\_Mental\\_Illness/About\\_Mental\\_Illness.htm](http://www.nami.org/Content/NavigationMenu/Inform_Yourself/About_Mental_Illness/About_Mental_Illness.htm)

Mental Health  
<http://www.mentalhealth.gov/index.html>

Kids Health  
[www.kidshealth.org](http://www.kidshealth.org)

In the Mix  
<http://www.pbs.org/inthemix/>

Teens Health, “Suicide”  
[http://kidshealth.org/teen/your\\_mind/mental\\_health/suicide.html#cat20123](http://kidshealth.org/teen/your_mind/mental_health/suicide.html#cat20123)

The Jason Foundation  
<http://jasonfoundation.com/>

Mental Health and Teens: Watch for Danger Signs  
<http://www.healthychildren.org/English/ages-stages/teen/Pages/Mental-Health-and-Teens-Watch-for-Danger-Signs.aspx>

Friends for Mental Health  
<http://www.asmfmh.org/normal-teenage-behaviour-vs-early-warning-signs-of-mental-illness/>



# RESOURCES

Be sure to check out these additional resources, which were selected when this program guide was created in 2015. FCCLA will update the list over time on its national website, adding new resources and deleting inoperable links.

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## HELPING SOMONE WITH A MENTAL ILLNESS

<http://www.nami.org/>

<http://www.dbsalliance.org/>

<http://www.nimh.nih.gov/index.shtml>

<http://www.mentalhealthamerica.net/>

<http://www.mentalhealth.gov/>

## HANDLING STRESS, ANXIETY, AND FEARS

<http://www.adaa.org/>

<http://www.psychiatry.org/>

<http://www.cmha.ca/>

## EATING DISORDERS

<http://eatingdisorder.org/>

<http://www.nationaleatingdisorders.org/>

<http://www.nimh.nih.gov/health/topics/eating-disorders/index.shtml>

[http://www.nimh.nih.gov/health/publications/eating-disorders-new-trifold/eating-disorders-pdf\\_148810.pdf](http://www.nimh.nih.gov/health/publications/eating-disorders-new-trifold/eating-disorders-pdf_148810.pdf)

## SELF-HARM

<http://www.rethink.org/>

<http://www.samaritans.org>

[http://www.decd.sa.gov.au/speced2/files/pages/chess/hsp/information/revised\\_selfharm\\_finalweb.pdf](http://www.decd.sa.gov.au/speced2/files/pages/chess/hsp/information/revised_selfharm_finalweb.pdf)

# Lesson Plan 2: History, Habits, and Your Health

|   |   |   |  |
|---|---|---|--|
| <b>Grade Level(s):</b><br><br>10–12   |   | <b>Program Topic:</b><br><br>Family History on Your Health                  | <b>Timeframe:</b><br><br>2–3 class periods |
| <b>FCCLA National Program(s):</b><br><br>Student Body<br><br>Power of One: Family Ties  | <b>STAR Event(s):</b><br><br>Illustrated Talk<br><br>Interpersonal Communications<br><br>National Programs in Action<br><br>Nutrition and Wellness Event<br><br>Digital Stories for Change – Online | <b>Prepared By:</b><br><br>Shannon Phillips, FACS Teacher and FCCLA Adviser |  |
| <b>Overview</b><br><br>The focus of this lesson is for students to evaluate the influences of family on themselves.<br><br>Students research, collect, and gather family patterns, health concerns, hereditary traits, and habits displayed in their family and/or passed down from one generation to the next.<br><br>Upon creating a genogram, students will analyze, draw conclusions, and determine potential problem areas needing improvement for their current and future lives. |   |   |  |
| <b>Goals &amp; Objectives</b><br>(Specify skills/information that will be learned.)<br><br><ul style="list-style-type: none"><li>• Investigate family health history</li><li>• Generate a family genogram incorporating patterns of health concerns, illnesses, and diseases</li><li>• Sort and categorize family health patterns</li><li>• Assess family health history and make recommendations as a form of prevention against health concerns</li></ul>                             |   |   |  |

**National FACS Standards**

- 2.2 – Analyze the relationship of the environment to family and consumer resources
- 6.1 – Analyze the effects of family as a system on individuals and society
- 6.2 – Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families
- 12.1 – Analyze principles of human growth and development across the life span
- 12.2 – Analyze conditions that influence human growth and development
- 12.3 – Analyze strategies that promote growth and development across the life span
- 13.3 – Demonstrate communication skills that contribute to positive relationships
- 13.5 – Demonstrate teamwork and leadership skills in the family, workplace, and community
- 14.1 – Analyze factors that influence nutrition and wellness practices across the life span
- 14.2 – Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
- 14.3 – Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span

**Common Core State Standards**

CCSS.ELA-Literacy.RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-LITERACY.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



CCSS.ELA-Literacy.WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

(Optional: CCSS.ELA-LITERACY.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.)

**Materials  
Needed**

- Paper
- Pencil
- Erasers
- Rulers
- Basic shape stencils—square, rectangle, circle, triangle
- Black permanent markers
- Fine tip markers—Red, Blue, Green
- Highlighters
- White construction paper, 12"x18" (draft genograms)
- Ancestral Chart—templates online
- Examples of genograms—samples online
- Optional—white foam boards or white poster boards (for final genograms)

|   |   |
|---|---|
| <p><b>Prior to First Day of Lesson</b></p> <p>(Give at least a week's notice)</p> | <p>Family History Research Homework</p> <p>Instruct students to gather the following information from immediate and extended family, relatives, friends, etc.:</p> <ul style="list-style-type: none"><li>• Names</li><li>• Nicknames</li><li>• Birthdates</li><li>• Marriage dates</li><li>• Divorce dates</li><li>• Separation dates</li><li>• Sibling position (birth order)</li><li>• Family comparisons</li><li>• Personal characteristics/traits</li><li>• Occupations and histories</li><li>• Illnesses</li><li>• Diseases</li><li>• Hobbies and other interests</li><li>• Death dates</li></ul>  |
| <p><b>Introduction of Lesson</b></p>  | <p>As students enter the room, hand them a very basic family tree template and ask them to identify the people in their family by name on the template. Challenge them to include at least three generations in their family.</p> <p>Optional—cue up the Ellis Island clip from the movie, “Hitch.”</p> <p>Discuss the advantages of knowing your family history.</p> <p>Ask students to look at their family tree template and identify what specific information they can draw conclusions from about who they are based on the information just on that template. Show an ancestral chart to the class. <b>What additional information is asked for on this form of family tree? (Answer: birth date and place, marriage date and place, death date and place)</b></p> <p>Introduce a more advanced family tree, a genogram, which includes family social habits, inherited health patterns, and family relationship trends.</p> <p><b>Our inherited traits along with the environment we are raised in have an influence on our future health, habits, and who we become as an individual in our future families and community.</b></p> |

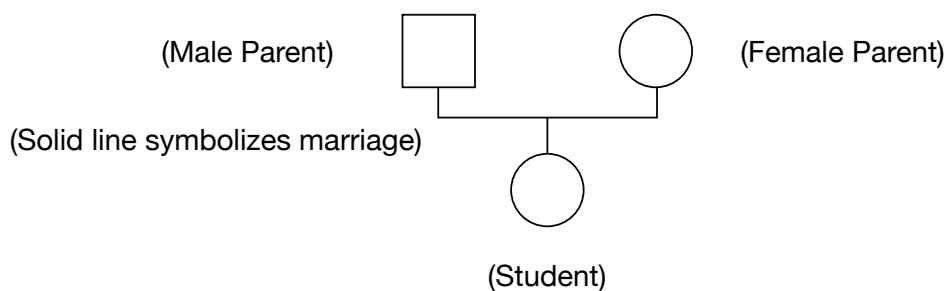
**Activity 1**

(Describe the independent activity to reinforce this lesson)

**The “Bones” of the Genogram****STEM: Math**

Distribute large white construction papers and shape stencils, and instruct students to obtain their family history research homework.

Instruct students to begin their genogram by tracing the symbol to represent them toward the bottom middle of the construction paper. For example, male students trace a square and female students trace a circle. Next students need to identify their parents’ symbols; the male’s symbol is traditionally on the left whereas the female’s symbol is traditionally on the right. The parents’ symbols should be above the student’s symbol and connected with a horizontal line. The horizontal line should be connected vertically to the student’s symbol. See example below.



Now ask students if they have any siblings. These siblings should be added in the same horizontal line as the student and connected to their parents.

Instruct students to continue to build the “bones” of the genogram using the gender specific shapes. Challenge students to include at least three generations of family members.

Finally in this part of the activity, instruct students to identify the names, birth, marriage, divorce, separation dates for family members and label them on their genogram.

|  |  |
|--|--|
| <p><b>Activity 2</b></p> <p>(Describe the independent activity to reinforce this lesson)</p> | <p>The “Muscles” of the Genogram <span style="float: right;">STEM: Science</span></p> <p>Here’s where the “muscle” or the “meat” of the genogram and family health history come in. Instruct students to create their own key* for the health concerns that run in their family. For example, if diabetes runs in their family, assign the color purple to diabetes, and for any family member that has diabetes outline their symbol from the previous activity with a purple marker.</p> <p>Instruct students to review their family history homework and add health concerns, illnesses, and diseases to their genogram.</p> <p>*Students could create their own unique key for their own genogram or have the class decide on one universal one that all genograms will follow for consistency.</p> <p>Optional—Students may add social dynamics to their genogram to show supportive, healthy relationships between family members and vice versa. If this is something they choose to add, use various types of dotted- or dashed-lines connecting the family members associated.</p> <p>When students have finished their genogram, they may decide to polish all their work by outlining symbols and lines in permanent markers or by displaying their family genogram on a foam board or poster board that is more durable than construction paper. Another option is to allow students to create their own digital genogram.</p> |
| <p><b>Activity 3</b></p> <p>(Describe the independent activity to reinforce this lesson)</p> | <p>(How this History and Habits Impact Your Health)</p> <p>Instruct students to analyze the health and wellness histories from their genogram and answer the following questions (suggested, but not limited to) in a written analysis.</p> <ul style="list-style-type: none"><li>• <b>What are the patterns you recognize from your family’s health and wellness history?</b></li><li>• <b>What are some common health concerns present that have been passed on to future generations?</b></li><li>• <b>What are some potential causes for these health concerns? How could/ can they be prevented?</b></li><li>• <b>What measures do/will you need to take to prevent these health concerns in your future?</b></li><li>• <b>What are some daily habits you can create right now to minimize these health concerns in your future? For the next generation in your family?</b></li><li>• <b>What habits will you need to implement daily to educate and protect current and future generations from these acquired health concerns?</b></li></ul> <p>Challenge students to turn their genogram into a STAR Event project, such as the online event, Digital Stories for Change, or Nutrition and Wellness Event.</p>  |

|   |  |
|---|--|
| <p><b>Lesson Closure</b></p>  | <p>(Exit Slip)</p> <p>Write your name on the back of a sticky note and answer one of the following statements:</p> <ul style="list-style-type: none"> <li>• RED/PINK – “Today my learning stopped because....”</li> <li>• YELLOW – “Today I considered...” (a question, idea, new perspective)</li> <li>• GREEN – “Today I learned...”</li> </ul>  |
| <p><b>Source/Other Resources</b></p> <p>(If Applicable then required to cite any published or copyrighted materials used in this lesson plan)</p> | <p>Genogram samples: <a href="http://www.genopro.com/genogram/">http://www.genopro.com/genogram/</a></p> <p>Basic Genogram Components: <a href="http://www.genograms.org/components.html">http://www.genograms.org/components.html</a></p> <p>Standard Genogram Symbols: <a href="http://stanfield.pbworks.com/f/explaining_genograms.pdf">http://stanfield.pbworks.com/f/explaining_genograms.pdf</a></p> <p>My Family Health Portrait: <a href="https://familyhistory.hhs.gov/FHH/html/index.html">https://familyhistory.hhs.gov/FHH/html/index.html</a></p> <p><a href="http://www.Ancestry.com">www.Ancestry.com</a></p> |



# Caution Ahead: The Warning Signs of Eating Disorders

Many teens struggle with how they look and can become self-conscious and concerned about their body. If taken too far, that concern can lead to an obsession that can then become an eating disorder such as anorexia nervosa or bulimia nervosa. These eating disorders cause dramatic weight fluctuation, interfere with normal daily life, and can permanently affect a teen's health. They're so common in the United States that 1 or 2 out of every 100 kids will struggle with one, but many teens successfully hide eating disorders from their families for months or even years.

Do you know what things to look for when you're wondering if someone you care for is struggling with an eating disorder? Do you know how to connect them with the help they need? Keep reading to learn more.

## Warning Signs of Eating Disorders

Remember that many have concerns about their body image and what they eat. That's normal. It becomes an eating disorder when serious problems with eating happen and physical signs start to show. Teens who struggle with eating disorders may show some of the following symptoms:

- Persistent, extreme fear of weight gain
- Distorted view of body size and shape, intensely unhappy
- Very low body weight, thin, frail
- Self-starvation
- Refusal to eat, except tiny portions
- Continuous dieting
- Restricting food intake by dieting or fasting
- Excessive exercising
- Eating as little as possible, and taking in as few calories as possible
- Obsession over food intake
- Excessive facial/body hair because of not enough protein in their diet
- Feeling fat
- Withdrawing from social activities, especially meals and celebrations with food
- Depressed and tired
- Sensitivity to cold
- Weighing themselves repeatedly

- Binge eating and purging
- Eating more quickly than usual
- Eating until they are so full they are uncomfortable
- Anxiety related to food and body image
- Lightheadedness and inability to concentrate
- Hair loss
- Fingernail breakage
- Constant stomach pain
- Making excuses to go to the bathroom immediately after meals

## **Problems from Eating Disorders**

Eating disorders can cause both physical and psychological problems.

### **Physical Problems from Eating Disorders**

- Malnutrition
- Serious heart, kidney, and liver damage
- Intestinal ulcers
- Ruptured stomach
- Tears of the esophagus
- Dehydration
- Tooth/gum corrosion

### **Psychological Problems from Eating Disorders**

- Depression
- Shame and guilt
- Mood swings
- Low self-esteem
- Withdrawal
- Perfectionism
- Impaired family and social relationships
- “All or nothing” thinking

## Trying to Help

If you suspect someone you care about has an eating disorder, don't be afraid to get him or her the help he or she needs. People with eating disorders will often react defensively and be angry when you confront them for the first time. They may not think they need help. But, because you care about them, you want to provide them with the help you know they need. If you fear a friend (or you yourself) might have an eating disorder, ask that person to get professional help. Encouragement, caring, and persistence, as well as information about eating disorders and their dangers, may be needed to convince the ill person to get help, stick with treatment, or try again.

In the box below, write ways you can help someone who may be struggling with an eating disorder. Also, include local resources you can contact to get help for a friend who is in need. Your teacher also will have resources to share about local agencies here to help.

# Discover the Disorders

Learn more about eating disorders and how you can help others who may be struggling with an eating disorder by taking this quiz. Fill in what you know, and make an educated guess for what you don't know!

1. \_\_\_\_\_ or \_\_\_\_\_ out of every 100 students in the US will struggle with an eating disorder.
2. True or False: Having an eating disorder is more than just wanting to lose weight.
3. An eating disorder requires treatment from these three people:
  - a.
  - b.
  - c.
4. What are the most common eating disorders?
5. Describe someone who has anorexia.
6. What is binge eating and purging?
7. Describe someone who has bulimia.
8. What is required to be diagnosed with bulimia?
9. Compare and contrast people with anorexia with people with bulimia.
10. A person with this eating disorder doesn't try to compensate by purging food:
  - a. Anorexia
  - b. Bulimia
  - c. Binge eating
11. True or False: Anorexia, bulimia, and binge eating all begin gradually.
12. True or False: Eating disorders just affect girls.
13. True or False: No one really knows what causes eating disorders.
14. Many people who develop an eating disorder are between \_\_\_\_\_ and \_\_\_\_\_ years old.
15. True or False: Eating disorders are not serious medical illnesses.
16. Eating disorders can lead to \_\_\_\_\_ conditions and \_\_\_\_\_ failure.

17. When someone struggles with anorexia, they can experience these things:
  - a. Drop in blood pressure
  - b. Hair loss
  - c. Inability to concentrate
  - d. Hair that grows all over the skin
  - e. Anemia
  - f. Swollen joints
  - g. Brittle bones
  - h. All of the above
18. When someone struggles with bulimia, their vomiting and not getting enough nutrients can cause:
  - a. Stomach pain
  - b. Tooth decay
  - c. Loss of potassium
  - d. Damage to the stomach
  - e. All of the above
19. True or False: Eating disorders also come with emotional pain.
20. Eating disorders can be treated. Treatment should include:
  - a. Therapy
  - b. Counseling
  - c. Family support
  - d. All of the above

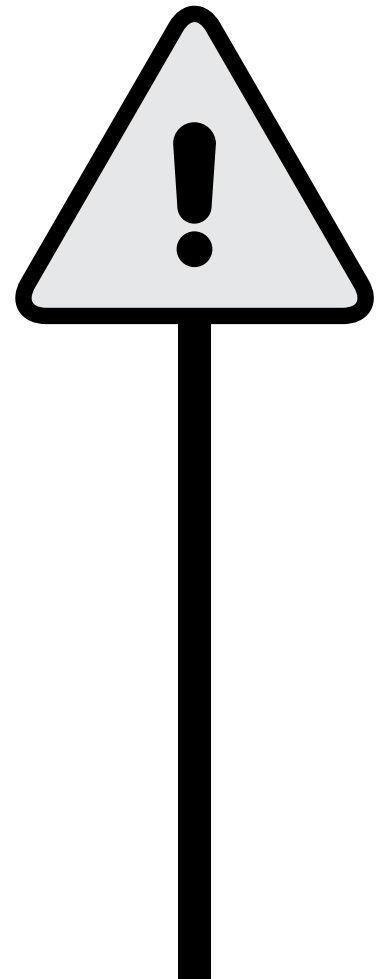
Source: <http://kidshealth.org/>



## Answer Key

1. 1, 2
2. True
3. doctor, therapist, nutritionist
4. anorexia nervosa and bulimia nervosa
5. fear weight gain, unhealthy view of their body, binge eating and purging
6. eating a lot of food and then getting rid of the food by throwing up, using laxatives, exercising, or any combination
7. binge eating, compulsive
8. bingeing and purging at least twice a week for a couple of months
9. answers vary
10. c.
11. True
12. False
13. True
14. 13, 17
15. False
16. heart, kidney
17. h. all of the above
18. e. all of the above
19. True
20. d. all of the above

Source: <http://kidshealth.org/>



# Don't Get Mixed Up with Suicide

Follow your teacher's directions to sort the following statements into their appropriate category.

|   |   |   |  |
|---|---|---|--|
| Every day in the U.S., a suicide happens every 1 hour and 40 minutes. | People who talk about suicide are probably not going to do it.                  | Teenage suicide is preventable.                                 | Poor home environment  |
| I hate my life.   | Giving away prized possessions, not wanting to take part in favorite activities | People who talk about suicide are just trying to get attention. | Every day in the U.S., approximately 14 young people die between the ages of 15–24 because of suicide. |
| If a person is suicidal once, they will probably be suicidal forever. | Suicide is the second leading cause of death for ages 10–24.                    | Native American/Alaskan Native youth                            | Four out of five teens who attempt suicide have given clear warning signs.                             |
| You're better off without me around.                                  | Someone who has attempted suicide before  | If you talk about suicide, you might give someone the idea.     | Being preoccupied with death, talking about death  |
| You can't really help suicidal people because they want to die.       | Sudden change in personality, attitude, interests, etc.                         | No one cares if I live or die.                                  | Lesbian, gay, bisexual, or transgender teens   |

|   |  |                            |   |
|---|--|----------------------------|---|
| Teens with low self-esteem, depression, perfectionism | A crisis happening                                     | I can't go on anymore.     | Having few friends                                  |
| Being in trouble with the law                         | Trouble coping with problems, pulling away from people | Poor performance in school | Someone who has been abused, molested, or neglected |
| Making final arrangements like writing a will, etc.   | I won't be bothering you much longer.                  |                            |   |

# Don't Let Fears Darken Your Life

Using bright colors, write words that relate to things that make you happy.

# Don't Make History a Mystery

Learn more about your family's mental health history by completing the graphic organizer. What helpful information will you find in your family's history?

First, interview one of your parents using the questions below. Then interview two other relatives using the same questions. Use the back of this sheet if additional space is needed.

|   | PARENT | RELATIVE 1 | RELATIVE 2 |
|---|--------|------------|------------|
| What mental health issues are you aware of in our family?                                     |        |            |            |
| What struggles have some of our relatives had?  |        |            |            |
| How did they work through those struggles?  |        |            |            |
| What kinds of things tend to show up in our family history? Are there any patterns or trends? |        |            |            |



Look for some common themes among the answers. Complete the sentences below.

I noticed...

I'm surprised by...

I wonder...

My family...

I need to...

### **Now do some reflection.**

What did you learn?

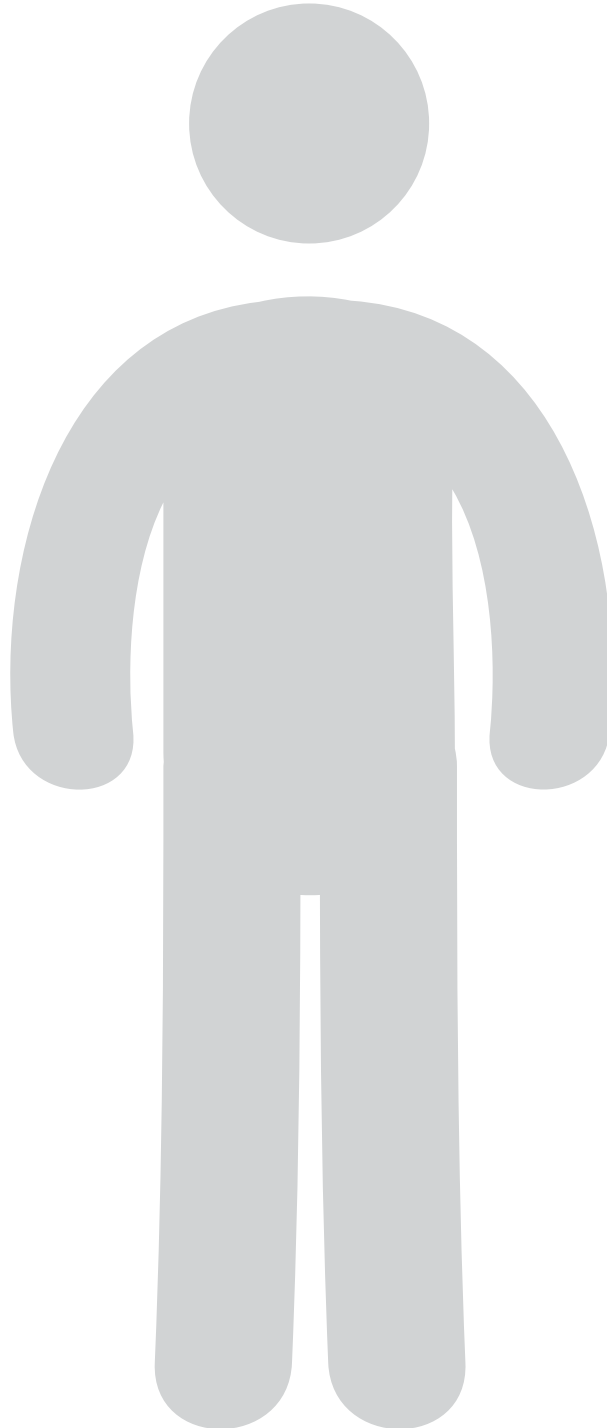
How are you better prepared?

How can you take what you learned to help yourself have a bright future?

How can you share what you've learned with other members of your family?

# Drawing out Your Fears

Think about the ways you experience fear and anxiety. On the blank person below, make notes, drawings, sketches, and so forth on the parts of the body where you feel anxiety and fearful symptoms most. You can use different colors, lines, shading, pictures—whatever helps you share your thoughts and feelings.



# Frame Your Fears

Draw pictures and sketches of the fears you have most frequently in your life.



Now look over the fears you drew. List them in the order of how anxious they make you feel, with the fears that make you feel most anxious first and the fears that make you least anxious last.

Next to each fear, write R (for “realistic”) or U (for “unrealistic”). Then complete the table below.

| MY REALISTIC FEARS | HOW I CAN DEAL WITH MY REALISTIC FEARS | MY UNREALISTIC FEARS | HOW I CAN DEAL WITH MY UNREALISTIC FEARS |
|--------------------|--|----------------------|--|
|                    |  |                      |  |

# Mental Health 101

Learn more about mental health by checking out the resources your teacher provides. What can you learn about mental health to help both yourself and others?

In the right column, write 3 things you learned.

| TOPICS                       | 3 THINGS I LEARNED |
|------------------------------|--------------------|
| What Is Mental Health?       |                    |
| Facts                        |                    |
| Disorders                    |                    |
| Myths                        |                    |
| Real Stories                 |                    |
| Giving Help and Getting Help |                    |
| Mental Health Challenges     |                    |

What were the most important things you learned?

# Mental Health: Fact or Fiction

Decide whether each of the cards belongs in the fact column or the fiction column. Then tape or glue the cards into place. Do you know what’s fact and what’s fiction when it comes to mental health?

| MENTAL HEALTH FACT | MENTAL HEALTH FICTION |
|--------------------|-----------------------|
|                    |                       |
|                    |                       |
|                    |                       |
|                    |                       |
|                    |                       |



|   |  |
|---|--|
| Mental illness is a disturbance in thoughts and emotions that decreases a person's capacity to cope with the challenges of everyday life. | You can improve your mental health.                                |
| Mental illness can be cured with willpower.   | There are few stigmas related to mental health and mental illness. |
| Having a mental illness is the same as being mentally disabled.   | Mental illness tends to begin during adolescence.                  |
| Every day in the US, a suicide happens every 1 hour and 40 minutes.   | Worrying is an effective way to deal with fears.                   |
| Both men and women struggle with eating disorders.  | Many famous people struggle(d) with mental illness.                |

## Answer Key

**Bold** statements = Facts

|  |  |
|--|--|
| <b>Mental illness is a disturbance in thoughts and emotions that decreases a person's capacity to cope with the challenges of everyday life.</b> | <b>You can improve your mental health.</b>                         |
| Mental illness can be cured with willpower.  | There are few stigmas related to mental health and mental illness. |
| Having a mental illness is the same as being mentally disabled.  | <b>Mental illness tends to begin during adolescence.</b>           |
| <b>Every day in the US, a suicide happens every 1 hour and 40 minutes.</b>   | Worrying is an effective way to deal with fears.                   |
| Both men and women struggle with eating disorders.   | <b>Many famous people struggle(d) with mental illness.</b>         |

# Mental Illness: Fact or Fiction

How much do you know about mental illness? Do you have any misperceptions? Circle “True” or “False” for each of the statements.

- |  |               |
|--|---------------|
| 1. Many adults experience mental disorders.  | True or False |
| 2. A person who has one or two parents with mental illness is more likely to develop mental illness. | True or False |
| 3. Mental illness is contagious.   | True or False |
| 4. Mental illness tends to begin during adolescence.   | True or False |
| 5. 10% of children and adolescents in the US suffer from serious emotional and mental disorders.     | True or False |
| 6. Drug use causes mental illness.   | True or False |
| 7. Mental illness can be cured with willpower.   | True or False |
| 8. People with mental illness never get better.  | True or False |
| 9. People with mental illness tend to be violent.  | True or False |
| 10. Developmental disabilities are a form of mental illness.   | True or False |

# Mental Illness Inquiry

Help yourself and others learn more about mental illness! Complete this graphic organizer while you do your research. Keep track of your sources on the back of the page so you can cite them correctly for your project.

Topic: \_\_\_\_\_

|   | SOURCE 1 | SOURCE 2 | SOURCE 3 | SUMMARY |
|---|----------|----------|----------|---------|
| What causes the illness?                          |          |          |          |         |
| How many people have the illness in the US?       |          |          |          |         |
| What are the symptoms?                            |          |          |          |         |
| What treatments are used?                         |          |          |          |         |
| How can you help someone with the mental illness? |          |          |          |         |
| Other Interesting Facts                           |          |          |          |         |
| New Questions I Have                              |          |          |          |         |

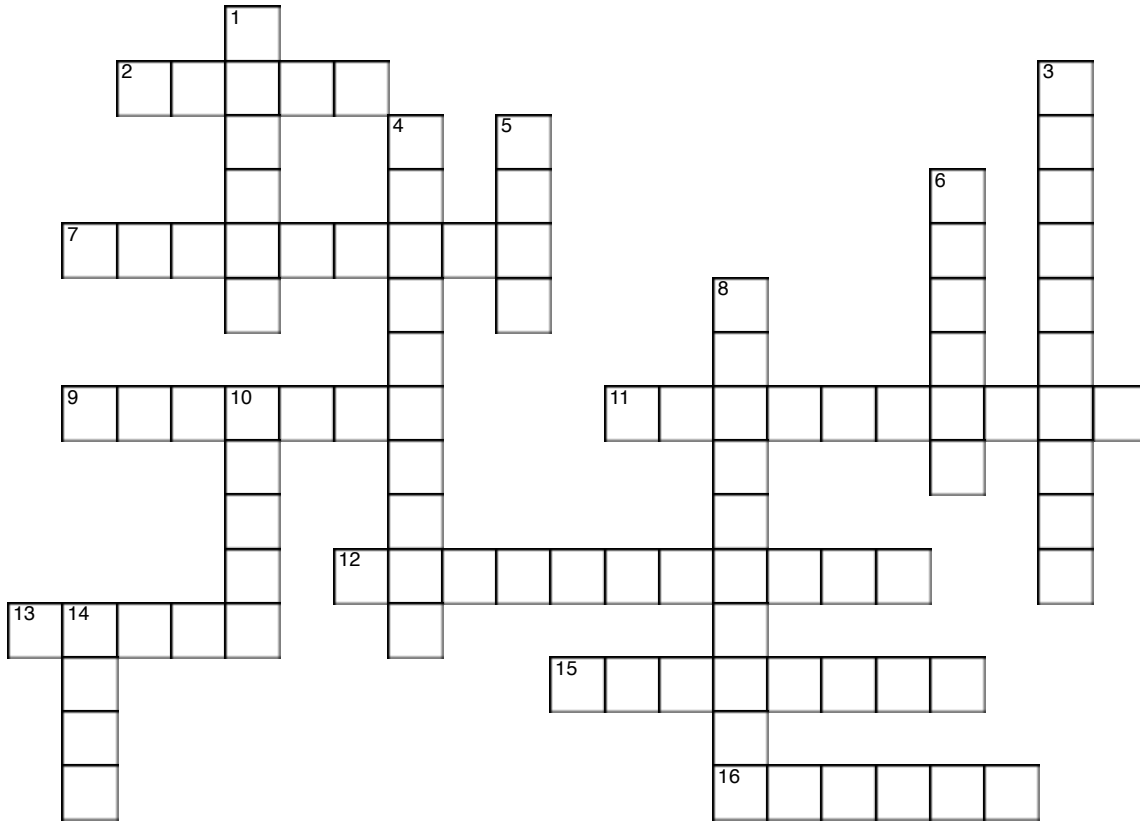
# Mental Myths and Facts

What's a fact? What's a myth? What do you know about mental illness? Read more to find out!

| MYTH  | FACT  |
|---|---|
| Kids can't get depression and anxiety disorders. Only adults can.                 | A person at any age can get a mental disorder.  |
| Kids only get a mental illness because they have parents who don't do a good job. | Parenting has nothing to do with mental disorders. Actually, doctors think that mental disorders may come from a mixture of your genetics and your environment.   |
| Mental illness is the same as being mentally disabled.                            | Mental illness has nothing to do with intelligence.   |
| Having a mental illness means you're wimpy and just can't handle life.            | Physically strong people have mental illnesses. You can't just make a mental illness stop with your strength because it is a medical condition.   |
| People with mental illnesses have trouble dealing with work and daily tasks.      | Everyone has trouble with work and daily life from time to time.  |
| When people have mental illnesses, they will never get better.                    | People diagnosed with mental illnesses can get better. Every illness is different. With the right support in place, people can improve.   |
| People with a mental illness are dangerous and violent.                           | Most people diagnosed with mental illnesses are not violent. In fact, people with a mental illness are more likely to be a receiver of violence than to be violent themselves.  |
| Some races have more mental illness than others.                                  | Anyone can be affected by a mental illness.   |
| I can't help someone with a mental illness.                                       | You can help people who have a mental illness. Get to know them and notice who they are as a person, not just their illness. You can learn more about mental illness and also speak up when the truth isn't being shared. |

# See the Signs

What are signs that someone may be struggling with mental health? Complete the puzzle to find out.



## ACROSS

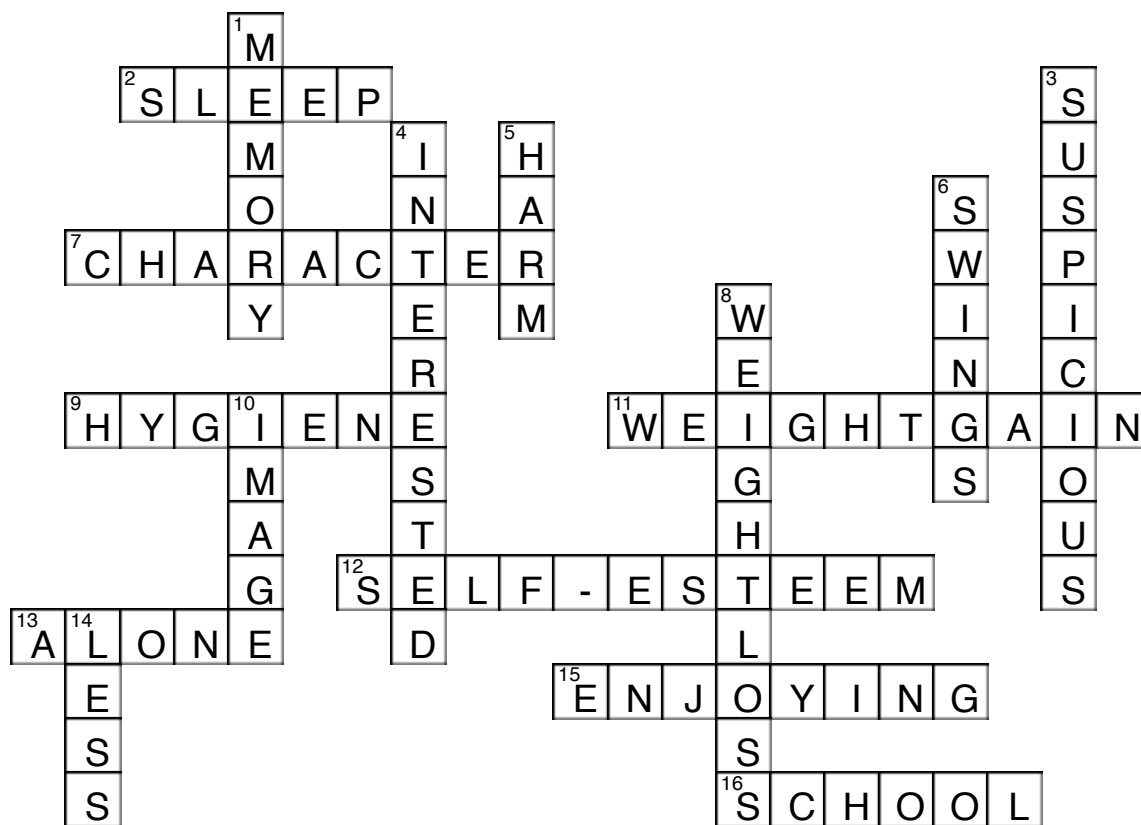
- 2 Teens may struggle with this nightly occurrence, including too much or not enough of it
- 7 Having personality shifts that are really out of \_\_\_\_\_
- 9 Neglecting personal appearance and this concept
- 11 Going up in the pounds
- 12 Someone who doesn't think highly of him- or herself may have low \_\_\_\_\_
- 13 Wanting to be \_\_\_\_\_ a lot, not around others
- 15 Not having fun or \_\_\_\_\_ activities anymore
- 16 Suddenly doing poorly in \_\_\_\_\_

## DOWN

- 1 Having a hard time with this key part of remembering things
- 3 Being \_\_\_\_\_ of others or hearing and seeing things that aren't there
- 4 Not being \_\_\_\_\_ in things they once were
- 5 Participating in self-\_\_\_\_\_ activities
- 6 Having mood \_\_\_\_\_ or behavior that just isn't like them
- 8 Going down in the pounds
- 10 Really concerned about body \_\_\_\_\_
- 14 Feeling hope \_\_\_\_\_ or worthless, crying often



## Answer Key



# Self-Harm: A Tricky Continuum

Cut the cards apart to use during the group activity. As a group, students will sort the cards into two groups, one for activities that are self-harming and one for activities that are not self-harming.

|                  |                 |                    |                         |
|------------------|-----------------|--------------------|-------------------------|
| Cutting          | Burning         | Drinking           | Body piercing           |
| Working hard     | Using drugs     | Taking risks       | Worrying                |
| Punching a wall  | Smoking         | Cheating           | Stealing                |
| Lying            | Dieting         | Driving fast       | Not wearing a seat belt |
| Exercising       | Fighting        | Pulling out hair   | Scratching yourself     |
| Hitting yourself | Staying up late | Not wearing a coat | Not wearing a helmet    |

# The Real You (Unit 3) Introduction Session

## Materials Needed

- Answer keys for Mental Illness: Fact or Fiction and See the Signs handouts
- Front whiteboard/blackboard
- Whiteboard marker/chalk

For Each Participant:

- Mental Illness: Fact or Fiction handout
- See the Signs handout
- Pens/pencils

## Session Objective

Students will understand that everyone has mental health, that there are myths and facts when it comes to mental illness, and that they can help improve the mental health of others and themselves.

**Time Frame:** 45 minutes

## Activities

- Session Introduction
- Mental Illness: Fact or Fiction
- See the Signs
- What Can You Do?
- Session Summary

## Session Introduction [5 minutes]

Ask participants this question: When you think about health, what comes to mind first?

Provide time for them to share their answers with a neighbor.

Discuss the idea that students probably think about physical health—whether you can run quickly, lift weights, and endure some intense workouts. They probably think about nutritional health—what kinds of foods and drinks they’re choosing to ingest. But it’s not very often that people think about mental health. And it’s very important to do so! We all have mental health. We all have fears, struggles, grief, joys, concerns, and celebrations.

Have participants brainstorm ways they can have positive mental health. Provide time for them to share answers with a neighbor. Then tell them that the session today will help them understand mental health and how to have positive mental health.

**Points to Make:**

- We need to understand how to maintain positive mental health. Let's face it: it's tough being a teen in today's world. Teens need tools and information to help them be strong mentally, to help them be themselves, to help them be real.
- Through The Real You unit in Student Body, teens can understand that we all have mental health and that mental health is just as important as physical health. It's what makes us balanced. It's what makes us ourselves. It's what makes us real!
- The session focuses on The Real You topic in FCCLA national program Student Body.
- Student Body is a national FCCLA peer education program that helps young people discover and practice how to be healthy, fit, real, and resilient.
- During this session, teens will be able to learn more about being real and having positive mental health.

**Mental Illness: Fact or Fiction [15 minutes]**

Provide each participant with a copy of the Mental Illness: Fact or Fiction handout from The Real You unit in Student Body. Give students time to complete the handout. After students have completed the handout, have them stand up, pick up their handout, and get ready to move to a certain place in the room. As you read each statement, students who circled "True" should move to one side of the room, and students who circled "False" should move to the other side of the room. After students have had a chance to move to their side of the room, share the correct answer and the explanation of the answer. After you share the explanation, ask students if they were surprised. Ask them why they either chose "True" or "False." See if there are similarities in your students' thinking. Repeat this process for each statement. Students will move to the correct side of the room, and you will conduct a brief discussion after each statement. Use the answer key in The Real You unit.

**Points to Make**

- There are myths and facts related to mental illness.
- We need to work against the myths so that people can better understand the facts.
- Myths do not help us help others and ourselves when it comes to mental illness. They only spread fear and misinformation.
- Mental illness can affect anyone.
- We need to pay attention to the affects of mental illness so that we can have positive mental health and help others do the same.

## **See the Signs [15 minutes]**

Ask students to think about what signs they might see in someone who may be struggling with mental health issues. Provide time for them to think by themselves. Then have students walk to the front board and record their thoughts. After students have had a chance to record their thoughts, do a brief overview of what's written. What themes do your students see? What words stick out to them?

Provide a copy of the handout See the Signs to each student (from The Real You unit in Student Body). Then have students work in pairs to complete the crossword puzzle. Share with them they should do their best at using the context clues to complete the puzzle.

After students have had a chance to work through the puzzle, share answers with them. How many did they get correct? Did any of the answers surprise them? What did they learn about the signs of mental illness? What stuck out to them most?

Then ask students to think of people they could contact and ways to get help if they either need help or if they would like to help a friend. Have them brainstorm in their pairs. After they've had a chance to brainstorm, ask students to share their ideas with the rest of the class. Students should complete the bottom section of the handout as class members share. At the end of the discussion, share local resources your students may not be aware of, resources that are available at your school and in your community.

### **Points to Make:**

- Teens can start to show several mental health issues, and several mental disorders actually start during the teenage years.
- It's important to understand the signs of mental health issues so that peers can support each other and also so that they can get outside help, if needed.
- There are local resources available to help people have positive mental health.
- You can help others who are struggling with mental illness.
- People with mental illness can improve their mental health.

## **What Can You Do? [5 minutes]**

Ask students to brainstorm five ways they can help someone who is struggling with a mental illness. How can they help? Students should brainstorm individually.

Then have students visit with a partner. Each person should share his or her five ways to help someone who is struggling with a mental illness. As a pair, they should pare down the ways to help to three ways.

Then have pairs join another pair. As a group of four, students should come up with the best way to help someone who is struggling with a mental illness.

After groups of four have had time to discuss, have each group share their way of helping someone. Provide time for students to share feedback on the ways that are shared. Could they help?

**Points to Make:**

- You can help someone who is struggling with a mental illness.
- There are many ways to help.

**Session Summary [5 minutes]**

Ask students to share one thing that stuck out to them as a result of the session. Challenge students to think more consciously about mental health—both their own and the mental health of others. Remind them that they can help each other have positive mental health.

**Points to Make:**

- It's important to be real so that you can have positive mental health.
- Help others have positive mental health.
- It's important to be mentally healthy. Your wellbeing depends on it.
- Share with students the opportunities they will have to participate and learn more through The Real You topic in Student Body.



# What Do You Know?

What do you know about eating disorders? Take this quick quiz to find out!

1. Which of these statements is true?
  - a. Women can get anorexia but not bulimia.
  - b. Eating disorders are more common in women, but they can also happen in men.
  - c. Men can get bulimia but not anorexia.
  - d. Men don't have body-image issues.
2. People with anorexia:
  - a. Are really afraid of being or getting fat
  - b. Are motivated to reach a healthy goal weight
  - c. Eat lots of food
  - d. Consume many calories in a day
3. People with bulimia:
  - a. Are not very social
  - b. Have better focus
  - c. Might use laxatives to lose weight
  - d. Only eat certain kinds of foods
4. If you weigh \_\_\_\_\_ less than your healthy weight (based on your height) you may not have enough fat to keep your body healthy.
  - a. 15%
  - b. 25%
  - c. 35%
  - d. 45%
5. According to doctors, how can you tell if a person is at a healthy weight?
  - a. The person eats and exercises a lot.
  - b. The person is in the appropriate category according to BMI (body mass index).
  - c. The person is confident and social.
  - d. The person is a similar weight to their peers.

6. A person with a healthy weight has a BMI of about:
  - a. 18 to 27 for women or 19 to 27 for men
  - b. 18 to 24 for women or 19 to 24 for men
  - c. 17 to 24 for women or 18 to 27 for men
  - d. 16 to 25 for women or 20 to 28 for men
7. Someone with anorexia or bulimia can experience:
  - a. guilt and depression
  - b. the temptation to use drugs
  - c. body image issues
  - d. all of the above

Source: [www.kidshealth.org](http://www.kidshealth.org)