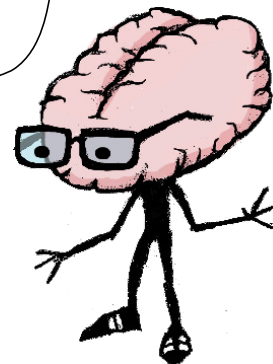




Erika's Lighthouse

Facilitator Guide Lesson 4

Nutrition, sleep, exercise and coping skills can make a big impact on our ability to manage stress, prevent depression and improve mental health.





Facilitator Notes

| OBJECTIVE |

To maintain or improve good mental health

| OVERVIEW |

In Lesson 4, students will have the opportunity to put their knowledge and skills developed in this program to practice. Taking the mental health assessment results, students will self-select a few items to work on over the next week by journaling for seven days.

| LEARNING OBJECTIVES |

Students will...

- establish a plan for maintaining or improving their mental health

NATIONAL
HEALTH
EDUCATION
STANDARDS
ALIGNMENT

STANDARD #7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

| TEACHER PREPARATION |

INTRODUCTION |
12 MINUTES

Say: *"We can't always avoid whether or not we have depression. As we have learned, sometimes it can be passed genetically. However, there are things that people can do outside of treatment to make their depression symptoms manageable and they are the same things all of us can do to help reduce stress and promote mental health.*

Many of the decisions we make everyday about what we eat, how much we sleep, how active we are and the ways we manage our lives can make an enormous impact on the way we feel emotionally."

Explain that they saw the video segment which mentioned good mental health. Now we'll review some of those same key points.

Go over answers from workbook questions from Lesson 3 to reinforce the importance of good mental health.

Facilitator Notes

MENTAL HEALTH ASSESSMENT 10 MINUTES

Sleep	
Having trouble (download the app "Calm")	<input type="checkbox"/> Was
to or answer before bed.	<input type="checkbox"/> not
to book or magazine before bed	<input type="checkbox"/> If I
watch TV, play video games or	<input type="checkbox"/> like
internet.	<input type="checkbox"/> Me
to caffeine-free herbal tea instead of a	<input type="checkbox"/> Our
before bed.	<input type="checkbox"/> him
to get 8-10 hours of sleep per night	<input type="checkbox"/> With
the app "Sleepio".	<input type="checkbox"/> not
to use a "sleep only" zone. Complete	<input type="checkbox"/> Put
to watch TV, play video games and browse	<input type="checkbox"/> for
to other areas of the house.	<input type="checkbox"/> this

October 1 ACTIVITY - Taking a look b	
You choose this activity?	
to trouble falling asleep, which made	
to morning. As a result, I have less b	
to when did you implement the activity into your daily r	
to talk my hyperactive and restless wak	
to evening before bed.	
to you feel before and after the activity?	
to the bath, I felt nervous and frazzled	
to bath, I felt relaxed and ready for b	
to out this activity was helpful or unhelpful?	
to helpful. In taking my mind off m	
to relaxed state before bed, I could b	
to more time in the morning to get re	

STUDENT MENTAL HEALTH CHECKLIST: If students did not complete this for homework, have students complete.

Tell them they are not turning this in, this is for their own self-reflection.

MENTAL HEALTH JOURNAL: Explain that over the next seven days, students will engage in the activity of their choice and journal about their experience in their Mental Health Journal.

Students can opt to engage in the same activity for the entire seven days, or try new activities throughout their experience.

MENTAL HEALTH PARTNER: Finally, ask students to choose (or be assigned) a student from their class to act as their Mental Health Partner.

Explain to students that each following day in class, they will spend a few minutes and report to their Mental Health Partner about their experience with the previous day's activity. Their Mental Health Partner will initial next to that day's journal entry indicating that they have completed the activity.

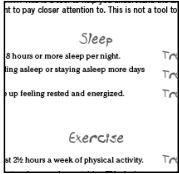
CLOSURE 5 MINUTES

Explain how students might maintain their health plan/journaling. Teachers may assess students on completion of a plan and day-to-day maintenance rather than assessing student behaviors.

Exercises

Mental Health Questionnaire | KEY

| INSTRUCTIONS |

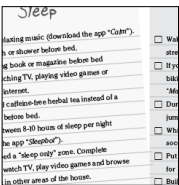


Ask the students to take a few minutes to answer the questions below. Once the students are finished, share the point value. Ask the students to add up the total for each category.

- | | | |
|---|------|------|
| 1. On average, I get 8 hours or more sleep per night. | T[1] | F[2] |
| 2. I have trouble falling asleep or staying asleep more days than not. | T[2] | F[1] |
| 3. Most days, I wake up feeling rested and energized. | T[1] | F[2] |
| 4. I engage in at least 2½ hours a week of physical activity. | T[1] | F[2] |
| 5. I spend more than two hours a day watching TV, playing video games or browsing the Internet. | T[2] | F[1] |
| 6. I walk or ride a bike most places. | T[1] | F[2] |
| 7. I eat a fruit or vegetable at nearly every meal. | T[1] | F[2] |
| 8. I eat fried food, fast food or food packed in bags/boxes more days than not. | T[2] | F[1] |
| 9. I eat three meals a day almost every day. | T[1] | F[2] |
| 10. When I'm stressed, I know what I can do to manage it. | T[1] | F[2] |
| 11. When I have a problem, I usually ignore it and hope it goes away. | T[2] | F[1] |
| 12. If I had a problem too big to manage on my own, I have an adult in my life who I can go to. | T[1] | F[2] |

Student Mental Health Checklist

| INSTRUCTIONS |



Ask students to choose an activity from this list that they would be interested in trying out in their daily routine.

Encourage students to consider choosing an activity from the same category as their highest score from the Mental Health Questionnaire.