

# Teacher Companion Guides Florida Edition 2020-2021

If you have a friend with mental health challenges, it's time to **HELP**.

**H**elp as soon as you can.

**E**mpathize with them.

**L**isten and don't try to fix it.

**P**lan your next steps.

If you are experiencing mental health challenges, it's time to **ACT**.

**A**pply coping strategies.

**C**onsider options for help.

**T**alk to a trusted adult.



## Teacher Companion Guides

### General Guidelines

Suite360 Mental Health & Prevention is designed to START a conversation about mental health and other sensitive topics. The digital programming will give your students a basic understanding of mental health and other topics such as child trafficking, substance misuse and abuse, and online safety as well as resources available to them. A crucial part of these important conversations is the connection that comes from discussing these difficult issues in an open and respectful manner.

That is why each lesson also includes a Teacher Companion Guide that provides you with a brief summary of the lesson, important vocabulary, and potential follow up questions. If you're not sure how to begin having these conversations, just review the Key Takeaways or go to the Continue the Conversation section of the companion guide and ask one of the questions. You know your students best and can guide the discussion from there.

Introspection and reflection are also critical parts of helping students grapple with this subject material. Therefore, every lesson also includes a writing prompt and a grading rubric matched with an academic standard to give students the opportunity to demonstrate their understanding of the lessons.

Two pages within these Teacher Companion Guides stand out from the rest. First, please print the Student Resources page found just after the Table of Contents and post this in your classroom and around the school. It is important that students always have access to resources they can use to seek help for themselves or others should the need arise.

Second, please ask students to complete the Student Support Sheet found after the Student Resources page. Each student should write down the name of at least one trusted adult and ensure that they know how to contact that adult. That page may then be sent home with students. If a student does not have a trusted adult's name that they

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can write on this form, discuss the situation with your school counselor or district mental health professional.

## Response Guidelines

If a student ever asks a question or shares information that you don't have the answers to or know how to respond to, take the following steps:

1. Stay calm.
2. Validate what the student said and how brave they were to share.
3. Let them know that you want to help in any way possible while protecting their privacy.
4. If the response indicates an emergency, get help immediately.
5. If the response does not indicate an emergency, get help as soon as the class is over.

## Why is mental health education a priority?

Mental health includes emotional, psychological, and social well-being. It affects how we think, feel, and act. Many factors contribute to mental health problems, including biological factors (e.g., brain chemistry), life experiences like trauma or abuse, and family history of mental health problems.

According to the National Research Council:

- 13-20% of children living in the U.S. have a mental health concern.
- Suicide is the second leading cause of death among children ages 12-17.
- Mood disorders (e.g., depression, anxiety, bipolar disorder) are the most common mental health diagnoses among youth.
- Approximately 1 in 5 youth worldwide experience mental health conditions prior to turn age 25. A typical school of 500 students could have up to 100 students with mental health needs.

## Why is prevention education a priority?

The facts are scary but critically important for protecting youth.

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- Child sex trafficking is defined as “the recruitment, transportation, transfer, harboring, and/or receipt of a child for the purpose of exploitation before the child reaches 18 years of age.”
- As many as 300,000 school-age children are at risk for sexual exploitation each year in the United States.
- Studies show that the average age a child is trafficked into the commercial sex trade is between 11 and 14 years old.
- It is estimated that more than 20 million men, women, and children around the world are victims of human trafficking.
- A person can be trafficked without ever leaving his or her hometown.
- One in four girls and one in six boys will be sexually assaulted by the age of 18.
- There is a high correlation between substance misuse and abuse and trafficking.
- More and more traffickers are recruiting their victims online through social media and multiplayer games.

The goal of these lessons is for students to learn the risk factors and warning signs of child trafficking and substance misuse and abuse as well as how to keep themselves safe. Students of all ages are encouraged to seek help for themselves and others if they see or experience these warning signs.

**Risk Factors.** To reduce risk, we must have open conversations about prevention, but we must also build self-esteem and foster healthy relationships. This creates a solid foundation that makes kids less vulnerable to tricks and traps of traffickers or groomers. Good grades, socioeconomic status, and a two-parent home are not insulators; the vulnerability of the child is key to who will be targeted.

While trafficking can occur to anyone in any situation, some factors have been known to contribute to a person’s vulnerability to being trafficked. These include:

- Poverty
- Lack of education or job opportunities
- Addiction
- Displaced people and refugees
- School-age youth made vulnerable by unstable family situations or who have little or no social support
- Kids in the state or county custody

**Warning Signs.** Human trafficking can often go unnoticed, even by an individual interacting with a victim on a regular basis. Recognizing “red flags” can help alert others to a harmful situation. Red flags include a student who:

- Has unexplained absences from school or an inability to attend school on a regular basis
- Suddenly changes their usual attire, behavior, or relationships
- Suddenly has more expensive material possessions
- Chronically runs away from home
- Acts fearful, anxious, depressed, tense, or nervous and paranoid
- Shows signs of physical or sexual abuse, physical restraint, confinement, or other serious pain and suffering
- Seems to be deprived of food, water, sleep, medical care, or other life necessities
- Makes references to sexual situations or terminology that are beyond age-specific norms or engaging in uncharacteristically promiscuous behavior

Source: [Human Trafficking Toolkit](#)

## Implementation Options

There are several ways that the content of Suite360 Mental Health & Prevention can be implemented. Each option is presented here. Please talk with your school administrators to learn which implementation option you should use in your classroom.

The online lesson presentation includes three options. Online content may be teacher-led using a computer and SmartBoard. It can be student-directed as students go through lessons independently on their own computers or devices. Finally, a hybrid approach may be used where teachers lead lessons to the whole class while students respond individually on their own devices.

Activities following the online lessons include adult-facilitated discussions and a follow-up activity. Teachers may decide the duration of each of these and may shorten or lengthen the lesson by asking more or fewer questions.

Follow-up activities differ for younger and older students. Performance-based activities are provided in this guide for each lesson for younger students in grades K-2. Students

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in grades three through twelve are provided with a written prompt. Teachers may set guidelines for students as they complete these assignments to further manage time.

The State of Florida mandates a total of five hours of mental health instruction for students in grades 6-12. That can be completed by completing one online lesson per topic (approximately 30 minutes), followed by 20 minutes of discussion and activities.

## Student Resources

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (741741) or go to [www.crisistextline.org](http://www.crisistextline.org)
- 2-1-1 National Helpline

| If you have a friend with mental health challenges, it's time to HELP. | If you are experiencing mental health challenges, it's time to ACT. |
|--|---|
| <b>H</b> elp as soon as you can.                                       | <b>A</b> pply coping strategies.                                    |
| <b>E</b> mpathize with them.   | <b>C</b> onsider options for help.                                  |
| <b>L</b> isten and don't try to fix it.                                | <b>T</b> alk to a trusted adult.                                    |
| <b>P</b> lan your next steps.  |   |

## Student Support Sheet

Write the name of at least one trusted adult (such as a teacher, coach, counselor, parent, or another family member) you could contact if you needed support.

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I know how to contact this person (check all that apply):

- Text
- Phone Call
- Email
- In-Person

Other resources

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (741741) or go to [www.crisistextline.org](http://www.crisistextline.org)
- 2-1-1 National Helpline

| <b>If you have a friend with mental health challenges, it's time to HELP.</b> | <b>If you are experiencing mental health challenges, it's time to ACT.</b> |
|---|--|
| Help as soon as you can.  | Apply coping strategies.   |
| Empathize with them.  | Consider options for help.   |
| Listen and don't try to fix it.   | Talk to a trusted adult.   |
| Plan your next steps.   |  |

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# Lessons for Students in Middle School

| If you have a friend with mental health challenges, it's time to <b>HELP</b> . | If you are experiencing mental health challenges, it's time to <b>ACT</b> . |
|--|---|
| <b>H</b> elp as soon as you can.   | <b>A</b> pply coping strategies.  |
| <b>E</b> mpathize with them.   | <b>C</b> onsider options for help.  |
| <b>L</b> isten and don't try to fix it.  | <b>T</b> alk to a trusted adult.  |
| <b>P</b> lan your next steps.  |   |

## Mental Health Awareness & Assistance Grade 6

**Brief Summary:** Just as you take steps to care for your physical health when you're well and when you feel sick, we need to take care of our mental health. In fact, taking care of your mental health is just as important as taking care of your physical health. Practicing self-care which includes focusing on balanced nutrition, getting enough sleep, curating healthy relationships, and expressing your feelings with words instead of impulses are all great strategies for good mental health care. It's also important to recognize when thoughts, feelings, and behaviors are keeping you from doing what you need or want to do. That may be a sign that you need additional mental health care.

### Lesson Objectives

- Students will learn what mental health is and the differences between everyday feelings and overwhelming feelings.
- Students will learn about common mental health challenges facing youth.
- Students will learn about the importance of self-care and taking care of their mental health in positive ways.

### Shared vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being based on how we think, act, and feel; not just the absence of a mental condition
- Mental health condition - refers to a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school.
- Overwhelming feelings - feelings that last a long time, affect how you think and act; can be a sign of something more serious that needs to be addressed

### Key Takeaways:

- Everyone has mental health. Taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

### Continue the Conversation:

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- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional resources:**

- [Youth.gov: Mental Health](#)
- [Talking to Kids About Mental Illnesses](#)
- [Classroom Mental Health](#)
- [28 Mental Health Activities, Worksheets & Books for Adults & Students](#)
- [12 Resources to Help Your Mental Health in Schools](#)

## Home Resources

### Mental Health Awareness & Assistance

#### Grade 6

#### Shared vocabulary:

- Mental Health - a state of emotional, behavioral, and social well-being based on how we think, act, and feel; not just the absence of a mental condition
- Mental health condition - refers to a range of brain disorders that affect mood, behavior, and thought process and interfere with functioning at home and school.
- Overwhelming feelings - feelings that last a long time, affect how you think and act; can be a sign of something more serious that needs to be addressed

#### Key Takeaways:

- Everyone has mental health. Taking care of your mental health is just as important as taking care of your physical health.
- Mental health conditions are common in youth; about 1 in 5 students will experience a mental health issue.
- There are many healthy coping strategies students can use to handle strong feelings.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

| If you have a friend with mental health challenges, it's time to HELP. | If you are experiencing mental health challenges, it's time to ACT. |
|--|---|
| Help as soon as you can.   | Apply coping strategies.  |
| Empathize with them.   | Consider options for help.  |
| Listen and don't try to fix it.  | Talk to a trusted adult.  |
| Plan your next steps.  |   |

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



## Activity Rubric

### Mental Health Awareness & Assistance

#### Grade 6

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

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

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

| Standard  | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Student appropriately identified steps they can take to care for their mental health.   |   |   |   |   |   |
| LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |   |   |   |   |   |
| LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or writing                                |   |   |   |   |   |
| LAFS.6.L.1.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.                                      |   |   |   |   |   |

## #StopTheStigma: The Truth About Mental Health Conditions Grade 6

**Brief Summary:** In this lesson, students will learn about the signs and symptoms of mental health conditions such as depression, anxiety, trauma, and loss. The stigma associated with mental health conditions will be addressed including important information about identifying facts from myths. Students will learn to positively reframe negative labels associated with mental health.

### Lesson Objectives

- Students will identify signs and symptoms of common mental health conditions.
- Students will demonstrate knowledge of the harmful effects of stereotypes and the stigma associated with mental health conditions.
- Students will identify steps they can take to minimize the stigma associated with mental health conditions.

### Shared Vocabulary:

- Mental health – Mental health is the term we use to describe how our emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - People with a mental health condition may have thoughts, feelings, and actions that are different than other people of the same age. When connected to a mental health condition, feelings last much longer and are more intense than other people's typical feelings about stress.
- Stigma - Stigmas are negative stereotypes. They are often communicated by the way we treat or talk about people with a mental health condition.

### Key Takeaways:

- We all experience negative feelings sometimes. When they last for weeks, when you have several symptoms of a mental health condition, or when your feelings seem intense, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

### Continue the Conversation:

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- How can you connect what you think about the content of today's lesson to how you are feeling? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional resources:**

- [9 Ways to Fight Mental Health Stigma](#)
- [5 Steps to Reduce Stigma About Mental Illness](#)

## Home Resources

### #StopTheStigma: The Truth About Mental Health Conditions Grade 6

#### Shared Vocabulary:

- Mental health – term used to describe how emotions and thoughts affect the way we handle stress, relate to other people, and make the decisions we do.
- Mental health condition - thoughts, feelings, and actions that last much longer and are more intense than other people's typical feelings about stress.
- Stigma - Stigmas are negative stereotypes communicated by the way we treat or talk about people with a mental health condition.

#### Key Takeaways:

- When negative thoughts or feelings last a long time, and keep you from doing what you need or want to do, it's time to talk to a trusted adult.
- You can help friends and family members with a mental health condition.
- You can help to reduce the stigma of mental health conditions.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

| <b>If you have a friend with mental health challenges, it's time to HELP.</b> | <b>If you are experiencing mental health challenges, it's time to ACT.</b> |
|---|--|
| Help as soon as you can.  | Apply coping strategies.   |
| Empathize with them.  | Consider options for help.   |
| Listen and don't try to fix it.   | Talk to a trusted adult.   |
| Plan your next steps.   |  |

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
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## Activity Rubric

### #StopTheStigma: The Truth About Mental Health Conditions

#### Grade 6

Student name: \_\_\_\_\_

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

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

| Standard   | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| Include signs and symptoms of mental illness and steps to take when self or friend experience these symptoms.  |   |   |   |   |   |
| LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |   |   |   |   |   |

## Healthy Coping Tools for Teens

### Grade 6

**Brief Summary:** Students will learn a variety of specific coping techniques that will allow them to handle strong emotions in a healthy way. This includes the importance of one's attitude in approaching stressful situations. Also discussed is the power of positive versus negative self-talk, all-or-nothing thinking (cognitive distortion), mindfulness and emotion regulation.

#### Lesson Objectives

- Students will be able to define attitude, cognitive distortion, grief, mindfulness, and self-image.
- Students will learn how strong emotions can be expressed in healthy ways.
- Students will be able to identify specific coping strategies they can employ in the future.

#### Shared Vocabulary:

- All or nothing thinking – extreme thinking (e.g., EVERYONE hates me! NOTHING ever goes right. I'm ALWAYS last.) Reframing these statements can be helpful.
- Grief - deep sorrow, especially that which is caused by a loved one's death.
- Mindfulness - focusing one's awareness of the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.

#### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how you feel instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

#### Additional Resources

- [Supporting a Friend or Family Member with Mental Health Problems](#)
- [What Educators Should Know](#)

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- [Supporting a Friend or Family member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

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## Home Resources

### Healthy Coping Tools for Teens

#### Grade 6

#### Shared Vocabulary:

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#### Key Takeaways:

- Strong emotions are expressed in many different ways. The best way is to calmly verbalize how you feel instead of acting or reacting physically.
- Emotions are healthy and normal, but we must control how they are expressed.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental illnesses?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

| If you have a friend with mental health challenges, it's time to HELP. | If you are experiencing mental health challenges, it's time to ACT. |
|--|---|
| Help as soon as you can.   | Apply coping strategies.  |
| Empathize with them.   | Consider options for help.  |
| Listen and don't try to fix it.  | Talk to a trusted adult.  |
| Plan your next steps.  |   |

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



## Activity Rubric

### Healthy Coping Tools for Teens

#### Grade 6

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

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

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

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**Missing (0):** This criterion is missing or not in evidence.

| Standard  | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Student appropriately described use of a coping strategy.   |   |   |   |   |   |
| LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |   |   |   |   |   |

**You Can HELP:**  
**Supporting Someone With a Mental Health Condition**  
**Grade 6**

**Brief Summary:** Students will learn that talking about mental health conditions doesn't diminish their impact or encourage them, so we shouldn't avoid these discussions. The lesson reminds students that everyone wants to feel included, so we should invite others to join us in activities, look for the positives, and offer hope. It also guides the students to seek a trusted adult for assistance, discusses reasons teens might seek counseling and reminds them to listen without giving judgment of the person's situation.

**Lesson Objectives**

- Students will describe symptoms of mental health conditions.
- Students will learn basic steps to supporting a friend or family member with a mental health condition.
- Students will identify specific things they can do to support someone who is living with a mental health issue

**Shared vocabulary:**

- Depression - a common and serious medical condition that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.

**Key Takeaways:**

- Many people struggle with mental health conditions. They are common issues involving changes in emotion, thinking, and behavior.
- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional Resources**

- [Supporting a Friend or Family member with Mental Health Problems](#)
- [What Educators Should Know](#)
- [Supporting a Friend or Family Member with a Mental Illness](#)
- [Discover Depression Symptoms, Thoughts, and How to Help](#)

## Home Resources

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 6

#### Shared Vocabulary:

- Depression - a common and serious medical condition that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable.
- Anxiety - a feeling of worry, nervousness, or unease, typically about an event or something with an uncertain outcome.

#### Key Takeaways:

- Many people struggle with mental health conditions. They are common issues involving changes in emotion, thinking, and behavior.
- There are many different types of mental health conditions.
- You can make a difference to someone who has a mental health condition.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

| <b>If you have a friend with mental health challenges, it's time to HELP.</b> | <b>If you are experiencing mental health challenges, it's time to ACT.</b> |
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| Help as soon as you can.  | Apply coping strategies.   |
| Empathize with them.  | Consider options for help.   |
| Listen and don't try to fix it.   | Talk to a trusted adult.   |
| Plan your next steps.   |  |

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



## Activity Rubric

### You Can HELP: Supporting Someone with a Mental Health Condition Grade 6

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

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

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**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

| Standard   | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| Include steps that can be taken to support someone else experiencing a mental illness.   |   |   |   |   |   |
| LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |   |   |   |   |   |

## Prevention of Substance Misuse

### Grade 6

**Brief Summary:** Students will be given basic information about substance abuse and misuse, alcohol, legal drugs, and illegal substances. Students will also learn the effects substance use has on the developing brain. The lesson will cover vaping, alcohol, marijuana, opioids/fentanyl, prescription, and over-the-counter drugs. Students will also learn about the science of drug addiction.

### Lesson Objectives

- Students will define and explain the risks of vaping, marijuana, opioid, prescription drug misuse, alcohol consumption and drug addiction.
- Students will identify physical effects for each type of drug discussed.
- Students will identify specific issues and health concerns associated with the use of each type of drug discussed.

### Shared vocabulary:

- Vaping - inhaling vapor produced by an electronic cigarette or similar device.
- Opioids - a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences

### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain, so it can be particularly dangerous to youth whose brains are not yet fully developed
- The impact of drugs on physical and mental health varies widely depending upon the drug taken.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with substance abuse issues?

- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**Additional activities/resources/suggested reading:**

- [Alcohol, Tobacco, and Other Drugs](#)
- [Alcohol's Effects on the Body](#)
- [Teen e-Cigarette Use Doubles Since 2017](#)
- [What is Fentanyl?](#)

## Home Resources

### Prevention of Substance Misuse

#### Grade 6

#### Shared vocabulary:

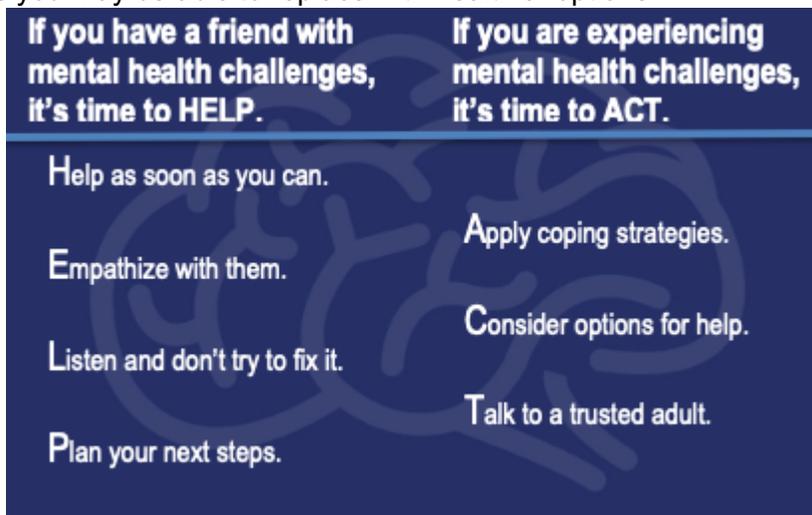
- Opioids - a compound resembling opium in addictive properties or physiological effects. Heroin is the most commonly known opioid.
- Prescription drug misuse - when someone takes too much of a drug prescribed to them or takes a drug that was prescribed to someone else.
- Drug addiction - chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences

#### Key Takeaways:

- Vaping may seem healthier than smoking cigarettes to youth but is actually harmful to one's health as evidenced by links to recent deaths.
- Drug use impacts the growth and development of the brain, so it can be particularly dangerous to youth whose brains are not yet fully developed
- The impact of drugs on physical and mental health varies depending upon the drug taken.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with substance abuse issues?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.



#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline

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**Activity Rubric**  
**Prevention of Substance Misuse**  
**Grade 6**

Student name: \_\_\_\_\_

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

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**0** This criterion is missing or not in evidence.

| Standard   | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| Students accurately identify the dangers of vaping.  |   |   |   |   |   |
| LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |   |   |   |   |   |

## Prevention of Self-Harming and Suicide Grade 6

**Brief Summary:** Children and teens spend significant time in school. Teachers and other staff who interact with students daily are in a prime position to recognize the signs of suicide risk and to make appropriate referrals. However, it is also important to empower students with awareness and prevention tools. By creating a culture of ‘If you see something, then say something,’ students learn the powerful role they can play in keeping their school community safe.

### Lesson Objectives

- Students will identify risk factors for suicide including bullying/cyberbullying, untreated mental health conditions, and feeling helpless, hopeless, or trapped.
- Students will identify warning signs for bullying, depression, and suicide.
- Students will describe actions they can take to help a friend who is suicidal.

### Shared vocabulary:

- Suicide - the act of intentionally causing one’s own death
- Bullycide - suicide as a result of frequent bullying

### Key Takeaways:

- Suicide is preventable. Everyone has a role in preventing suicide.
- If you see warning signs in someone, say something to a trusted adult immediately.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today’s content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional Resources

- [The Society for the Prevention of Teen Suicide | Educator](#)
- [Preventing Suicide: The Role of High School Teachers](#)
- [Preventing Youth Suicide: Tips for Parents & Educators](#)
- [K-12 School Suicide Prevention](#)

## Home Resources

### Prevention of Self-Harming and Suicide

#### Grade 6

#### Shared vocabulary:

- Suicide - the act of intentionally causing one's own death
- Bullycide - suicide as a result of frequent bullying

#### Key Takeaways:

- Suicide is preventable.
- Everyone has a role in preventing suicide.
- If you see warning signs in someone, say something to a trusted adult immediately.

#### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
- Empathize with them.
- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

- Apply coping strategies.
- Consider options for help.
- Talk to a trusted adult.

#### Resources:

- Call 911
- Call the National Suicide Prevention Hotline at 1-800-273-TALK
- Text a counselor at the Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



**Activity Rubric**  
**Prevention of Self-Harming and Suicide**  
**Grade 6**

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

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

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

| Standard  | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Student includes at least one step they can take if they think someone they know is considering suicide.  |   |   |   |   |   |
| LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |   |   |   |   |   |
| LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or writing                                |   |   |   |   |   |
| LAFS.6.L.1.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.                                      |   |   |   |   |   |

## Human Trafficking Prevention

### Grade 6

**Brief Summary:** Lesson introduces students to child trafficking prevention, internet and social media safety, establishing healthy boundaries, and the prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

#### Lesson Objectives

- Students will identify steps they can take to keep themselves safe from child traffickers.
- Students will demonstrate how to set strong personal boundaries.
- Students will pinpoint ways to say no to pressure and avoid substance abuse.
- Students will identify actions to take if someone makes them feel unsafe or if they suspect a friend is being trafficked.

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

#### Key Takeaways:

- Child trafficking is a real risk that you must protect yourself from. Knowing the risk factors and warning signs will help you keep yourself safe.
- Be aware of your surroundings in person and online. Don't share personal information or pictures or meet up with people you don't know well.
- Setting personal boundaries is important. Practice saying no and standing firm when you are being pressured to do something that isn't good for you.
- Don't drink alcohol, smoke, vape, or use other drugs. If someone offers you something unhealthy for your body, say no or make an excuse and walk away.
- Always tell a trusted adult if you feel unsafe, afraid, or uncomfortable with someone or if you think that a friend is being hurt or exploited.

#### Continue the Conversation:

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- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

### **Additional Resources**

- **Reporting:** “If you see something, say something.”
  - Be Free Text Line: Text “BeFree” (233733)
  - National Runaway Safeline: 1-800-RUNAWAY
  - Crisis Text Line: 741741
- **National Resources:**
  - [National Human Trafficking Resource Center](#)
  - [Sex Trafficking and LGBTQ Youth](#)
  - [US Department of Homeland Security – Blue Campaign](#)
- **Florida Resources**
  - Florida Abuse Hotline: 1-800-96-ABUSE
  - Agency for Migrant and Seasonal Farmworker Exploitation: 1-800-633-3572
  - [Hope for Healing Florida](#)
  - [FDOE Child Human Trafficking](#)
  - [Florida Coalition Against Human Trafficking](#)
  - [Survive and Thrive Advocacy Center, Inc. \(STAC\)](#)
  - [You Can Stop Human Trafficking](#)

## Home Resources

### Human Trafficking Prevention

#### Grade 6

#### Shared vocabulary:

- Child trafficking – when adults coerce and threaten a child or teen so that they work or perform sexual acts against their will
- Boundary – a limit we set with other people to protect ourselves
- Exploit – to make use or benefit from something
- Predator – a person who tries to use or harm others for their own gain

#### Key Takeaways:

- Child trafficking is a real risk that you must protect yourself from. Knowing the risk factors and warning signs will help you keep yourself safe.
- Be aware of your surroundings in person and online. Don't share personal information or pictures or meet up with people you don't know well.
- Setting personal boundaries is important. Practice saying no and standing firm when you are being pressured to do something that isn't good for you.
- Don't drink alcohol, smoke, vape, or use other drugs. If someone offers you something unhealthy for your body, say no or make an excuse and walk away.
- Always tell a trusted adult if you feel unsafe, afraid, or uncomfortable with someone or if you think that a friend is being hurt or exploited.

#### Continue the Conversation:

- What are some things you might see in yourself or others that tell you that someone might need help? What actions can you take to apply this information in a meaningful way?
- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people?

#### Additional Resources

- "If you see something, say something."
- Be Free Text Line: Text "BeFree" (233733)
- National Runaway Safeline: 1-800-RUNAWAY
- Crisis Text Line: 741741
- [National Human Trafficking Resource Center](#)
- [Sex Trafficking and LGBTQ Youth](#)
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## Activity Rubric

### Child Trafficking Prevention

#### Grade 6

**Exceptional (4)** Performance is outstanding; significantly above the usual expectations.

**Proficient (3)** Skills and standards are at the level of expectation.

**Basic (2)** Skills and standards are acceptable, but improvements are needed to meet expectations well.

**Novice (1)** Performance is weak. The skills or standards are not sufficiently demonstrated at this time.

**0** The criterion is missing or not in evidence.

| Standard  | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Identify potential dangers online   |   |   |   |   |   |
| LAFS.6.SL.1.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. |   |   |   |   |   |
| LAFS.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |   |   |   |   |   |



## Awareness of Resources and the Process for Accessing Treatment Grade 6

**Brief Summary:** Students who are experiencing symptoms of mental health conditions that are intense or long-lasting need support from local, school and community resources. This companion guide and the associated Suite360 lesson are intended to help students learn how to access resources and treatment.

### Lesson Objectives

- Students will identify resources they can access if they, or someone they know, experience intense or long-lasting symptoms of mental health conditions.
- Students will describe the process for seeking treatment.
- Students will identify how to seek help in case of emergency.

### Shared vocabulary:

- Mental health emergency – when someone has serious thoughts, ideas, or plans about hurting themselves or others
- Mental health professional – an adult trained to work with people with mental health conditions including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

### Key Takeaways:

- Everyone has resources available to help with mental health conditions
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

### Continue the Conversation:

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

### Additional activities/resources/suggested reading:

- [National Alliance on Mental Illness](#)
- [Mental Health](#)

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**Home Resources**  
**Awareness of Resources and the Process for**  
**Accessing Treatment**  
**Grade 6**

**Shared vocabulary:**

- Mental health emergency – series thoughts, ideas, or plans about hurting self or others
- Mental health professional – an adult trained to work with people with mental health conditions including doctors, psychologists, psychiatrists, and counselors
- Therapy – treatment for mental health conditions that may include talking with a mental health professional, medication, or both

**Key Takeaways:**

- Everyone has resources available to help with mental health conditions
- There is no shame in seeking help. It's the courageous thing to do.
- Be open and honest about your thoughts, feelings, and actions.

**Continue the Conversation:**

- How can you use the information you learned in this lesson to help yourself? To help your friends and family? To help other people with mental health conditions?
- What awareness did today's content bring about in you? Identify some actions or behaviors you may be able to replace with healthier options.

**If you have a friend with mental health challenges, it's time to HELP.**

- Help as soon as you can.
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- Listen and don't try to fix it.
- Plan your next steps.

**If you are experiencing mental health challenges, it's time to ACT.**

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- Consider options for help.
- Talk to a trusted adult.

**Resources:**

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- Text Crisis Text Line (Text 741741; [www.crisistextline.org](http://www.crisistextline.org))
- 2-1-1 National Helpline



**Activity Rubric**
  
**Awareness of Resources and the Process for**
  
**Accessing Treatment**
  
**Grade 6**

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

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

**Exceptional (4):** Performance is outstanding; significantly above the usual expectations

**Proficient (3):** Skills and standards are at the level of expectation

**Basic (2):** Skills and standards are acceptable, but improvements are needed to meet expectations well

**Novice (1):** Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

**Missing (0):** This criterion is missing or not in evidence.

| Standard   | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| Student summarized information from one mental health resource.  |   |   |   |   |   |
| LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing their inquiry when appropriate.   |   |   |   |   |   |
| LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>LAFS.6.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are not supported by reasons and evidence from claims that are not”).</p> |  |  |  |  |  |
|--|--|--|--|--|--|