



Mental and Emotional Health Instructional Outline

Workbook: *Aspire*



Purpose: Identification of mental health literacy instruction for promoting students' Emotional & Mental well-being.

Success Sequence

| Chapter | | Example |
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| 1-8 | | Every chapter concludes with a "Talking It Over" section. This section includes questions for students to ask his/her parents that address topics covered throughout the lesson. Providing a platform for discussion about real life topics help students to build understanding and further their relationship with their parents/guardian- thus improving support for their overall Emotional, Mental and Social well- being and attitudes toward maturity. This section also emphasizes the importance of parent-student communication. |
| 1 Living Life on Purpose: <i>Considering your future.</i> | Page 6/7 | Future planning and the benefits of goal setting for positive Mental and Emotional development |
| | Page 9 | Daily positive decisions lead to success and goal achievement |
| | Page 10 | Negative pressures and the impact on future goals |
| | Page 11 | Practicing abstinence and healthy decision making is key to prudent judgement |
| | Page 12/13 | <i>Worth the Wait – Ty Gooch</i> <ul style="list-style-type: none"> - Supportive relationships, self- control and resisting pressure are key to staying on track and achieving goals and dreams - <i>"By building character and exercising self-control, you will build a solid foundation for your future"</i> *This story illustrates ways to build a strong foundation for future success which leads to Emotional and Mental well-being. |
| | Page 13 | Affirmation #1: I will live my life with a sense of purpose. |
| 2 Standing Strong: <i>Resisting pressures.</i> | Page 16 | Establishing a plan for handling negative pressure will empower youth to make healthy decisions and promote Social, Emotional and Mental well-being |
| | Page 17 | Relationship between sex, drugs and alcohol and how it will detour youth from achieving goals |
| | Page 18 | Analysis of teen pregnancy options and the impact on "him, her and others affected" is important to acknowledge |
| | Page 19/20 | Negative physical, mental, financial, social, and emotional consequences of teen pregnancy and the impact on future goals must be recognized |
| | Page 21 | Three Steps to Resisting Pressure from Others* - Make your plan - Say your plan - Do your plan *Equipping youth with strategies to resist negative pressure is a prime factor for positive Mental and Emotional Health |
| | Page 22/23 | <i>Shane's Big Test – A True Story</i> - Resisting negative pressures in order to accomplish future goals |
| | Page 23 | Affirmation #2: I will resist negative pressures in order to accomplish my future goals. |

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| 3 Thinking Ahead: <i>Choosing to be free.</i> | Page 26 | Long-term significance of decisions that are made on a daily basis |
| | Page 33 | Action Steps to Eliminate the Risk for STD's* <ul style="list-style-type: none"> - Sexually Active Teens <ol style="list-style-type: none"> 1. Be Pro-Active 2. Be Strong 3. Be Prepared - Non-sexually Active Teens <ol style="list-style-type: none"> 1. Be Committed. 2. Be Supportive. 3. Be Involved. <p>*Teaching youth strategies to abstain eliminates the risk of STDs and promotes a healthy lifestyle which ensures Mental and Emotional health and well-being</p> |
| | Page 33 | Affirmation #3: I will protect and maintain my physical health and well-being. |
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| 4 Protecting Your Mind: <i>Taking control of the media.</i> | Page 36/37 | Analyze daily media exposure and assess the negative impact on decision making |
| | Page 38 | <i>Tina Marie: The Truth Behind the Lies- A True Story*</i> <ul style="list-style-type: none"> - The media glamorizes sex, drugs, alcohol and violence- it is deceiving. - Hollywood is making millions by spreading lies and hiding the truth (i.e. outcomes and consequences of unhealthy behaviors and decision making). <p>*Educating youth about the reality of media will help empower them to make positive, healthy choices that will help them achieve Social, Emotional, and Mental well-being</p> |
| | Page 39 | Self- evaluation of media/internet usage and the effect it has on the brain of young person |
| | Page 41/42 | <i>Tara's Trauma- A True Story</i> <ul style="list-style-type: none"> - Manipulative and abusive relationships can stem from negative internet usage - Strategies for internet safety <p>This story highlights the need for youth to take control over media/internet/TV usage and messaging exposure. The purpose of filtering media is for students to take back control and make their own decisions without influence from what they see on TV, social media or the internet. This allows youth to "be free" and make positive, healthy decisions and achieve happiness (AKA Emotional and Mental well-being).</p> |
| | Page 43 | Media-Centered vs. Reality-Centered <ul style="list-style-type: none"> - Limiting media exposure allows students to be mindful of negative media messaging and impact on daily decisions |
| | Page 43 | Affirmation #4: I will control the media rather than allowing the media to control me. |
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| 5 The Power of Self-Control: <i>Building your character.</i> | Page 46 | Explanation of self-control and character thus developing maturity of Mental, Emotional and Social health <ul style="list-style-type: none"> - Three factors can impact decision making and self- control: <ol style="list-style-type: none"> 1. Drinking and Drugs 2. Friendships 3. Dating Relationships |
| | Page 47 | <i>Charlie's Crisis- A True Story</i> <ul style="list-style-type: none"> - Drinking and drugs impair judgement and clarity to make positive choices |
| | Page 48 | The use of drugs and alcohol compromises judgement and self-control which could result in unhealthy decision making and risky behaviors. |

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| 5 (cont.) | Page 49 | It can be difficult to stand up to negative peer-pressure. It requires character and courage to stand up to other's negative influence. - Students should be encouraged to establish supportive friendships to promote Social, Emotional and Mental well-being |
| | Page 50 | <i>Shane's Lonely Summer</i> - Self- reflection of friendships and impact on path toward goal achievement - Realization that hard decisions may need to be made to pursue success and to establish Social, Emotional and Mental health |
| | Page 51 | Self- control is vital when faced with pressure situations |
| | Page 52 | Positive and supportive relationships are key to Social, Emotional, Mental well-being and success |
| | Page 53 | Affirmation #5: I will exercise self-control and build my character. |
| 6 Marriage Rocks: Looking forward to your future. | Page 57/58 | <i>Self- Centered (Focused on Getting) vs. Other- Centered (Focused on Giving)</i> - Teaching youth to be "other- centered" helps develop character and promotes Social, Emotional and Mental health |
| | Page 59 | <i>Shane's Incredible Gift</i> - Positive impact of supportive relationships - Importance of finding others with similar goals and dreams |
| | Page 60/61 | <i>Cori's Story- A True Story</i> - Effect of sexual decision making on Physical, Social, Emotional and Mental well-being |
| | Page 63 | Affirmation #6: I will, from this day forward, save all sexual activity for marriage. |
| 7 Making a Fresh Start: Letting go of the past. | Page 66 | It is possible to choose a new direction regardless of the past and develop mental and emotional stability. |
| | Page 67 | Students should be taught that the future holds hope, freedom and opportunity and they can accomplish goals and dreams by making positive and healthy decisions from now on. |
| | Page 68/69 | <i>Gina's Journey- A True Story</i> - Identifying signs of an abusive relationship - Importance of supportive relationships - Characteristics of non-supportive relationships and the negative impact on Social, Emotional and Mental Health |
| | Page 71 | Regardless of the past, youth should be taught they can always start over and focus on a "larger, better, brighter future". |
| | Page 72/73 | <i>Finding Freedom – Barb's True Story</i> - Let go of the past and live for the future. |
| | Page 72 | Affirmation #7: I will let go of the past and live for the future. |
| 8 The Big Picture: Life is short. Live well. | Page 76 | Everyday choices accumulate and impact the future. - Students should be encouraged to make healthy daily decisions to promote Social, Emotional and Mental well-being. |
| | Page 77 | One of the most important factors in determining whether or not goals will be achieved is the sequence in which key life events take place (i.e. the Success Sequence). - If students are taught the benefits of following the Success Sequence they will adopt the track to achieve their goals and dreams, thus improving Social, Mental and Emotional health. |

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| 8 (cont.) | Page 78 | <p>Avoiding obstacles (i.e. drugs, alcohol, sexual activity, unhealthy relationships, etc.) while pursuing dreams. Avoiding obstacles, such as engaging in sexual activity, can increase the likelihood of:</p> <ul style="list-style-type: none"> - Academic achievement - Future opportunities - Future freedom <p>All of the above lead to Social, Economic, Mental and Emotional well-being.</p> |
| | Page 82 | <p><i>Rashida's Inspiration- A True Story</i></p> <ul style="list-style-type: none"> - Setting clear boundaries and personal guidelines lead to accomplishing goals |
| | Page 83 | <p>The Big Picture</p> <ul style="list-style-type: none"> - Teach youth to make wise choices that will protect them and help others. - Teach youth to build character and become the kind of person others can rely on - Teach youth to be dependable, responsible, productive members of society |
| | Page 83 | <i>Affirmation #8: I will make wise decisions now to protect my future.</i> |
| | Page 84 | <i>Talking It Over:</i> Parental communication is a prime influence on getting young people to discuss and learn from the generations before them. |