



Mental Health FIRST AID

from NATIONAL COUNCIL FOR
MENTAL WELLBEING

teen MENTAL HEALTH FIRST AID USA

TEACHING NOTES

**FOR YOUNG PEOPLE IN 10TH-12TH GRADE
HELPING THEIR FRIENDS
VERSION 1.1.1**

SIX 45-MINUTE SESSIONS

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Mental Health FIRST AID

from NATIONAL COUNCIL FOR MENTAL WELLBEING

Mental Health First Aid® USA

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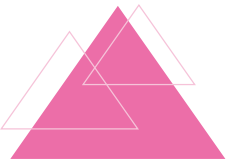
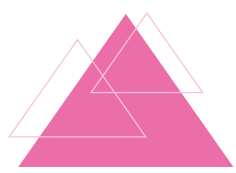


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COURSE OVERVIEW

The teen Mental Health First Aid® (tMHFA) course teaches teens how to provide Mental Health First Aid to their friends. Research shows that teens have a preference for talking about challenges with their peers.

We modeled the U.S. version of the course after the Australian version, which is based on a study looking at the best actions for a teen helping a peer with a mental health challenge. The U.S. course was adapted with input from adolescent mental health experts and teens across the country.

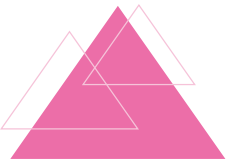
tMHFA is taught by adult Instructors to teens. Teens learn the tMHFA 5-Step Action Plan, as well as information about different types of mental health challenges and mental health crisis situations in teens and how to help their peers.

The course focuses on the patterns of thoughts, feelings, and behaviors that show there might be a challenge rather than on specific illnesses. Teens are then taught to seek the help of a trusted adult who can get their friend help as soon as possible. Teens learn how to recognize the signs of a developing mental health challenge, recognize the signs of a mental health crisis, and get a responsible and trusted adult to take over as necessary.

LEARNING OBJECTIVES

After the course, teens will be able to:

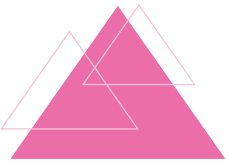
- Recognize early warning signs that a friend is developing a mental health challenge.
- Recognize warning signs that a friend may be experiencing a mental health crisis.
- Describe how to talk to a friend about mental health and seek help.
- Explain when and how to get a responsible adult involved.
- Discuss where to find appropriate and helpful resources about mental health challenges and professional help.
- Apply the tMHFA 5-Step Action Plan to help a friend with a mental health challenge or crisis.



COURSE OUTLINE

The table shows how the course can be taught in six 45-minute sessions.

SESSION 1: 45 MINUTES	This session covers mental health in general and explains what mental health challenges are and how common they are in teens.
SESSION 2: 45 MINUTES	This session reviews the impact of mental health challenges on teens, how people with mental health challenges can get better, and professionals who can help.
SESSION 3: 45 MINUTES	This session focuses on helping a friend who is in crisis because they are suicidal. Teens will learn the tMHFA 5-Step Action Plan (“Look, Ask, Listen, Help Your Friend”) for the first time and how it can be used in a crisis situation. A video shows a teen helping a friend who is experiencing suicidal thoughts.
SESSION 4: 45 MINUTES	This session talks about helping a friend who is in another type of crisis, such as threatening violence or harm to others, engaging in nonsuicidal self-injury, or experiencing a traumatic event such as bullying, abuse, or assault. Teens will practice using the tMHFA 5-Step Action Plan (“Look, Ask, Listen, Help Your Friend”) in these types of crisis situations.
SESSION 5: 45 MINUTES	This session focuses on how to help a friend who may be in crisis due to substance use. Then, it takes a step back and discusses how to help if someone might be developing a mental health challenge. The course does not teach teens how to diagnose — it’s information about being a supportive friend, encouraging friends to seek help, and knowing when it’s time to get a responsible adult involved.
SESSION 6: 45 MINUTES	This session highlights recovery and resiliency and all final activities to complete the tMHFA course.



HOW TO USE YOUR TEACHING NOTES

ICONS USED



CLICK



ACTIVITY



VIDEO



TIME SAVER
OPTIONS



WRITE
DOWN



GROUP
SHARE



DISCUSSION
QUESTION(S)



SAY



ASK



Instructor Notes are marked with the lightbulb icon. Instructor Notes help you provide context for learners about the topics being discussed, give them examples, or find resources about the topic.



Key takeaways are marked with the star icon. The star reminds you to emphasize these key takeaways.

MATERIALS YOU WILL NEED:

- tMHFA PowerPoint
- teen Mental Health First Aid USA: A manual for young people in 10th-12th grade helping their friends (teen Manual) (one per teen)
- tMHFA Curriculum Videos
- Exit Tickets (pre-cut)
- Chart Paper
- Markers
- Paper for Teens to Make Name Tents
- Optional: Prizes/Giveaways
- Your list of local mental health resources

PRIOR TO TEACHING:

- Ensure the classroom will have a laptop/computer and projector for the presentation.
- Make sure you have contact information for the mental health professional who will be available while you are teaching.
- Alert the mental health professional at least one day prior to each session that you will be reviewing all Exit Tickets and contacting them with the names of any teens who want to be checked on and any other teens you are concerned about.
- Ask the classroom teacher or staff member to stay in the room during the course to manage any behavioral issues/check on any teens who need to leave.
- Clarify how the classroom teacher or staff member wants to handle attendance and housekeeping items.
- Have all materials ready to disseminate.



SESSION 1

MENTAL HEALTH CHALLENGES

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

This session focuses on mental health in general and explains what mental health challenges are and how common these are in teens.



LEARNING OBJECTIVES:

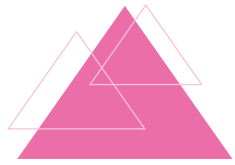
By the end of this session teens will:

- Recognize early warning signs that a friend is developing a mental health challenge.



ADVANCE PREPARATION:

- Cut out Exit Tickets.
- Have any prizes for participants (such as armbands or stickers) handy.
- Have the tMHFA Brain Break and Mindfulness Activities Guide handy. They are found in the Resources section of MHFA Connect.
- Have paper and markers on hand to make name tents.
- Add your school or community's local resources to Slide 30.
- Arrange for a mental health professional to join the class during one session. Session 1 is a good session for them to join.
- Prepare a list of local mental health resources that you can share with teens.

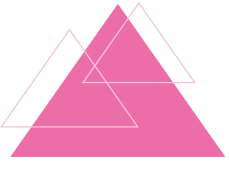


State these key messages:

- Adults are here to help you and your friends. As a teen Mental Health First Aider, never feel you must take on your own challenges or your friend’s challenges alone. Ask for help.
- Teens are resilient. You and your friends continue to grow, learn, and take on new life challenges. Recovery is possible. Help is available.
- It is OK to be not OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Cover slide, Welcome, and Course outline, <i>Slides #1-3</i>	3 min
Introductions, <i>Slide #4</i>	5 min
Pre-survey (if not already completed).....	10 min
Session 1 introduction, <i>Slide #5</i>	1 min
What is mental health?, <i>Slide #6</i>	2 min
What is a good mental health?, <i>Slide #7</i>	2 min
Let’s look at an example, <i>Slide #8</i>	1 min
What is a mental health challenge?, <i>Slide #9</i>	2 min
Common mental health disorders in teens, <i>Slide #10</i>	3 min
How common are mental health challenges?, <i>Slide #11</i>	2 min
What might cause mental health challenges?, <i>Slide #12</i>	1 min
How trauma can affect mental health, <i>Slide #13</i>	1 min
How social media can affect mental health, <i>Slide #14</i>	5 min
Resources, <i>Slide #15</i>	2 min
Session 1 Exit ticket, <i>Slide #16</i>	5 min
Total Time for Session 1	45 min



SLIDE #1: COVER SLIDE



Have this slide up while participants are getting settled.

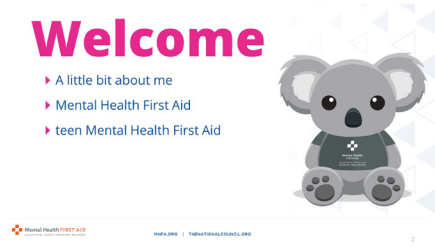


Instructor Notes: If you have prizes such as armbands or stickers, they can be awarded to people who participate in the session.

If you have extra time at the beginning or end of the session, or if you sense the group needs a break, consider using the tMHFA Brain Break or Mindfulness Activities Guide.

 **CLICK:** To bring up the next slide when you are ready to start.

SLIDE #2: WELCOME




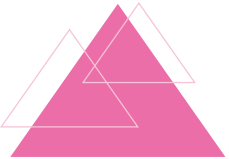
WELCOME: Participants to teen Mental Health First Aid training.

TELL: The class a little about yourself, such as what your usual job is or what experience you have working with teenagers. Be brief.

EXPLAIN: Mental Health First Aid courses were developed originally for adults, including a version that is for adults who work with teens (Youth MHFA). Some of the teachers or staff here are attending or have attended the Youth MHFA course.

This tMHFA training is designed specifically for teens in grades 10-12. It teaches teens how to tell when things aren't going well with one of their friends, and how to help them out. Sometimes that will mean just being a good friend, but if something serious is going on, it means getting an adult involved.

 **CLICK:** To bring up the next slide.



SLIDE #3: tMHFA COURSE OUTLINE

tMHFA course outline		
Session 1: What are mental health challenges?	Session 2: What is appropriate help?	Session 3: Helping a friend in crisis — suicide
Session 4: Helping a friend in crisis — panic attacks, self-injury, trauma, bullying, and violence	Session 5: Helping a friend in crisis — substance use And helping a friend who might be developing a mental health challenge	Session 6: Resilience and recovery

EXPLAIN: the structure of the course and the teen Manual. Have them write their names in their manuals. Tell participants that they will use activities, discussions, and videos to learn how to use teen Mental Health First Aid with a friend who needs help.

EXPLAIN: that the artwork on the chapter title pages was made by teens who have given their permission for their images to be used in this course.

HOUSEKEEPING: If teens are allowed to have phones, ask for them to be switched off or on silent. If you are teaching in a venue that is not a school, you may want to say where the restrooms and emergency exits are located.

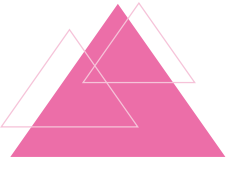
SAY: At the end of every session, you will fill out an Exit Ticket. You'll share what you learned and ask questions you didn't get to ask during the session. You can also use the Exit Ticket as a private way to tell me and your teacher if you are not feeling OK. If I see an Exit Ticket for someone who is not feeling OK, I will give that Exit Ticket with the person's name on it to the school counselor (or mental health professional in the building) so they can reach out to the person.



Instructor Notes: Talking about mental health challenges and crisis situations can be intense for teens. The Exit Ticket allows teens to share how they are feeling after each session. Teens use their Exit Ticket to express that they want someone to check on them that day.

- For safety, it is critical that Instructors review the Exit Tickets after each session. Instructors should have a plan with mental health professionals to be on-site or in close proximity to help review the Exit Tickets after each session and to connect with teens who indicate they want to talk
- The Exit Tickets have another function: helping you meet learners' needs. Teens write down one thing they learned from the session and questions they still have. You should review those comments before the next session and briefly address themes and common questions.

ESTABLISH GROUND RULES.



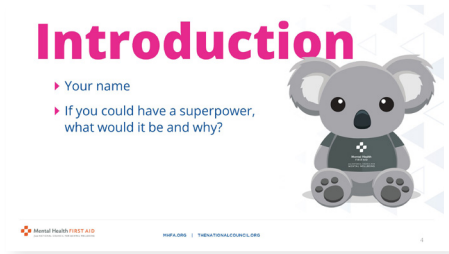
SAY: In this course, I'd like our discussions to be informed, respectful, thoughtful, and engaged. What are the ground rules we should follow to make this happen?

- Write the ground rules that teens suggest on the chart paper.
- Some ground rules include:
 - » Respect each other and the Instructor.
 - » Classroom discussions are confidential. Explain that while it can be good to share a story, it's not good to tell the class who you are talking about. Don't use names, and do change enough details to make it difficult for others to know who you are talking about.
 - » Speak for yourself.
 - » All questions are welcome.
 - » Listen when others are speaking.
 - » It's OK to have fun.

ASK: teens to verbally agree to the ground rules before moving on.

CLICK: To bring up the next slide.

SLIDE #4: INTRODUCTIONS



The slide shows how to do an icebreaker.

If this is a group that is together for the first time, it is important to do an ice breaker/getting to know you activity. This will require extra time and will need to be negotiated in advance. If the teens are new to you but not to each other, have teens tell you their names and skip the icebreaker.

If you have a class of 25-30 teens, you may choose to skip the icebreaker. If you skip the icebreaker, have teens tell you their names.

Use name tents to help you refer to teens by name during the course.

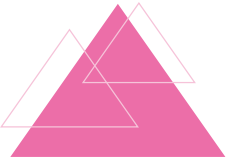
ASK: teens to share two things: their name and if they could have a superpower, what it would be and why.

Longer version of the icebreaker

Have teens tell their names to the class. Then have teens make a drawing of their superpower and ask them to share their drawing with a peer, in a small group, or with the full class.

SAY: The tMHPFA course will give you all important superpowers. The course will teach you how to recognize when a friend is struggling and the skills to get that friend help from an adult. Those superpowers can save a friend's life.

CLICK: To bring up the next slide.



SLIDE #5: SESSION 1



SAY: This session will be about mental health challenges in general.

- Briefly explain what will be covered in the session, and state that in addition to slides we will watch two videos and do some activities.
- Do not go into detail while you are on this slide.

EXPLAIN: Sometimes art can help convey something that words can't by themselves.

SAY: We could look at a list of symptoms of a mental health challenge and that could help us understand what it's like to have one. Artwork can tell us something different about the experience of a mental health challenge.

ASK: What do you think is the connection between the artwork and the topic of mental health?

AFFIRM answers.

ASK: Is someone willing to read the artist's description of the artwork on page 1 in the teen manual?

After the participant has read, **SAY:** Mental health challenges can be complicated to describe and understand, so we are going to start with some foundational knowledge to make sure we are all on the same page.

CLICK: To bring up the next slide.

SLIDE #6: WHAT IS MENTAL HEALTH?



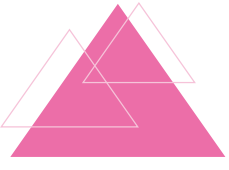
SAY: Our mental health lies on a continuum or spectrum. At one end is good mental health, and at the other end is a mental health crisis. It's a bit more complicated than that, though.

ASK: If I'm not sick — I don't have something temporary like a cold, or a long-term illness that I need to manage like diabetes or asthma, or even a life-threatening illness — does that mean I am healthy?

NOTE: Anticipate that teens may not be sure whether it means they are healthy if they do not have an illness. The answer is "no." We will talk about physical health briefly so we can compare that to mental health.

ASK: In the absence of a chronic health condition, what are some things people can do to make themselves healthier?

SAY: The most important answers are things like exercise, eating well, getting enough sleep, having fun, having good social connections, handwashing, and going to your doctor regularly.



NOTE: You can point to the slide and move from left to right to highlight what you are talking about from the slide.

? ASK: If I'm really healthy, will that stop me from ever getting sick?
No, it won't necessarily stop you from getting sick. But it can help serve as a protection. You are less likely to get sick, and you can get better faster if you are sick with something treatable.

💬 SAY: Healthy habits can help protect you from serious illness.

💬 SAY: Having good mental health does not stop a person from feeling stressed sometimes. (We all do.) It also does not stop someone from developing a mental health challenge or experiencing a mental health crisis. However, it does make it less likely, and they will probably be able to feel better sooner.

💬 SAY: A lot of things that help with good physical health can help with good mental health too. In Session 2 we will have an opportunity to identify what we can do to support good mental health.

💬 SAY: In this course, we break mental illness up into two categories – mental health challenges and mental health crises. We'll talk about mental health crises in detail later in the course.

👉 CLICK: To bring up the next slide.

SLIDE #7: WHAT IS GOOD MENTAL HEALTH?



💬 SAY: I'd like to hear your suggestions about what good mental health and a healthy thinking style means.

POSSIBLE ANSWERS

Mental health is made up of our **thinking, feeling, and actions.**

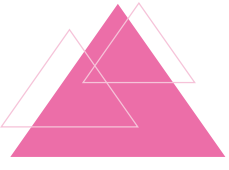
- Good mental health isn't about always being happy. When something bad happens, it's typical to feel bad. People with good mental health are able to bounce back without it having too much of an effect on them.
- Good mental health is about having realistic, helpful, and productive thinking.

🔄 OPTIONAL ACTIVITY: Healthy Mind

💬 SAY: Open your manual to Page 2

💬 SAY: I need one volunteer to read the quote from the World Health Organization.

The World Health Organization defines mental health as a state of well-being in which the individual realizes their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.



SAY: Think about how you would explain the idea of a healthy mind to a friend who is not in the class. Write a description of a healthy mind in your own words or draw things that symbolize a healthy mind in the space provided.



Instructor Notes: This definition of mental health appears on the World Health Organization website, on a page that also explains determinants of mental health. You can visit it at: who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

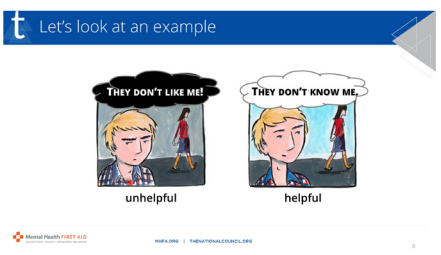
Once teens are finished, ask if someone will share what they wrote down or describe what they drew.

- An alternate version of this activity is to have teens work in small groups to create a poster on chart paper and have each group present.

SAY: We are now going to look at an example of how thinking can impact our feelings and actions.

CLICK: To bring up the next slide.

SLIDE #8: LET'S LOOK AT AN EXAMPLE



The slide will come up showing just the left side of the picture.

ASK: Don't read into it. Just going by what you see, what can we say for sure?

SAY: You cannot tell anything about what the person is thinking. What you see the person thinking ("They don't like me!") is an assumption.

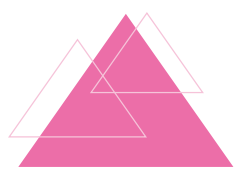
SAY: Let's think about if this is the case for this person — that they are thinking, "They don't like me."

SAY: If those are their thoughts, what feelings are likely to accompany them?

POSSIBLE ANSWERS

- Feeling unlovable, sad, angry.
- No one likes me, I'm unlikable.

SAY: If those are the thoughts and feelings, how might that impact behaviors?



ASK: What makes mental health challenges different from everyday stress, worries, or sadness?

POSSIBLE ANSWER

- They last longer.



The definition of a mental health challenge is: A big change in thinking, feeling, and behavior that gets in the way of doing things and lasts for a while.

In this course, we always use the term “mental health challenge” rather than “mental illness” or “mental disorder,” because we mean more than just a problem that a doctor might diagnose. We want to offer help early.

CLICK: To bring up the next slide.

SLIDE #10: COMMON MENTAL HEALTH CHALLENGES IN TEENS



SAY: To get started, we want you to be familiar with the most common mental health challenges that teens may experience.

SAY: Recall that in this course, we mostly use the term **mental health challenges** rather than the term **mental disorders**. The term mental health challenge encompasses both challenges that a doctor would diagnose and those that aren't diagnosable or haven't been diagnosed.

SAY: Let's get started.

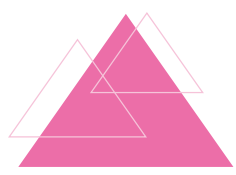
ASK: teens if they can think of the names of any mental health challenges. If someone says “OCD,” you can tell the class that OCD is part of a group of mental disorders called **anxiety disorders**.

CLICK: To bring up the list of mental health challenges.


SAY: The names of each mental health challenge that you see on the slide. You do not need to describe them in detail. If you think the participants need more information, you can provide one common symptom of each mental health challenge.


ASK: teens to give you a few symptoms they know of in the different areas. They may know more than you anticipate.


SAY: It's useful to know some symptoms, but you are NOT learning to diagnose conditions. Let's talk about a few symptoms of three mental health challenges:



- Everybody gets stressed, anxious, or sad at times, but that is different from the anxiety and depression we are talking about here.
- Eating disorders are not a diet gone wrong. People with eating disorders can be within a healthy weight range, underweight, or overweight, while their eating and weight control behaviors cause them to be very ill.
- Psychotic disorders are more than just thinking something is true when it isn't, like "All my friends hate me." They make it hard for a person to know what is real and what is not.

 **SAY:** There is more information in your manual that will help you understand what symptoms make it hard to live life.

 **SAY:** All of these mental health challenges differ from typical nervousness, worry, sadness, tiredness, changes in eating, or trying alcohol or drugs, because they are more severe, longer lasting, and interfere with the person's life. These mental health challenges are real medical conditions and should never be thought of as a "choice" or a "lifestyle."

 **SAY:** Alcohol use disorders and substance use disorders affect the brain.

There are two ways in which alcohol and substance use disorders occur. One is when a person becomes addicted to alcohol or another drug. The other is when they are not addicted, but they use alcohol or another drug in a way that leads to challenges at work, school, home, or with their family or community.

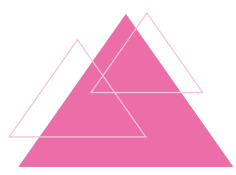
When we talk about an alcohol or substance use disorder, we are saying that a person is using alcohol or drugs at a level that may cause damage to their health.

 **ASK:** What substances might be misused? Affirm answers.





Instructor Notes:


- You may wish to be familiar with some facts about alcohol and other substances. If you have time, you can read these to your participants.
- The most commonly misused drug for all age groups in the United States is alcohol: 13.8% of 12th graders reported binge drinking (five or more drinks in a row) in the past two weeks.
- Nearly two in five teens in 12th grade report past-year vaping.




- Vaping may cause a teen to be at added risk for addiction.
- Vaping also has severe bad effects (like a cough), just like smoking.
- **For more details about teens' drug use and about vaping, see the following:**
 - » National Institute on Drug Abuse. (2018). Teen Drug Use, Monitoring the Future at drugabuse.gov/drug-topics/trends-statistics/monitoring-future
 - » U.S. Department of Health and Human Services. (2016). E-cigarette Use Among Youth and Young Adults: A Report of the Surgeon General, at [cdc.gov/tobacco/data_statistics/sgr/e-cigarettes/pdfs/2016_sgr_entire_report_508.pdf](https://www.cdc.gov/tobacco/data_statistics/sgr/e-cigarettes/pdfs/2016_sgr_entire_report_508.pdf)

 **SAY:** You might be wondering why some people become addicted and others do not.

 **SAY:** As with other diseases and disorders, the likelihood of developing an addiction differs from person to person. And no single factor determines whether a person will become addicted to drugs. Although taking drugs at any age can lead to addiction, research shows that the earlier a person begins to use drugs, the more likely they are to develop serious challenges.

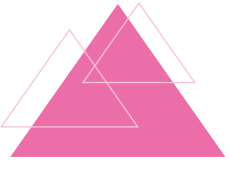
 **SAY:** A teen's brain is still developing. Introducing drugs during this period of development may cause very harmful and long-lasting brain changes.

A developing brain may be particularly susceptible to the effect of drugs, and drug use during adolescence may significantly increase a teen's risk for developing a substance use disorder later in life.

 **SAY:** Mental health and substance use challenges sometimes occur together. Why do you think that is?


POSSIBLE ANSWERS

- When people are struggling with mental health challenges, they may turn to alcohol or other drugs to help them manage painful or difficult feelings.
- Self-medication can be very problematic because adolescent brains are still developing.




Instructor Notes: For more about how drugs affect the brain, see the 2018 article *Drugs, Brains, and Behavior: The Science of Addiction* from the National Institute on Drug Abuse at drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drug-misuse-addiction.


If you would like to be able to share additional recent facts about drugs and the brain, visit the website of the National Institute on Drug Abuse.


 **CLICK:** To bring up the next slide.


SLIDE #11: HOW COMMON ARE MENTAL HEALTH CHALLENGES?



 **SAY:** In a group of 25 teens, how many do you think will experience a mental health challenge by the time they are 18 years old?

 **CLICK:** To reveal the slide.

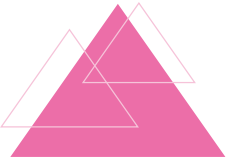
 **SAY:** Some people have more than one challenge, like depression and anxiety together.

 **SAY:** Anyone can be affected. It's not anyone's fault. Learning tMHFA is important because we do not know who in this room or in our community may be facing a mental health challenge currently or who might experience one in the future. With this course, you will be prepared to help each other.



Instructor Notes: If participants ask the source for this data, you can tell them it is from the 2016 National Survey on Drug Use and Health, a survey completed by the Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, found at: samhsa.gov/data/sites/default/files/NSDUH-DetTabs-2016/NSDUH-DetTabs-2016.pdf

 **CLICK:** To bring up the next slide.



SLIDE #12: WHAT MIGHT CAUSE MENTAL HEALTH CHALLENGES?

t What might cause mental health challenges?

- There is no single cause of mental health challenges
- Certain things in our **body, mind, and social life** can give us a higher chance of a mental health challenge

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SAY: You might be wondering what factors increase the likelihood for mental health challenges.

CLICK: To bring up the dot points on the slide.

SAY: Studies suggest that mental health challenges may be related to a variety of things, including:

- **Biological factors**
 - » Genes or chemical imbalances in the brain.
 - » Experiences related to other ongoing medical conditions, such as cancer or diabetes.
- **Social factors**
 - » Having few healthy relationships, including friendships, familial relationships, and other important connections with other people.
 - » Having feelings of loneliness or isolation.
- **Psychological factors**
 - » **Early adverse life experiences**, such as trauma from loss of a loved one, divorce, or a history of abuse. (We will talk more about this next.)



Instructor Notes: This information is from a 2021 article from the Centers for Disease Control and Prevention, Learn About Mental Health. It is at: [cdc.gov/mentalhealth/learn/index.htm](https://www.cdc.gov/mentalhealth/learn/index.htm)

CLICK: To bring up the next slide.

SLIDE #13: HOW TRAUMA CAN AFFECT MENTAL HEALTH

t How trauma can affect mental health

Trauma is going through or seeing a deeply distressing event that can feel overwhelming.

- We all react differently – what is traumatic to you, may not be to someone else
- Sometimes, we can bounce back and feel better after a short time
- Other times, we may need help to get better, **and that is ok**

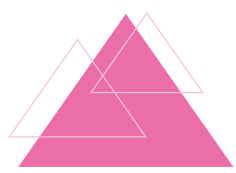
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SAY: Trauma is a risk factor for nearly all mental health challenges. Trauma is a deeply distressing experience that can be emotionally, mentally, or physically overwhelming for a person. It takes on many different forms and affects each person very differently.


ASK: What are some examples of traumatic events?


POSSIBLE ANSWERS

- Psychological, physical, or sexual abuse.
- Community or school violence.



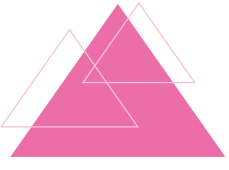
- Witnessing or experiencing domestic violence.
- National disasters or terrorism.
- Sexual exploitation.
- Sudden or violent loss of a loved one.
- Refugee or war experiences.
- Military family-related stressors (deployment, loss of a parent or injury to a parent).
- Physical or sexual assault.
- Neglect.
- Poverty.
- Serious accidents or life-threatening illness.

 **SAY:** Many teens in the United States have experienced a traumatic event. That does not mean they will develop a mental health challenge. It is typical to feel upset after something traumatic happens. Some people will feel better in a few weeks or months while others may continue to be impacted and may need support to get better.

 **SAY:** For some, however, a traumatic event that occurs in childhood can have severe and long-lasting consequences.

 **CLICK:** To reveal each phase of the impact of trauma.

1. This chart shows that trauma early in life, such as childhood, can impact people's healthy development.
2. People who have experienced a traumatic event early in life may experience changes in the brain.
3. The changes in the brain can impact people's ability to learn and concentrate in school. Teens who experience trauma can live in a near-constant state of fight-or-flight even with no real threat present. Their stress hormones, like cortisol and adrenaline, are flowing. That means a teen may have an emotional response to something (like a loud noise or not understanding an assignment) and feel the intense emotions and fear associated with a truly frightening event. Teens who have experienced trauma can have difficulty managing their emotions or self-soothing when stressed. People can also have trouble forming relationships.
4. Some people who have experienced trauma are more likely to engage in risky behaviors like misusing drugs.
5. All of these experiences can make it more likely that someone will experience a physical or mental health challenge.



Make sure participants have heard and understood you when you tell them that experiencing trauma does not mean someone will develop a mental health challenge.

Make sure participants make eye contact and nod so that you know they understand this.



SAY: For people who have a difficult time because of trauma, there is help available. With help, they can feel better.

You can help your friend get help. Later in the course you'll learn how.



Instructor Notes: The National Child Traumatic Stress Network has additional resources for the public, professionals, and others who care about children and are concerned about child traumatic stress. [nctsn.org](https://www.nctsn.org)



CLICK: To bring up the next slide.

SLIDE #14: HOW SOCIAL MEDIA CAN AFFECT MENTAL HEALTH



ASK: teens to consider how social media impacts mental health. Ask them to go to one side of the room if they think social media negatively impacts mental health or to go to the other side of the room if they think social media positively impacts mental health.



SAY: Will someone from each side of the room explain why they went to that side of the room?

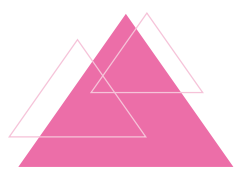
POSSIBLE ANSWERS

- Helpful way to connect with friends.
- Helpful way to learn what is happening in the world.
- Could cause cyberbullying.
- Could cause teens to negatively compare themselves to others.

AFFIRM correct answers.




SAY: Many teens report a mix of both positive and negative aspects to its use. Social media, for many teens, can be a helpful way to connect with friends, gain a sense of belonging, receive genuine support, learn about what is happening in the world, and have fun.



Some of the downsides can include finding your worth only from comparing yourself to others, a need to show the best version of yourself, increased exposure to cyberbullying, feelings of envy and inadequacy, and less satisfaction with life. Studies have even suggested that social media use can lead to increased risk of depression, anxiety, and sleep deprivation in some teens.

You can take breaks when needed, and that can help you enjoy the good parts while reducing the bad.

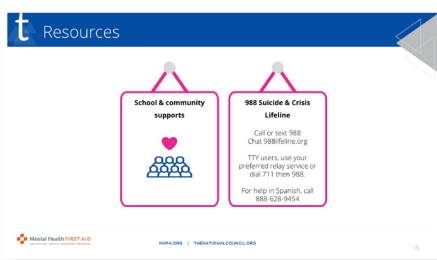
 **SAY:** Turn to Page 12 in your manual for more information on social media.




Instructor Notes: This content is from a teen survey conducted by HopeLab and Well Being Trust to understand how social media impacts teen mental health and how teens use digital resources and social media as they relate to their healthcare. The survey is described in the 2018 article [Digital Health Practices, Social Media Use, and Mental Well-Being Among Teens and Young Adults in the US](https://hopelab.org/reports/pdf/a-national-survey-by-hopelab-and-well-being-trust-2018.pdf). It is found at hopelab.org/reports/pdf/a-national-survey-by-hopelab-and-well-being-trust-2018.pdf.

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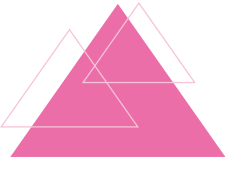
SLIDE #15: RESOURCES



NOTE: Choose two resources from your list of community resources and be prepared to mention them.

 **SAY:** Before we finish, I want to remind you of resources that are available to you. You may be familiar with resources available at your school such as a school nurse. Maybe you know others in an organization or in your community. One national resource also available that anyone can access if they need to talk to someone:

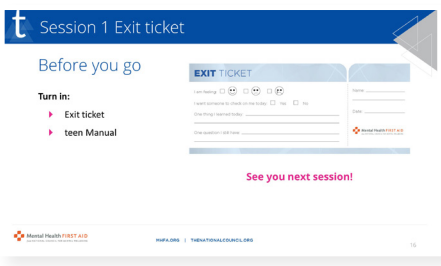
- **988 Suicide & Crisis Lifeline**
 - » Call or text 988
 - » Chat 988lifeline.org
 - » TTY users, use your preferred relay service or dial 711 then 988
 - » For help in Spanish, call 888-628-9454



SAY: The resources in your manual are all credible resources that you can trust to have accurate information.

CLICK: To bring up the next slide.

SLIDE #16: SESSION 1 EXIT TICKET



SAY: The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure participants complete all steps. Remind participants again to write their names on their Exit Tickets.

SAY: Once you are done, turn in your Exit Ticket along with your manual.

TELL teens when you will see them again.



Instructor Notes:

COLLECT the Exit Tickets from teens as they leave or designate a box to drop them in before they walk out the door.

REVIEW them before you leave the building.

SEPARATE Exit Tickets where teens circled that they want a follow-up. Give these to the school counselor, nurse, or mental health professional, as you arranged previously.

REVIEW all the questions on the Exit Ticket and be prepared to address them to start the next session.

END OF SESSION 1



SESSION 2

WHAT IS APPROPRIATE HELP?

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

This session talks about the impact of mental health challenges on teens, how people with mental health challenges can get better, and professionals who can help.



LEARNING OBJECTIVES:

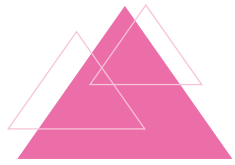
By the end of this session teens will:

- Know where to find appropriate and helpful resources about mental health challenges and professional help.



ADVANCE PREPARATION:

- Cut out Exit Tickets.
- Have white board markers, chart paper, and sticky notes ready.
- For the Videos: “Confronting my Health Concern” select only three of the available teen videos to play. You will select the same teens profiled here for videos later in the training. Links to teen videos are available on the tmhfa Video One Pager and the tmhfa PowerPoint file slide notes.
- Have any prizes for participants (such as armbands or stickers) handy.
- Have the tMHFA Brain Break and Mindfulness Activities Guide handy. It is found in the Resources section of MHFA Connect.
- Have paper and markers on hand to make name tents.

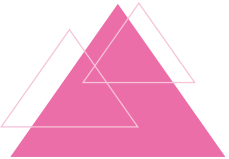


State these key messages:

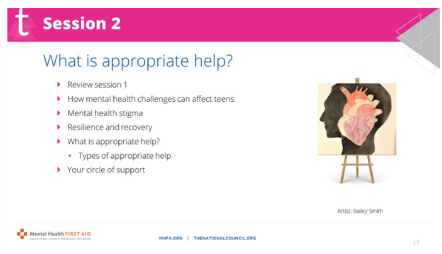
- Adults are here to help and support you. As a teen Mental Health First Aider, never feel like you must take on your own challenges or your friend’s challenges alone. Ask for help.
- Teens are resilient. You continue to grow, learn, and take on new life challenges. No matter what you are experiencing or have experienced, you can feel better. Help is available.
- It is OK not to be OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Session 2 introduction and Review, <i>Slides #17-18</i>	3 min
Mental health challenges in teens and How mental health challenges affect teens, <i>Slides #19-20</i>	5 min
Videos: “Confronting my Health Concern,” <i>Slide #21</i>	8 min
Mental health stigma, <i>Slide #22</i>	5 min
Resilience and recovery, <i>Slide #23</i>	1 min
What is appropriate help?, <i>Slide #24</i>	2 min
Video: “Seeking Help from a Professional,” <i>Slide #25</i>	10 min
Types of appropriate help, <i>Slide #26</i>	2 min
Who could you reach out to?, <i>Slide #27</i>	3 min
Self-love action plan, <i>Slide #28</i>	2 min
Why is it important to get help early?. <i>Slide #29</i>	1 min
Resources, <i>Slide #30</i>	1 min
Session 2 Exit ticket, <i>Slide #31</i>	2 min
Total Time for Session 2	45 min



SLIDE #17: SESSION 2: WHAT IS APPROPRIATE HELP?



SAY: We are moving on to Part 2: Appropriate help for mental health challenges.

ASK: What do you think the artist might have been thinking when they created this image? What does it say to you?

REVIEW the ground rules from last time and ask if anyone has anything to add after the last session.

SAY: Let's do a quick review of what we discussed in Session 1.



Instructor Notes: If you have prizes such as armbands or stickers, they can be awarded to people who participate in the session.

If you sense the group needs a break, consider using the tMHFA Brain Break or Mindfulness Activities Guide.

CLICK: To bring up the next slide.

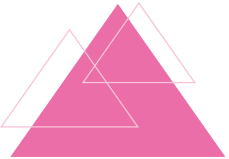
SLIDE #18: REVIEW



SAY: Let's do a quick review of some of key points.

- Definition of mental health challenge. Ask them what the different aspects are — talk about changes in thoughts, feelings, and actions that make it hard to get by and last longer than expected.
- Wellbeing is more than just the absence of an illness.
- How common are mental health challenges in teens? One in five will experience a mental health challenge before they are 18.

CLICK: To bring up the next slide.



SLIDE #19: MENTAL HEALTH CHALLENGES IN TEENS

t Mental health challenges in teens

Having a mental health challenge can affect you:

Physical health

Social life

Sense of identity and purpose

School and work – like finishing high school, going to college, or starting a job

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SAY: If you had changes to your thinking, feelings, and actions that got in the way of everyday life (which is the definition of a mental health challenge), they could affect the following:

- Physical maturity (going through puberty, final stages of brain development).
- Social development (new relationships with friends, partners, spending less time with family).
- Development of self and identity.
- Finishing school, going to college, or starting a job.

CLICK: To bring up the next slide.

SLIDE #20: HOW MENTAL HEALTH CHALLENGES AFFECT TEENS

t How mental health challenges affect teens

My weekly activity	If I had trouble all the time	If worried about people judging me badly	If worried about how my body looks

- Choose an activity you do every week
- Think about how the statements in the top row might get in the way of the activity
- Write your responses in your teen Manual

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ACTIVITY: teen Manual Page 15.

SAY: We're going to do an activity that shows us the impact that symptoms of mental health challenges can have on our ability to do things. You only need to do one, but if you get through it fast, pick a second activity that is different from the first one.

SAY: Pick an activity you do regularly. It might be something you have to do (like go to school or do chores at home), something you like doing (like spending time with friends), or something you value (like a part-time job, sports, or practicing an instrument). Write (or if you would prefer, draw) the activity in the first column. In the rest of the columns, write how the symptom described would affect your ability to do the activity.

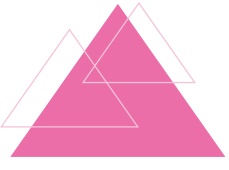
SHARE OUT: Give the class a few minutes. Then, if you have time, ask for volunteers to share what they wrote. If you are short on time, ask participants to discuss it with their nearest neighbors.

SAY: A mental health challenge can get in the way of doing things just like being sick can. But people might not be as understanding of a mental health challenge because they can't see the challenge.

OPTIONAL DISCUSSION: If you have time, and you want to explain more about what it's like to have a mental health challenge, lead a discussion.

SAY: Think about how a mental health challenge might affect you if you wanted to play basketball.

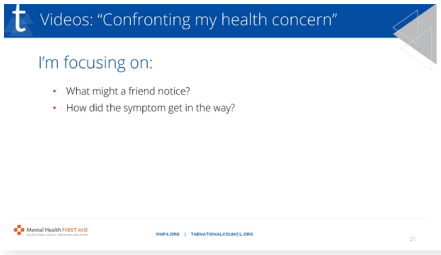
- Feeling tired all the time: You might not show up for practice or might not play well. This might make the team resentful, which can also affect your friendships.



- Being worried about what others think: You might not want to play for fear of judgment.
- Being really concerned about the way your body looks: You might be too self-conscious to wear the uniform.

CLICK: To bring up the next slide.

SLIDE #21: VIDEOS: “CONFRONTING MY HEALTH CONCERN”



VIDEOS: “Confronting My Health Concern” (length: varies)

NOTE:

- The purpose of the film series “Confronting My Health Concern” is to help teens build empathy with the teens in the films and see how mental health challenges can impact teens just like them.
- These teens all bravely share their real-life struggles and also provide hope that things can get better with support from friends and family and with professional treatment.



Instructor Notes: Select only three of the available teen videos to play. You will profile the same teens selected here for videos later in the training.

Links for the teen videos are available on the tMHFA Video One Pager and the tMHFA PowerPoint file slide notes.

SAY: We are going to meet three real teens who have experienced a mental health challenge. They agreed to tell their stories on camera to help us understand what it might look like if a friend was struggling and to give us ideas about how to help someone with a situation like theirs.

Divide the class in three by counting heads (1-2-3, 1-2-3, etc.). Tell participants that the ones will follow the first teen’s story; the twos will focus on the second teen’s story; and the threes will follow the third teen’s story.

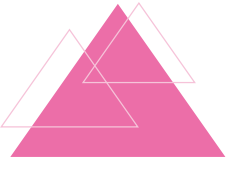
ASK: participants to turn to Page 16 of their teen Manual. Ask them to make notes about their focus person during and after the videos.

SHARE OUT: Debrief the videos by asking for responses to the following questions:

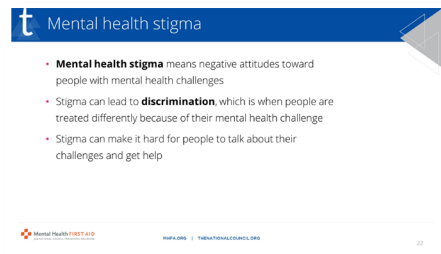
ASK: What might a friend notice? **AFFIRM** appropriate responses.

ASK: How did the challenge get in the way? **AFFIRM** appropriate responses.

CLICK: To bring up the next slide.




SLIDE #22: MENTAL HEALTH STIGMA




Before revealing the points on the slide, ask teens to complete an activity. The time saver version of the activity is on the next page.

ACTIVITY: Stigma

- Break teens into groups of three or four.
- Distribute a few sticky notes to each teen.

 **ASK:** teens to think about words or names they've heard that describe mental health challenges


 **ASK:** teens to write one word or name that describes mental health challenges per sticky note, completing at least three sticky notes.

ALLOW enough time for teens to complete this task.


 **ASK:** "What does stigma mean?"

AFFIRM appropriate responses.


 **CLICK:** To bring up the first dot point.

 **SAY:** Stigma means negative attitudes toward people who are different from you.


 **CLICK:** To bring up the second dot point.

 **SAY:** Stigma can lead to discrimination, which is when people with mental health challenges are treated differently because of their illness.

 **CLICK:** To bring up the third dot point.

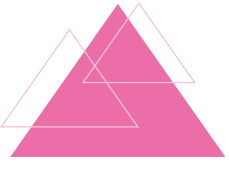
 **SAY:** Stigma can make it hard for people to talk about their challenges and get help. Stigmatizing attitudes are very unhelpful for other reasons, too. They can lead to people being misunderstood, negatively judged, and unsupported.

Imagine how you would feel if you broke your leg after an accident and had to use crutches or a wheelchair, but some people around you believed that you could still use your leg normally "if you really tried" or blamed you for breaking your leg.

 **SAY:** Share the words or names describing mental health challenges you wrote on the sticky notes with your group. Together, sort the sticky notes into three categories:

- Stigmatizing
- Possibly Stigmatizing
- Not Stigmatizing.


ALLOW teens enough time to share and sort.




When teens have completed the sorting activity, call on several teens to share examples. Ask a teen to provide the name or word and ask the larger group if the example is stigmatizing, possibly stigmatizing, or not stigmatizing.

- If a word is identified as stigmatizing or possibly stigmatizing, ask teens to ball up the sticky note and toss it into trash.

EXPLAIN OR DISCUSS any remaining words or names you didn't get to.

 **SAY:** We should only use non-stigmatizing language to refer to mental health challenges or disorders.


 **ASK:** teens what they can do to reduce stigma in the school or community?

AFFIRM appropriate answers.

 **SAY:** Be careful with your language:

- A person is not defined by a condition. They shouldn't be addressed as if they are. (e.g., A person experiences bipolar disorder. They are not bipolar.)
- Don't use the names of mental health challenges as adjectives. You shouldn't call yourself "OCD" because you like to organize or say the weather is "bipolar" because it keeps changing. Doing so minimizes mental health challenges and disorders.
- Don't refer to someone as "crazy," "psychotic," or "insane." For people going through challenging symptoms beyond their control, it can be very harmful to be labeled this way.
 - » Talk openly about mental health. The more we talk about mental health challenges, the more normalized they become. Starting the conversation is the first step.

Show support to friends and family impacted by mental health challenges.

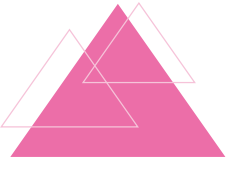
The  **TIMESAVER** Version of the activity involves the teens taking notes on scrap paper. You will draw a three-column table (Stigmatizing, Possibly Stigmatizing, and Not Stigmatizing), and record participants' oral contributions.

Just as in the longer version, you will explain how to be careful with your language and will encourage participants to talk openly about mental health and show support.



Instructor Notes: To learn more about the impact of stigma, see NAMI's StigmaFree Campaign: nami.org/StigmaFree-Me.


 **CLICK:** To bring up the next slide.






SLIDE #23: RESILIENCE AND RECOVERY

t Resilience and recovery

- Teens are **extremely resilient** and can bounce back from hard times, and learn from them to grow
- With help and support, many teens **learn to cope or recover** from mental health challenges
- The first step is **getting help**



? ASK: Can people with mental health challenges get better?

! SAY: Yes!

! SAY: Despite the challenges, there is good news: When identified and addressed early, these challenges can be well managed. People of all ages can find relief from their symptoms and live happy, productive lives.


! SAY: Treatment and recovery are ongoing processes that happen over time. The first step is getting help.




! CLICK: To bring up the next slide.

SLIDE #24: WHAT IS APPROPRIATE HELP?

t What is appropriate help?

- Where could you **seek help**?
- There are **different professionals** who can give appropriate help



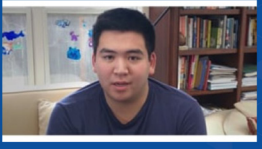
! SAY: As you learned, appropriate treatment includes professionals who can help. Some examples of professionals who can help are doctors like pediatricians and psychiatrists; mental health professionals like psychologists, counselors, and social workers; nurses; school-based mental health professionals such as school counselors and school psychologists; and rehabilitation specialists.




Let’s make an analogy again to physical health. If we have a broken leg, we know where to go and what to expect at the doctor’s office. With mental health services, it’s different. We may not know where to go or what to expect. We are about to watch a video that features mental health professionals and teens answering common questions about seeking help from a professional.

! CLICK: To bring up the next slide.

SLIDE #25: VIDEO “SEEKING HELP FROM A PROFESSIONAL”

“Seeking help from a professional”
What is one question a friend might have?



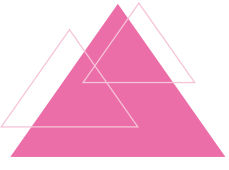




! VIDEO: “Seeking Help From a Professional” (length: 7:15)

! SAY: Turn to Page 21 and write down one question you think a friend might have about seeking help from a mental health professional.

SHOW the video.

After the video, **? ASK:** teens if their question was answered. If some say their question was not answered, **! SAY:** Please share your question, or write your question down on your Exit Ticket.



SAY: Write down in your manual the two most important things you could tell a friend about seeking help.

SUMMARIZE the video for the participants.

SAY: Many professionals are available to help. They can help with troubles in life, and some can diagnose mental disorders.

School counselors are available for free during school time. They can talk about most challenges. You can speak with them only a couple of times, or regularly. You can find out if your school has a school psychologist your school counselor can refer teens to. A school counselor might make a referral for a psychologist, a licensed social worker, or a counselor outside of school.

Psychiatrists usually help with more complex challenges and when medication is needed. Usually, teens don't need medication.

SAY: I have a list of mental health professionals, and we can talk about how you can make an appointment or go to one of these.

CLICK: To bring up the next slide.

SLIDE #26: TYPES OF APPROPRIATE HELP

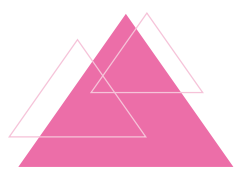


SAY: As we saw in the video, many different types of help are appropriate for teens with mental health challenges. What works best will depend on the person's age, the type of mental health challenge they have, how long they have had it, and how severely it is disrupting their life.

SAY: Medical treatments include various types of prescribed medications and other treatments given by a medical professional, such as a pediatrician or psychiatrist, nurse practitioner, or sometimes a psychologist. Medications might include antidepressants, antipsychotics, mood stabilizers, and medications for substance use disorders.

SAY: Some teens might need psychological treatments. These involve changing the way the person thinks or what they do. The purpose is to reduce symptoms, increase life skills, or reduce challenging behaviors like using too much alcohol. When we say "reduce symptoms," we are talking about symptoms such as irritability, excessive worry, an inability to function in daily life, and others.

SAY: People are often reluctant to ask for help, and one of the reasons is that they're afraid the counselor will tell their parents what has been talked about. But what is discussed between you and the mental health professional is almost always confidential, unless there is a risk of harm. Even if there is a risk of harm, they will share only what would be necessary to keep you or your friend safe.



Instructor Notes: Talk therapies can include cognitive behavioral therapy, mindfulness-based therapy, and a range of others.

There's no need to teach these terms, but affirm appropriate use of accurate terms.


You should be prepared to hear teens suggest various therapies. Don't bring up therapies on your own.

If teens talk about cognitive behavioral therapy, mindfulness-based therapy, and some other therapies, you can affirm that those are terms used by professionals. If teens talk about light therapy or electrical stimulation, you can point out that they are only used very rarely in teens.

If mental health challenges are mild, teens don't always need professional treatment.

 **ACTIVITY:** Other Types of Support

 **ASK:** What other types of supports are available to teens in the school, organization, and/or community?

 **SAY:** Let's think about people, not mental health professionals, but people like teachers; programs such as school mentoring programs; and activities such as running.

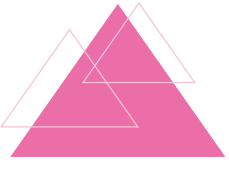
 **TIMESAVER**

Draw on chart paper or white board these three categories.

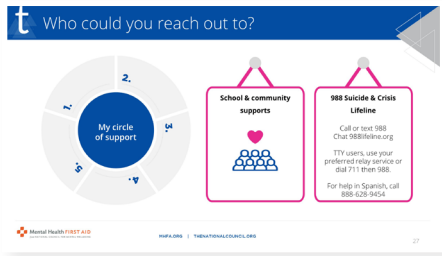
- People
- Programs
- Activities

Ask for several examples in each category. Write down responses.

 **CLICK:** To bring up the next slide.



SLIDE #27: WHO COULD YOU REACH OUT TO?



ACTIVITY: Circle of Support

SAY: It's a good idea to think about who might be able to help in a crisis well in advance of actually needing someone to talk to. Make it someone you know socially. Don't list someone who has helped you as a professional, like a nurse or doctor.

SAY: I want you to turn to Page 24 in your manual. I want you to write a list of five people you could talk to if you needed help.

At least four need to be adults, but one can be someone your own age.

Think about people who play different roles in your home, school, or community — teachers, parents, group leaders, and mentors. Write the person's name. For example, rather than "teacher," write the name of the teacher. Don't worry, no one is going to be looking at these.

REMINDE participants that a responsible and trusted adult could be a:

- Parent: your parents or your friends' parents.
- Teacher: teacher, sports coach, or tutor.
- Adult family member or family friend: older sibling, aunt/uncle, grandparents, neighbors.
- Mental health professional: school counselor, psychologist, social worker, pediatrician, doctor, psychiatrist.
- Community leader: religious leader, librarian.

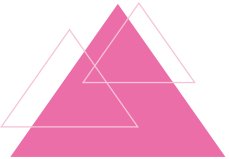
SAY: In a crisis, choose an adult who is:

- Likely to understand that this is urgent.
- Able to give helpful suggestions.
- Easy to talk to.
- Supportive.
- Available.

ENCOURAGE participants to take out their phones and save these contacts as favorites or VIPs to make sure they are easy to access in case of emergency.

SAY: When your friend can't think of adults they trust and can talk to, you can help them with the numbers in your phone.

SAY: Be sure to add the number for the Suicide & Crisis Lifeline, which is 988. You or your friend can call or text 988 or visit [988lifeline.org](https://www.988lifeline.org). TTY users, use your preferred relay service or dial 711 then 988. For help in Spanish, call 888-628-9454.



SLIDE #28: SELF-LOVE ACTION PLAN



ACTIVITY: Self-love Action Plan

SAY: Think back to our list of people, programs, and activities. We just spent some time thinking about the specific people you can reach out to if you need support. Now, let's think about the specific programs and activities that are helpful for you. Turn to Page 25 in your teen manual.

ASK: teens to complete the Self-love Action Plan.

ASK: if anyone wants to volunteer to share theirs. Choose one or two volunteers.

CLICK: To bring up the next slide.

SLIDE #29: WHY IS IT IMPORTANT TO GET HELP EARLY?



ASK: Why is it important to get help early?

POSSIBLE ANSWERS

- More likely to recover quickly.
- More likely to recover completely.
- The mental health challenge may have less impact on the teen's life.

SAY: Many people delay getting help because they hope the challenge will go away. But it may get quite a lot worse before it gets better — so getting appropriate help early is always better.

CLICK: To bring up the next slide.

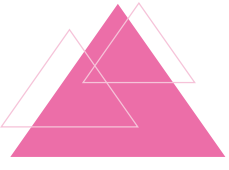
SLIDE #30: RESOURCES



NOTE: Choose two resources from your list of community resources and be prepared to mention them.

SAY: Before we finish, I want to remind you of resources that are available to you. You may be familiar with resources available at your school such as a school nurse. Maybe you know others in an organization or in your community. One national resource also available that anyone can access if they need to talk to someone:

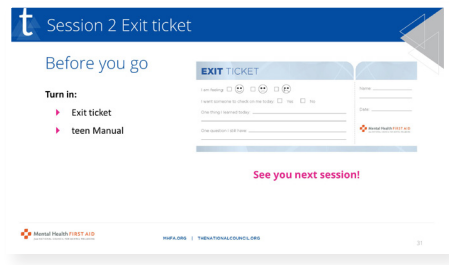
- **988 Suicide & Crisis Lifeline**
 - » Call or text 988
 - » Chat 988lifeline.org
 - » TTY users, use your preferred relay service or dial 711 then 988
 - » For help in Spanish, call 888-628-9454



SAY: The resources in your manual are all credible resources that you can trust to have accurate information.

CLICK: To bring up the next slide.

SLIDE #31: SESSION 2 EXIT TICKET



SAY: The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure learners complete all steps. Remind learners again to write their names on their Exit Tickets.

SAY: Once you are done, turn in your Exit Ticket along with your manual.

TELL teens when you will see them again.



Instructor Notes:

COLLECT the Exit Tickets from teens as they leave or designate a box to drop them in before they walk out the door.

REVIEW them before you leave the building.

SEPARATE Exit Tickets where teens circled that they want a follow-up. Give these to the school counselor, nurse, or mental health professional, as you arranged previously.

REVIEW all the questions on the Exit Ticket and be prepared to address them to start the next session.

END OF SESSION 2



SESSION 3

HELPING A FRIEND IN CRISIS — SUICIDE

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

This session talks about helping a friend who is in crisis because they are suicidal. Teens will learn the tMHFA Action Plan — Look, Ask, Listen, Help, Your Friend — for the first time, and how it can be used in a crisis situation.



LEARNING OBJECTIVES:

By the end of this session teens will:

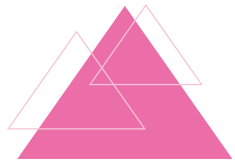
- Recognize warning signs that a friend may be experiencing a mental health crisis.
- Know when and how to get a responsible adult involved.
- Know how to apply the tMHFA Action Plan to help a friend with a mental health challenge or crisis.

NOTE: At the start of class, agree with the class on a signal that they can use if they need to step out to take a break from the content. Let them know that if they do so, an adult will come out to check on them once they are outside the classroom.



ADVANCE PREPARATION:

- Have any prizes for participants (such as armbands or stickers) handy.
- Have paper and markers on hand to make name tents.
- Cut out Exit Tickets.
- Have the video clips ready to play.
- Set the manuals out.
- Have the tMHFA Brain Break or Mindfulness Activities Guide handy.



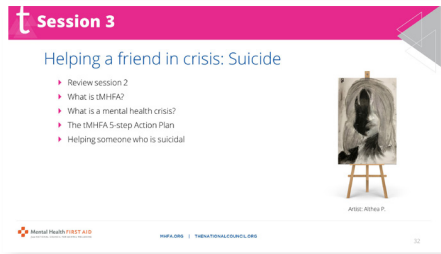
State these key messages:

- Adults are here to help and support you. As a teen Mental Health First Aider, never feel like you must take on your own challenges or your friend’s challenges alone. Ask for help.
- Teens are resilient. You continue to grow, learn, and take on new life challenges. No matter what you are experiencing or have experienced, you can feel better. Help is available.
- It is OK not to be OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Session 3 introduction and Review, <i>Slides #32-33</i>	3 min
What is teen Mental Health First Aid (tMHFA) and Your role, <i>Slides #34-35</i>	1 min
What is a mental health crisis?, <i>Slide #36</i>	1 min
Let’s break it down together, <i>Slide #37</i>	12 min
tMHFA 5-Step Action Plan: Step 1, <i>Slide #38</i>	2 min
tMHFA 5-Step Action Plan: Step 2, <i>Slide #39</i>	2 min
tMHFA 5-Step Action Plan: Step 3, <i>Slide #40</i>	2 min
tMHFA 5-Step Action Plan: Step 4, <i>Slide #41</i>	1 min
tMHFA 5-Step Action Plan: Step 5, <i>Slide #42</i>	1 min
Video: “You Matter,” <i>Slide #43</i>	7 min
How did Matt help Jay?, <i>Slide #44</i>	5 min
Helping someone who is suicidal, <i>Slide #45</i>	5 min
Resources review, <i>Slide #46</i>	1 min
Session 3 Exit Ticket, <i>Slide #47</i>	2 min
Total Time for Session 3	45 min

SLIDE #32: SESSION 3



GREET the class.

SAY: If you didn't write your name on the front cover of your manual, turn to page 2 and see if you recognize your handwriting.

REVIEW the ground rules from last time and ask if anyone has anything to add after the last session.

REVIEW any questions from the Exit Tickets.



Instructor Notes: If you have prizes such as armbands or stickers, they can be awarded to people who participate in the session.

If you sense the group needs a break, consider using the tMHFA Brain Break or Mindfulness Activities Guide.

ASK: Art can be interpreted in many ways. What does this art mean to you?

SAY: Is someone willing to read Page 31?

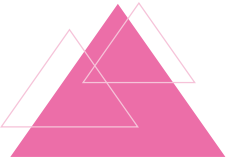
CALL on one participant who is willing to read. After they have read,

SAY: In this session, we'll talk about how to help a friend who is experiencing a mental health crisis.

SAY: We will cover:

- The importance of getting help early.
- The tMHFA 5-Step Action Plan.
- What a crisis is.
- How to help a friend who might be having thoughts of suicide.

CLICK: To bring up the next slide.



SLIDE #33: REVIEW

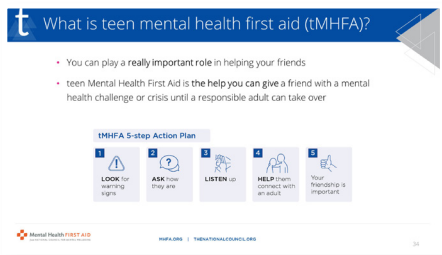


? ASK: the class the questions on the review slide. Some key points:

- Who can provide appropriate professional help? Professionals who can help include psychiatrists, advanced practitioners, mental health professionals like counselors or social workers, rehabilitation specialists, and school-based mental health professionals like guidance counselors and special educators.
- Why is it important to use non-stigmatizing language when talking about mental health challenges? We want to treat our friends with respect. Also, if we use stigmatizing language, our friends might not want to get help.

👉 CLICK: To bring up the next slide.

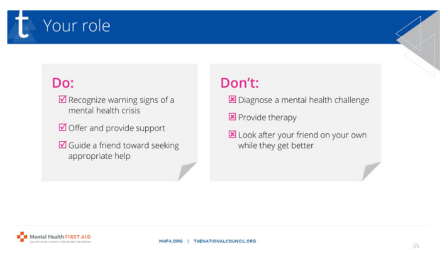
SLIDE #34: WHAT IS TEEN MENTAL HEALTH FIRST AID (tMHFA?)



🗨️ SAY: Mental Health First Aid is the help given until a responsible adult can take over. We will look at the different action steps over the next few slides.

👉 CLICK: To bring up the next slide.

SLIDE #35: YOUR ROLE



👉 CLICK: To bring up the list of DOs on the left side of the slide.

Read the DOs to the class.

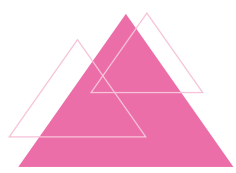
👉 CLICK: To bring up the list of “DON'Ts” on the right side of the slide.

🗨️ SAY: Now we'll briefly discuss the list of DON'Ts.

🗨️ SAY: Just as a CPR or physical first aid course does not prepare you to be a doctor, Mental Health First Aid does not teach you to diagnose or provide counseling.

🗨️ SAY: When you guide your friend towards professional help, it's because you want them to get the best possible help as fast as possible. It never means that you are trying to push them away.

🗨️ SAY: Even adults who learn to give Mental Health First Aid to other adults don't learn to diagnose or provide counseling.



Instructor Notes: When you tell the class that adults learning Mental Health First Aid also learn that they should refer a person to appropriate professional help, you help teens feel respected.

 **CLICK:** To bring up the next slide.

SLIDE #36: WHAT IS A MENTAL HEALTH CRISIS?



t What is a mental health crisis?


A mental health crisis is when a person has a **high chance of harming themselves or others.**

Examples:


- Thoughts of suicide
- Panic attack
- Self-harm
- A traumatic event such as violence or bullying
- Thoughts about harming others
- Being very drunk or high on alcohol or other drugs




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 **SAY:** These are situations where you must act. It's life or death or potential for injury.


 **CLICK:** To bring up examples.


 **SAY:** If a mental health crisis occurs, we will need to provide assistance as quickly as possible.

READ the examples on the slide. If teens have questions, tell them you will give more details later in the session.

 **SAY:** We are going to spend most of our time today talking about what to do if someone is having thoughts of suicide. In the next session, we'll look at additional crisis situations.

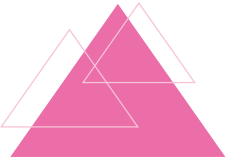
 **SAY:** If you find yourself feeling upset during this session, signal to me or to the other adult in the room that you need to take a break. You can then step outside of the classroom. An adult will check in on you once you are outside the classroom. The adult may walk with you to see the school counselor if you need to.

 **SAY:** You may know someone who has experienced a crisis or may have been through a crisis yourself. This can be a hard topic, but learning how to help someone in a mental health crisis can save lives and keep people safe.

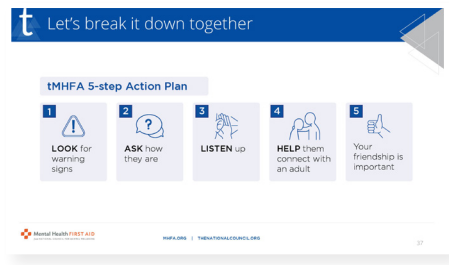
 **SAY:** Keep in mind that there are adults available to talk with you later if you would like.

NOTE: To keep anxiety down, do not say more than this.

 **CLICK:** To bring up the next slide.



SLIDE #37: LET'S BREAK IT DOWN TOGETHER



ASK: The class to turn to Page 32 while you read the tMHFA 5-Step Action Plan out loud.

SAY: I'll read the steps: "The tMHFA 5-Step Action Plan is Look for warning signs, Ask how they are, Listen up, Help them connect with an adult, Your Friendship is Important."

SAY: "Look, Ask, Listen, Help your Friend," Have the class chant together several times getting louder each time.

SAY: I'll read through it again and read the details for each action.

READ through again, this time reading the whole wording for each action.

ACTIVITY: tMHFA 5-Step Action Plan

You will divide the class into five groups or more, depending on the size of the class. If there are more than five groups, you will need to assign more than one group the same tMHFA 5-Step Action Plan step.

SAY: You are going to teach each other the tMHFA 5-Step Action Plan steps.

SAY: Each group will be assigned an action step.

SAY: I will give you each a piece of chart paper and markers, and the page number in your teen Manual to read about the action step.

NOTE: Each group will make a poster showing how to do the action step and the most important parts to remember in a crisis.

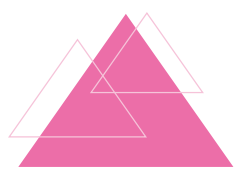
Then, one person in each group will briefly teach the class about the action step.

Assign each group a tMHFA 5-Step Action Plan step and tell them the corresponding page number in the manual.

SAY: Everyone is responsible for reading about the action step and summarizing the key points.

SAY: Each group needs to choose one person to draw the tMHFA 5-Step Action Plan step, another person to write the most important things to remember, and another person who will present to the class.

- Look for warning signs (Page 34).
- Ask how they are (Page 35).
- Listen up (Page 37).
- Help your friend connect to an adult (Page 37).
- Your friendship is important (Page 38).




Walk around to each group to make sure they are on the right track.

Bring the full group back together.

During the presentation, use the key points you see under each slide to cover anything the teens' presentations don't.

You can blank out the slides or show them. In either case you'll be able to read the points under the slide.

 **SAY:** Each group choose someone to present to the larger group.

 **SAY:** Follow along on Pages 34-39 in your manual. You will see all steps of the tMHFA 5-Step Action Plan and space to write. Write phrases that feel natural for you when you're talking to a friend.

If teens get stuck, here are some ideas for each action:

- **Look:** Notice changes in thoughts, feelings, and behavior.
- **Ask:** I want to talk to you. It's good to talk about problems and feelings. It might help you feel a bit better if you get it off your chest. You look a bit stressed. I don't see you smile as much these days.
- **Listen:** That sounds really tough. I am here for you. That's fine if you don't want to talk right now, but is it okay if I check back in on Monday?
- **Help** them connect with an adult: Our school counselor seems like someone we can trust. Do you want me to go with you to talk to them?
- **Your friendship is important:** In a crisis situation, being a good friend also means connecting your friend to an adult.




Instructor Notes: Save the posters to hang up in future classes.

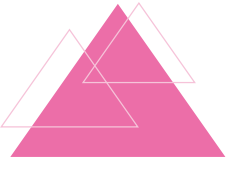
 **CLICK:** To bring up the next slide.

SLIDE #38: tMHFA 5-STEP ACTION PLAN: STEP 1



 **SAY:** Please turn to Page 34 in your teen Manual. Read the "Warning signs of a mental health crisis."

 **SAY:** Is it important to figure out what mental health challenge your friend is experiencing? No, that is not important. The important part is to notice that something is different and to help your friend connect with a trusted adult.



SAY: If someone is talking about suicide, what does it mean? It means they are in crisis.

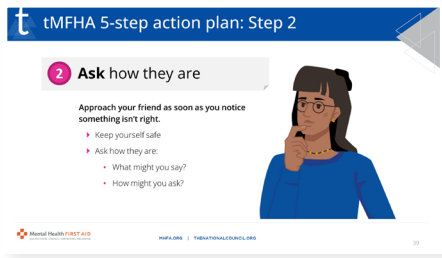
SAY: Some people say that when someone talks about suicide, it shows they want attention or are bluffing. This is not true.

SAY: If someone is talking about suicide, get help quickly.

SAY: All signs or thoughts about suicide must be taken seriously. You should never dismiss warning signs as someone wanting attention or bluffing.

CLICK: To bring up the next slide.

SLIDE #39: tMFHA 5-STEP ACTION PLAN: STEP 2



KEY POINTS

SAY: Don't wait. In a crisis, you need to get help quickly.

SAY: What do we mean by "Keep yourself safe?"

SAY: You might need to keep yourself safe as your first priority when your friend is intoxicated, becoming aggressive, or threatening violence.

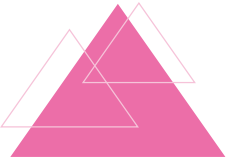
SAY: Take a look at Page 35 in your manual. You can see the recommendation that if someone becomes aggressive, you might need to call 911. This can happen when someone has been using substances.

ASK: What if you really can't do it? What if there is a reason why right now, you can't be the one to do this? For example, you're not feeling great yourself, or you and the person are not very close, or you just don't feel like you can do it?

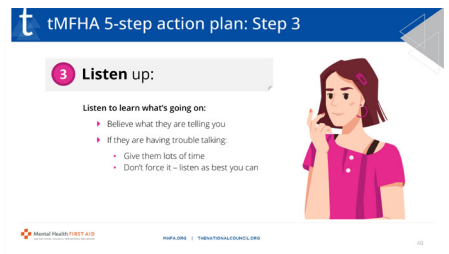
Immediately tell a mutual friend about your concerns, or speak to a trusted adult. Getting someone else involved is Mental Health First Aid.

Tell a mutual friend about your concerns, or speak to a trusted adult, immediately.

CLICK: To bring up the next slide.



SLIDE #40: tMFHA 5-STEP ACTION PLAN: STEP 3



SAY: If they tell you something shocking like that they are experiencing abuse or feeling suicidal, it might be hard to believe. But they need to be believed.

SAY: Don't try to force them to talk if they are not ready to, as this can make things worse. If they don't want to talk to you, go straight to connecting them with an adult.

SAY: Sometimes a person in crisis may not be able to communicate very well. Don't assume that the person doesn't want to talk. Give them time and try to remain calm.

CLICK: To bring up the next slide.

SLIDE #41: tMFHA 5-STEP ACTION PLAN: STEP 4



- SAY:**
 - Get a trusted adult involved. Talk with your friend about who this will be.
 - Explain to your friend that when someone of any age is in crisis, their friends must get them help. Getting help for your friend has nothing to do with their age.
 - Your friend is in danger. You have to tell someone so they can get out of danger. You can't promise to keep a secret this big and dangerous.
 - You could say something to your friend like "I care about you too much to keep a secret like this. I want you to be safe."
 - You may be forced to go behind your friend's back to keep them safe. Find out first why they don't want anyone to know, and talk through it. They might change their mind.

CLICK: To bring up the next slide.

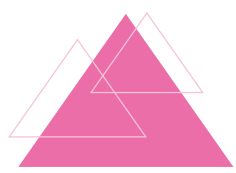
SLIDE #42: tMFHA 5-STEP ACTION PLAN: STEP 5



KEY POINTS:

SAY: Your friend needs lots of support from many different people. You are not responsible for your friend getting better. It is not your job to care for your friend after the crisis.

SAY: Take time to figure out what you can and can't do to continue helping after the crisis. For example, can you call them twice a week to check up on them? Can you bake them their favorite dessert? Don't offer to do something that you might not be able to do.



SAY: If your friend tells you that they got help from an adult, but it wasn't helpful, encourage your friend to seek help from a different adult. Tell your friend that it's not unusual to have to meet with more than one therapist or other professional before finding the right one.

NOTE: If you think that learners do not understand that they can't provide therapy for their friends, you can talk about that with them.

SAY: With a friend, you focus on doing things you enjoy. If you try to be a therapist to them, they might later be reminded of the time you spent talking about their challenges. This might change your friendship.

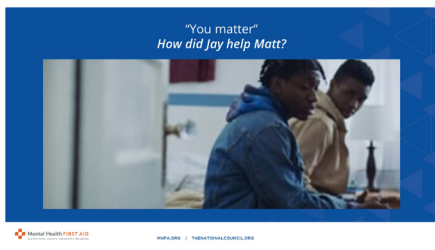
SAY: Even if you are a good listener and a caring person, you are not a therapist. You wouldn't try to fill a friend's cavity, and you shouldn't try to give them therapy.

SAY: We have just been through the tMHFA 5-Step Action Plan and looked at how you might help a friend experiencing a mental health crisis.

SAY: We are now going to look at some extra information about how to help someone who is thinking about suicide.

CLICK: To bring up the next slide.

SLIDES #43-44: VIDEO: "YOU MATTER" HOW DID JAY HELP MATT?

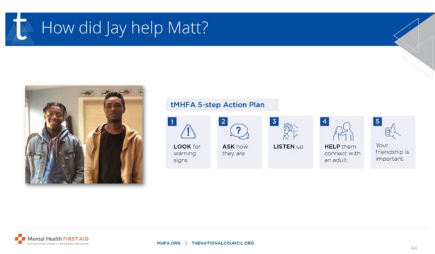


SAY: We're going to watch a video about two best friends, Matt and Jay.

Matt has been having a hard time for a while, and Jay is concerned. The story has a positive outcome.

Think about the steps in the tMHFA 5-Step Action Plan as you watch.

CLICK: To play video "You Matter" (length: 7:00)

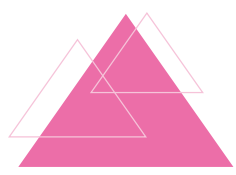


Instructor Notes: When you let the class know that the video ends happily, they won't have to worry when Jay gets to the house and opens his friend's door.

After the video ends, **SAY:** Does anyone want to offer a reflection on the video?

ACTIVITY: Reflection

ASK: teens to turn to Page 40 for an activity.



SAY: Please work with someone near you or in a small group.

NOTE: If participants don't seem to know what to write, **SAY:** Take a look at your manual.

If it is difficult to get the class to participate in the discussion, **SAY:** Could Jay have handled the conversation differently? How would you have approached the conversation?

NOTE: Having teens answer these questions helps them experience empathy for Matt and Jay.

- **SAY:** How do you think Matt was feeling?
- **SAY:** How do you think Jay was feeling?

ASK: What were the warning signs that Matt was having trouble? If teens are having difficulty listing warning signs, **SAY:** We saw signs online, in text conversations, and in the voices telling the background information.

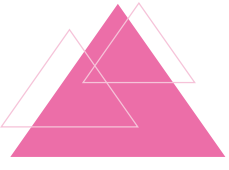
SAY: We will talk about each step in the tMHFA 5-Step Action Plan and what we saw in the video that had to do with each step.

Warning Signs

- The first thing we see is that Matt and his girlfriend Ashley broke up about a week ago. Matt says it doesn't matter, but we can assume he is probably upset. He says nothing matters anymore.
- Then, we hear that his cousin died by suicide and his sister moved out. Those things could be causing him sadness, anger, or stress.
- We can see that friends have been reaching out on social media, and they are worried about Matt.
- Matt has been missing school and practice.
- A friend said Matt texted him that "the world would be better without him." That might indicate he is feeling really sad and hopeless.
- When Jay gets to Matt's room, Matt seems really out of it.
- Jay sees a notebook where Matt wrote that he hates himself and other really negative things.

Ask How They Are

- Jay tries texting with Matt to see how is doing after the breakup and whether he misses school. He decides to go ask Matt what is going on face-to-face.
- Matt says nothing is going on, but Jay keeps asking him questions to find out what is wrong. Matt gets upset at first.



Jay directly asks Matt if he is thinking about killing himself. Matt says maybe.

Listen Up

- Jay listens to his friend describe how he is feeling. He reassures him that he matters to him and to many other people.
- We can see Jay is shocked by what his friend has told him and is really upset that his friend didn't tell him sooner.
 - » One takeaway is that you shouldn't blame your friend for not telling you for what is happening. Another is that it's okay to show your friend that you are scared or worried while doing your best to stay calm.

Help Them Connect with an Adult

- Jay suggests they tell an adult how Matt is feeling. Matt is worried about upsetting his mom. Jay suggests Matt's sister. We assume that since she moved out of the house, she is older. Jay calls her. She tells him she is on her way, and she says they will get Matt help.

Your Friendship is Important

- Jay makes a joke about Matt needing a shower and that his room smells. He is showing Matt that they will still be friends.



Instructor Notes: The manual cautions readers to not talk about appearance and hygiene with someone experiencing a mental health challenge. (This is on Page 65.)

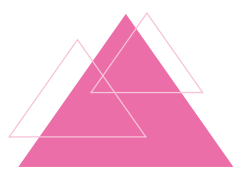
If teens bring up this topic, consider saying that because they are really close friends, Jay probably felt okay saying that. But friendships are all different. We use our judgment about when we can joke about appearance and hygiene.

SAY: Things do not always happen just like we saw in the video. The action steps are not always used in this exact order. This conversation may look different between you and your friend.

SAY: Is there anything that Jay could have said or done differently? How might you have handled this conversation?

SAY: You may not see the same warning signs that Jay did in this video. Warning signs can vary. Warning signs can be subtle.

SAY: Pay attention if your friend is missing school or activities, or stops hanging out with you.



SAY: If you think a friend is really upset or angry and could be considering suicide, don't assume they are joking or being sarcastic. This goes for messages online or over text, or for real life.

SAY: Check on them, tell them they matter to you, and get the help of an adult.

CLICK: To bring up the next slide.

SLIDE #45: HELPING SOMEONE WHO IS SUICIDAL

t Helping someone who is suicidal

If you think your friend is having thoughts of suicide, **ask them directly:**

- Are you thinking of killing yourself?
- Are you thinking about suicide?

If they say no, **believe them.**

If they say yes:

- Take them seriously
- Stay with them until an adult arrives

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SAY: There are several key actions when helping someone who is suicidal. You can open your manuals to Page 36 if you'd like to follow along.

CLICK: To bring up first point.

SAY: If you think someone might be having thoughts of suicide, you need to ask them directly.

- We know from research that you can't "make someone suicidal" by asking them.
- We know that by asking, you actually give your friend permission to talk about how they are feeling and if they are not coping well. It is a very supportive thing to do.

SAY: You should be clear and direct. If you ask, "Are you thinking about hurting yourself?" this is not clear because you might be asking about self-injury. Also, it is not clear because the person can interpret it their way. For example, if they think suicide will stop their hurt, then they aren't thinking that suicide is "hurting."

SAY: We shouldn't be judgmental. If we ask, "You're not thinking about suicide, are you?" it sounds like you want the answer to be "No." It sounds like you will be judgmental if the answer is "Yes."

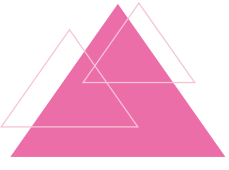
CLICK to bring up the two statements. Read the two versions of the question on the slide out loud yourself. Tell participants that they might be hard questions to ask, but that a little practice makes it easier.

SAY: On the count of three, let's read the first question out as a group. Ready? One, two, three.

SAY: Great job. Let's do the other one. One, two, three.

SAY: That might make it easier for you if you ever have to ask the question in real life.

CLICK: To bring up next dot point.



SAY: If you ask the question, and the person doesn't think you are judging them, they will probably answer honestly.

SAY: If they say no, tell them you're glad to hear it and if they ever have thoughts of suicide, you are willing to talk about it. However, if you still have a gut feeling that your friend is suicidal, find a trusted adult immediately and talk to them about your concerns.

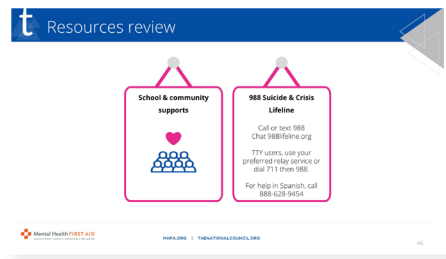
CLICK: To bring up the final dot points.

SAY: If they say yes, get an adult involved right away. Stay with them until someone can take over.

SAY: Never blame yourself if you miss a warning sign of suicide. We do the best we can with what we know, at the time we know it.

CLICK: To bring up the next slide.

SLIDE #46: RESOURCE REVIEW



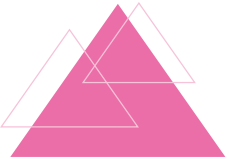
NOTE: Choose two resources from your list of community resources and be prepared to mention them.

SAY: Before we finish, I want to remind you of resources that are available to you. You may be familiar with resources available at your school such as a school nurse. Maybe you know others in an organization or in your community. One national resource also available that anyone can access if they need to talk to someone:

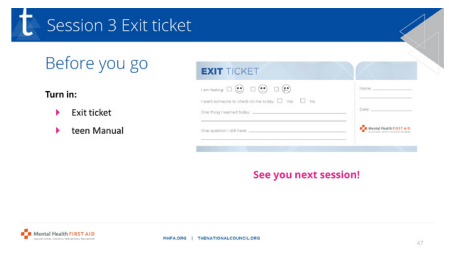
- **988 Suicide & Crisis Lifeline**
 - » Call or text 988
 - » Chat 988lifeline.org
 - » TTY users, use your preferred relay service or dial 711 then 988
 - » For help in Spanish, call 888-628-9454

SAY: The resources in your manual are all credible resources that you can trust to have accurate information.

CLICK: To bring up the next slide.



SLIDE #47: SESSION 3 EXIT TICKET



SAY: The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure participants complete all steps. Remind participants again to write their names on their Exit Tickets.

SAY: Once you are done, turn in your Exit Ticket along with your manual.

TELL teens when you will see them again.



Instructor Notes:

COLLECT the Exit Tickets from teens as they leave or designate a box to drop them in before they walk out the door.

REVIEW them before you leave the building.

SEPARATE Exit Tickets where teens circled that they want a follow-up. Give these to the school counselor, nurse, or mental health professional, as you arranged previously.

REVIEW all the questions on the Exit Ticket and be prepared to address them to start the next session.

END OF SESSION 3



SESSION 4

HELPING A FRIEND IN A MENTAL HEALTH CRISIS

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

This session talks about helping a friend who is in a crisis such as threatening violence or harm to others; engaging in nonsuicidal self-injury; experiencing a traumatic event such as bullying, abuse, or assault; and panic attacks. Teens will practice using the tMHFA Action Plan (Look, Ask, Listen, Help Your Friend) in these types of crisis situations.



LEARNING OBJECTIVES:

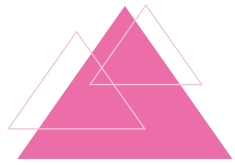
By the end of this session teens will:

- Recognize warning signs that indicate a friend may be experiencing a mental health crisis.
- Know when and how to get a responsible adult involved.
- Be able to apply the tMHFA Action Plan to help a friend with a mental health challenge or crisis.



ADVANCE PREPARATION:

- Cut out Exit Tickets.
- For the Videos: “Reaching Out For Help” select the same three teens profiled in “Confronting my Health Concern.” Teen videos are available on the tmhfa Video One Pager and the tmhfa PowerPoint file slide notes.
- Have paper and markers on hand to make name tents.



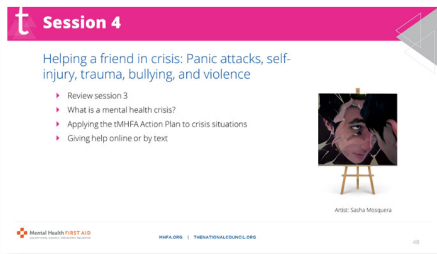
State these key messages:

- Adults are here to help and support you. As a teen Mental Health First Aider, never feel like you must take on your own challenges or your friend’s challenges alone. Ask for help.
- Teens are resilient. You continue to grow, learn, and take on new life challenges. No matter what you are experiencing or have experienced, you can feel better. Help is available.
- It is OK not to be OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Session 4 introduction and Review, <i>Slides #48-49</i>	5 min
Mental health crisis review, <i>Slide #50</i>	2 min
Helping a friend having a panic attack, <i>Slide #51</i>	2 min
Helping a friend who self-injures, <i>Slide #52</i>	4 min
Helping a friend with trauma (victim of violence and bullying), <i>Slides #53-54</i>	4 min
Speaking up about potential violence and Your role as a teen Mental Health First Aider, <i>Slides #55-56</i>	5 min
Practice helping — Jaden, <i>Slide #57</i>	7 min
Should you give help online or by text?, <i>Slide #58</i>	5 min
Videos: “Reaching Out For Help,” <i>Slide #59</i>	6 min
Resources review, <i>Slide #60</i>	2 min
Session 4 Exit ticket, <i>Slide #61</i>	3 min
Total Time for Session 4	45 min

SLIDE #48: SESSION 4



EXPLAIN that we'll be continuing our conversation about how to help a friend who is experiencing a mental health crisis.

REVIEW the ground rules from last time and ask if anyone has anything to add after the last session.

ASK: What do you think the artist might have been thinking when they created this? What does it say to you?

CLICK: To bring up the next slide.

SLIDE #49: REVIEW



SAY: During our last session we talked about the tMHFA 5-Step Action Plan and suicidal thoughts and behaviors.

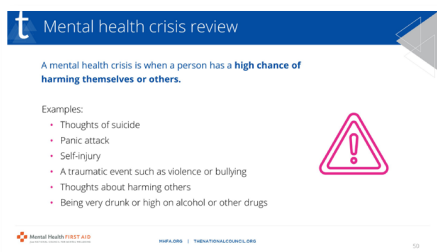
ASK: Were there any lingering questions from last session?

SAY: Let's review some key points from the last session:

- Some examples of crisis situations include having thoughts of suicide, engaging in self-injury, having thoughts about harming others, experiencing a traumatic event, experiencing a panic attack or being intoxicated, or overdosing on drugs or alcohol.
- Teens should not diagnose themselves or others, provide treatments, or look after friends alone without the help of an adult.
- Ask directly if your friend is feeling suicidal, believe whatever the friend tells you, and connect to an adult who can help.

CLICK: To bring up the next slide.

SLIDE #50: MENTAL HEALTH CRISIS REVIEW

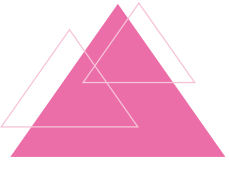


SAY: Suicidal thoughts and behaviors are really serious, but they are not the only type of mental health crisis that your friends might experience. Today we are going to talk about what to do if a friend:

- Engages in nonsuicidal self-injury.
- Experiences a traumatic event.
- Has a panic attack.
- Has thoughts of harming someone.
- Is intoxicated.

CLICK: To bring up examples.

SAY: The tMHFA 5-Step Action Plan can be used for any of the crises.



ASK: Can anyone remember the five steps of the tMHFA Action Plan?

CLICK: To bring up the next slide.

SLIDE #51: HELPING A FRIEND HAVING A PANIC ATTACK



SAY: The first crisis situation we are going to discuss is helping a friend who is experiencing a panic attack. Panic attacks are common.

ASK: How many people do you think experience panic attacks?

NOTE: Give teens a hint by saying, “one in how many?”

CLICK: To bring up the statistic.

SAY: About one in five individuals will experience a panic attack in their lifetime. A panic attack is a sudden episode of high anxiety. A panic attack may include some of the following symptoms:

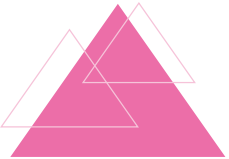
- Palpitations, pounding heart, rapid heart rate, sweating, trembling, shaking, shortness of breath, sensations of choking or smothering, chest pain or discomfort, abdominal distress or nausea, dizziness, lightheadedness, feeling faint or unsteady, feelings of unreality or being detached from oneself, fears of losing control, fear of dying, numbness or tingling, chills, or hot flashes.

CLICK: To bring up the tMHFA 5-step Action Plan.

Let’s take a look at how you can use the tMHFA Action Plan if you suspect your friend is having a panic attack.

- **Look:** Your friend may experience some of the warning signs listed on Page 43 of the teen manual.
- **Ask:** Some people may have a hard time answering questions. Try to use short, simple questions such as:
 - » “Do you know what is happening?”
 - » “Can I help you?”
 - » “Is there someone I can call?”
- **Listen:** Remain calm, and allow your friend time to respond to questions. Stay with your friend until help arrives.
- **Help Your Friend:** Connect to an adult. Ask your friend, “Who can I call to come help?” If your friend cannot think of an adult, contact someone in your Circle of Support and/or call 911. Your friend’s safety is important.
- **Your Friendship is Important:** Your friend is so much more than a mental health challenge. The next time you see your friend, do things together you both enjoy!

CLICK: To bring up the next slide.



SLIDE #52: HELPING A FRIEND WHO SELF-INJURES

t Helping a friend who self-injures

Self-injury is when someone hurts their body on purpose (also called self-harm)

- For most teens, self-injury is a way to cope, not a suicide attempt
- Even when someone is not suicidal, self-injury can still cause severe injury or death

IMHFA 5-step Action Plan

- LOOK** for signs
- ASK** how they are
- LISTEN** up
- HELP** them connect with an adult
- TRUST** themselves to recover

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SAY: Self-injury or self-harm refers to people deliberately hurting their bodies. For most teens, self-injury is a coping mechanism, not a suicide attempt. But even when suicide is not the goal, self-injury can still cause severe injury or death.

ASK: What might you see if someone was harming themselves?

POSSIBLE ANSWERS: Cuts, stains on clothes, bruises, trying to cover up by wearing long sleeves in hot weather, lots of Band-Aids or bandages can all be signs someone is self-injuring.

SAY: You may not be able to see any signs because your friend may hide their injuries. Do not blame yourself for missing the signs. If you do see signs that your friend might be injuring themselves, get your friend help from an adult as soon as possible.

ASK: What might you say to a friend if you were worried they were injuring themselves?

AFFIRM answers that talk about getting help for their friend.



Instructor Notes: Teens might describe lots of ways a friend might injure themselves or want to share stories. Don't get lost in all of the potential ways someone could be self-injuring. Focus on the importance of getting someone help.

CLICK: To bring up the next slide.

SLIDE #53: HELPING A FRIEND WITH TRAUMA (VICTIM OF VIOLENCE)

t Helping a friend with trauma (victim of violence)

Going through or seeing any type of violence can be traumatic, including:

- Sexual assault or abuse
- Physical assault like pushing, punching, or fighting with someone
- Bullying

IMHFA 5-step Action Plan

- LOOK** for signs
- ASK** how they are
- LISTEN** up
- HELP** them connect with an adult
- TRUST** themselves to recover

7% of U.S. high school students missed school because they felt unsafe at school or on the way to school

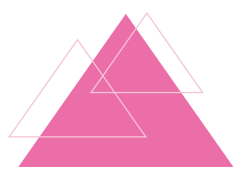
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SAY: Let's talk about how we can help a friend who has experienced or is experiencing a traumatic event. We discussed trauma in Session 1.

We are not going to talk about every type of traumatic event that can happen, but we are going to mention a few that are common. Unfortunately, as we just discussed, violence is a common experience. Experiencing violence whether in school, in the community, or at home can be very traumatic.

Violence comes in many forms:


- Sexual abuse or assault.
- Physical fights or physical abuse.
- Psychological like bullying or harassment.



Violence isn't uncommon. You may have experienced violence yourself or witnessed violence in your school or community. This can impact teens in many ways.

 **CLICK:** To bring up the statistic.

For example, 7% of high school teens did not go to school at least once during the past month because they felt unsafe either at school or on their way to or from school.

 **ASK:** What kinds of violence can teens experience that don't involve a weapon? **AFFIRM** appropriate responses before revealing the next point.



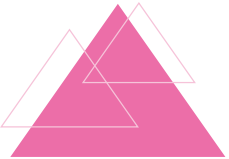
Instructor Notes: This data about the prevalence of bullying comes from the CDC Youth Risk Behavior Survey.

The Youth Risk Behavior Survey was developed in 1990 to monitor health behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors are often established during childhood and adolescence. They include:

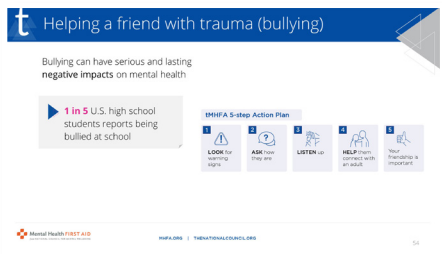
- Behaviors that contribute to unintentional injuries and violence.
- Sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection.
- Alcohol and other drug use.
- Tobacco use.
- Unhealthy dietary behaviors.
- Inadequate physical activity.

The Youth Risk Behavior Survey includes national, state, territorial, tribal government, and local school-based surveys of representative samples of ninth through 12th grade teens. These surveys are conducted every two years, usually during the spring semester.

 **CLICK:** To bring up the next slide.



SLIDE #54: HELPING A FRIEND WITH TRAUMA (BULLYING)



SAY: Bullying is one of the most common forms of violence that impacts teens.

CLICK: To bring up the statistic.

One in five American high school teens report being bullied at school. One in six experiences cyberbullying.

Bullying has serious and lasting negative effects on the mental health and overall well-being of teens involved in it in any way — whether bullying, being bullied, and even for friends who witness bullying.

It is important to help a friend who may be experiencing bullying or another form of violence or traumatic experience. The tMHFA Action Plan can help you do that. Let's think about Step One from the Action Plan: **Look** for warning signs.

ASK: What might you see if a friend was experiencing bullying?

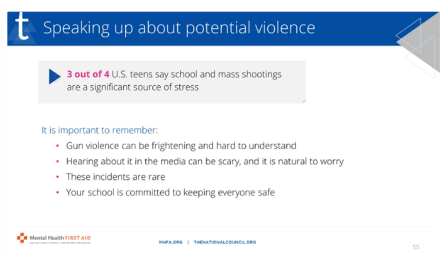
SAY: Signs may be very difficult to see.

POSSIBLE ANSWERS

- A friend may tell you about being bullied, or you may witness the bullying/abuse.
- A friend might avoid specific locations, websites, etc., where bullying has occurred or may occur. This might mean they never want to go home, might always ask to come to your house, or avoid places at school where they might encounter bullies.

CLICK: To bring up the next slide.

SLIDE #55: SPEAKING UP ABOUT POTENTIAL VIOLENCE



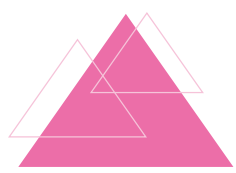
SAY: I want to take a step back to frame our conversation. We often hear in the media about gun violence such as mass shootings or school shootings. Many teens (three out of four) reported that this causes them a lot of stress.

ASK: Is that something that concerns you?

CLICK: To bring up the dot points.

SAY: It is natural for teens to worry about whether something may happen to them or their friends. Incidents that have occurred are terrible and frightening. Senseless violence is hard for everyone to understand, and hearing about it in the media can be stressful and scary.

SAY: Despite what it might seem like, they are rare.



If at a school, **SAY:** Your school is committed to keeping everyone safe.

If not at a school, **SAY:** Your organization is committed to keeping everyone safe.

SAY: Remind teens that while the media often talks about a link between mental illness and violence, very few people with mental health challenges become violent. In fact, they are more likely to be a danger to themselves than to others.



Instructor Notes: Keep the conversation about school shootings brief. Validate worry and concern, and reiterate how rare these events are and how their school, organization, agency and/or program is doing everything it can to keep them safe.

If possible, share information with teens about the school's protocol for investigating threats/keeping teens safe.

Survey data is from American Psychological Association (2018). Stress in America: Generation Z. Stress in America™ Survey.

CLICK: To bring up the next slide.

SLIDE #56: YOUR ROLE AS A TEEN MENTAL HEALTH FIRST AIDER



SAY: We are talking about the topic of violence because many people are worried about it and we want you to be prepared for any and all crisis situations.

SAY: Many Americans will experience violence in their lifetimes. You may have had that experience already. You could encounter a situation where someone is threatening violence or harm to others in the context of a dating relationship, because of gang involvement, or as a result of bullying or harassment.

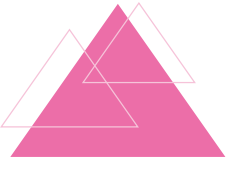
ASK: So, what should you do if you are worried that someone might harm someone else or become violent?

CLICK: To bring up each point.

SAY: Speaking up about potential violence and weapons not only protects you, but your friends.

SAY: Get the help of an adult right away:

- If you feel unsafe.



- If bullying involves violence or threats.
- If someone is in danger of getting hurt or harming themselves.
- If someone tells you about or shows you they have a gun or weapon.

SAY: If you can't find a teacher, parent, coach, or other adult, call 911.

SAY: When you report, you provide important information that may prevent harm. You can do it either directly or anonymously.

SAY: Reporting is not tattling, and it is not gossiping.

CLICK: To bring up the next slide.

SLIDE #57: PRACTICE HELPING — JADEN



SAY: We are going to practice helping a friend experiencing a situation involving bullying. Turn to Page 51 in your Manual.

NOTE: Recall that for many teens, their online friends are just as close to them as the friends they see face-to-face. You don't need to ask them to distinguish between online friends and friends in real life.

ACTIVITY: Jaden Scenario

There are two ways to facilitate this activity, depending on time.

TIMESAVER

Option 1: Instructions (Fastest)

Ask a volunteer to read the Jaden scenario out loud.

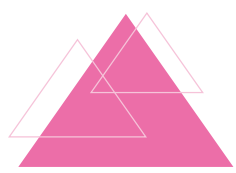
Go through each of the actions, asking for contributions from the class.

For example: "What are the warning signs in the story?" Ask participants to make note of what is suggested.

When discussing the action "Ask how they are," click to the next slide to discuss, "Is it a Good Idea to Give Help Online?" briefly.

Try not to make a distinction between online friends and friends in real life; for many teens, their online friends are just as close to them as the friends they see face-to-face.

CLICK back to this slide to finish the rest of the tMHFA Action Plan.



Option 2 Instructions (More Time):

? ASK teens to work in pairs or small groups. Have one person read the scenario out loud.

? ASK each group to identify what they would say and do to help Jaden using each of the action steps. Ask one person to record the answers on Page 51 of the teen Manual.

Go through each of the actions as a large group and ask for contributions from the class.

NOTE: You can prompt the group with these questions: “What did your group identify as warning signs in this story?” “How would you ask Jaden what is going on?”

? ASK a volunteer to read the Jaden scenario out loud.

Go through each of the actions, asking for contributions from the class.

For example, you might say: “What are the warning signs in the story?” Ask participants to make note of what is suggested.



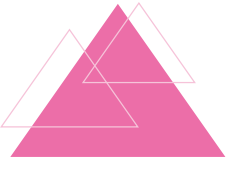
Emphasize the following points:

- Get the help of an adult right away:
 - » If you feel unsafe.
 - » If bullying involves violence or threats.
 - » If someone is in danger of getting hurt or harming themselves.
 - » If someone tells you about or shows you they have a gun or weapon.



Instructor Notes: This is an opportunity to share the policies or protocols for teens about reporting incidents of bullying or violence. To learn more about bullying prevention, visit: stopbullying.gov/

? CLICK: To bring up the next slide.




SLIDE #58: SHOULD YOU GIVE HELP ONLINE OR BY TEXT?

t Should you give help online or by text?

- Online or text message conversations **can be good** for people to talk about things that make them uncomfortable.
- **But you can miss** tone of voice and body language.
- When possible, try to have the **talk face-to-face**.

What might you text back?



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? ASK the class for a show of hands. Who was thinking that if they were worried about Jaden, they would probably ask them what’s going on via chat, texting, or Snapchat or other social media?

ACKNOWLEDGE that a lot of learners thought they would not ask Jaden what’s going on in person.

? ASK: How much of the body language and tone of voice are you going to be able to pick up if you have this conversation online?

! SAY: While online conversations can be good for people to talk about things that make them uncomfortable, it’s really important that you try to have the talk face-to-face. That way you can pick up on their tone of voice and body language, and offer help and support right away. (For more information, see “Is it a Good Idea to Give Help Online?” on Page 52 of your manual.)

NOTE: Acknowledge that this is hard to do if they only know their friend online. Don’t insinuate that purely online friendships are any less legitimate.

! SAY: Turn to Page 52 in your manual. Here you will see the start of a text thread between you and a friend. What could you text back to your friend?

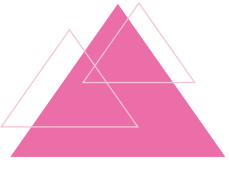
AFFIRM Teens will share different approaches, but emphasize the goal is to try to connect with the friend face-to-face.



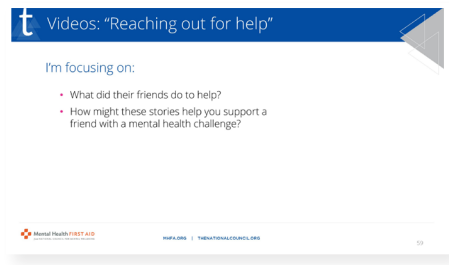
Instructor Notes: Remind teens of the “You Matter” video and how Jay tried to talk to Matt via text, but ultimately decided to go have a face-to-face conversation with Matt.

If you or the teens want to learn more about how to help a friend online, the JED Foundation and Instagram and Facebook created “Help a Friend in Need,” which provides information for teens about warning signs they might see online and how to help a friend. The document can be accessed at: jedfoundation.org/wp-content/uploads/2021/06/help-a-friend-in-need-jed-facebook-instagram-guide-NEW.pdf.

! CLICK: To bring up the next slide.



SLIDE #59: VIDEOS: “REACHING OUT FOR HELP”



VIDEOS: “Reaching Out For Help” (length varies)



Instructor Notes: Select the same three teens profiled in “Confronting My Health Concern.”

Links to the teen videos are available on the tMHFA Video One Pager and the tMHFA PowerPoint file slide notes.

SAY: Recall the teen videos you watched in Session 2. You can keep following the teen who was your focus in Part 1, or you can choose a different teen.

ASK: teens to turn to Page 53 in the teen Manual and ask them to make notes about their focus teen during/after the video.

Show the videos.

Debrief the videos by asking for their responses to the questions listed in their teen Manual.

As teens offer their responses, make sure they are not repeating the same information that other teens offered.

ASK: What did their friends do to help?

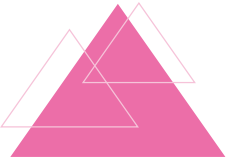
ASK: How might these stories help you support a friend experiencing a mental health challenge?



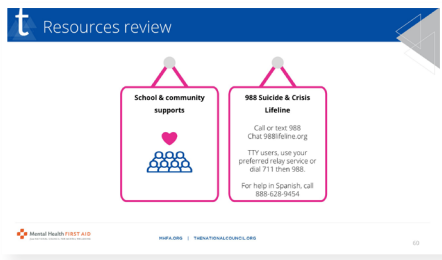
Instructor Notes: tMHFA is not about saying the perfect thing — it’s about showing up for your friends.

You can be an incredible support for your friends by encouraging them to seek out additional support.

CLICK: To bring up the next slide.



SLIDE #60: RESOURCES REVIEW



SAY: If you’ve found anything from today upsetting, talk to someone about it — parents, the school counselor, a teacher, or a friend.

You may be familiar with resources available at your school such as a school nurse. Maybe you know others in an organization or in your community. One national resource also available that anyone can access if they need to talk to someone:

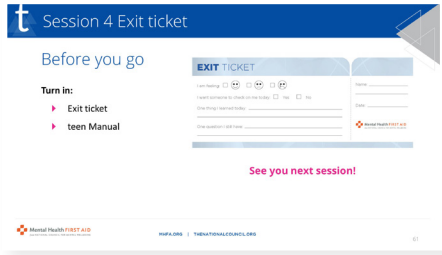
- **988 Suicide & Crisis Lifeline**
 - » Call or text 988
 - » Chat 988lifeline.org
 - » TTY users, use your preferred relay service or dial 711 then 988
 - » For help in Spanish, call 888-628-9454

If you have not saved this number already, take a minute to save it in your contacts, take a picture, or write it down. These is an important number to know if you are ever in a crisis situation and need to talk to someone, or if a friend is in a crisis situation and needs to talk to someone.

SAY: If this is the session that you’ve asked a mental health professional to talk to participants about the local resources available to them, then **SAY:** We have a mental health professional with us today who would like to talk to you.

CLICK: To bring up the next slide.

SLIDE #61: SESSION 4 EXIT TICKET



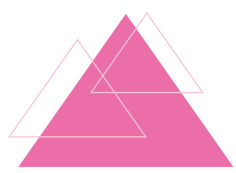
SAY: The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure participants complete all steps. Remind participants again to write their names on their Exit Tickets.

SAY: Once you are done, turn in your Exit Ticket along with your manual.

TELL teens when you will see them again.

SAY: Now you know about mental health crises. In the next session you will put knowledge into practice and help a friend who is developing a substance use crisis and mental health challenge.



Instructor Notes:

COLLECT the Exit Tickets from teens as they leave or designate a box to drop them in before they walk out the door.

REVIEW them before you leave the building.

SEPARATE Exit Tickets where teens circled that they want a follow-up. Give these to the school counselor, nurse, or mental health professional, as you arranged previously.

REVIEW all the questions on the Exit Ticket and be prepared to address them to start the next session.

END OF SESSION 4



SESSION 5

HELPING A FRIEND IN CRISIS: SUBSTANCE USE AND HELPING A FRIEND DEVELOPING A MENTAL HEALTH CHALLENGE

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

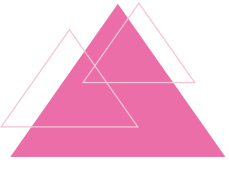
This session focuses on how to help a friend who may be in crisis due to substance use. Then, it discusses how to help if someone seems to be developing a mental health challenge. The course does not teach teens how to diagnose — it provides information about being a supportive friend, encouraging friends to seek help, and knowing when it's time to get someone else involved.



LEARNING OBJECTIVES:

By the end of this session teens will:

- Recognize early warning signs that a friend is developing a mental health challenge.
- Understand how to talk to a friend about mental health and seeking help.
- Know when and how to get a responsible adult involved.
- Know where to find appropriate and helpful resources about mental health challenges and professional help.
- Be able to apply the tMHFA Action Plan to help a friend with a mental health challenge or crisis.



ADVANCE PREPARATION:

- Cut out Exit Tickets.
- Have the video clips ready to play.
- Know the naloxone protocol at the place where you are teaching.
- Have any prizes for learners (such as armbands or stickers) handy.
- Have the tMHFA Brain Break and Mindfulness Activities Guide handy. They are found in the Resources section of MHFA Connect.
- Have paper and markers on hand to make name tents.

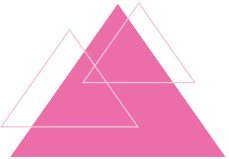


State these key messages:

- Adults are here to help and support you. As a teen Mental Health First Aider, never feel like you must take on your own challenges or your friend's challenges alone. Ask for help.
- Teens are resilient. You continue to grow, learn, and take on new life challenges. No matter what you are experiencing or have experienced, you can feel better. Help is available.
- It is OK not to be OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Session 5 introduction and Review, Slides #62-63.....	3 min
Helping a friend in a substance use crisis, Slide #64.....	2 min
Practice helping — Carlos , Slide #65.....	10 min
tMHFA in action, Slide #66.....	3 min
Look for warning signs, Slide #67.....	5 min
Ask how they are, Slide #68.....	2 min
Listen up, Slide #69.....	2 min
Help them connect with an adult, Slides #70-71.....	2 min
Your friendship is important, Slide #72.....	1 min
Practice helping — Role plays, Slide #73.....	10 min
Resources review, Slide #60.....	2 min
Session 5 Exit ticket, Slide #61.....	3 min
Total Time for Session 5.....	45 min



SLIDE #62: SESSION 5



GREET the class.

SAY: If you didn't write your name on the front cover of your manual, turn to Page 2 and see if you recognize your handwriting.

REVIEW the ground rules and ask if anyone has anything to add after the last session.

REVIEW any questions from the Exit Tickets from last time.

ASK: Art can be interpreted in many ways. What does this art mean to you?

SAY: Is someone willing to read Evan's explanation of their art on page 54 in the manual?

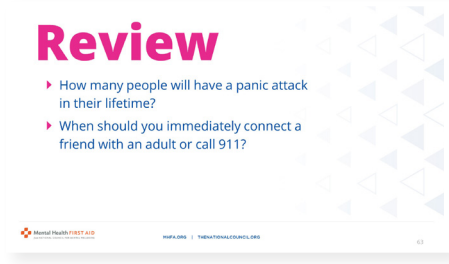


Instructor Notes: If you have prizes such as armbands or stickers, they can be awarded to people who participate in the session.

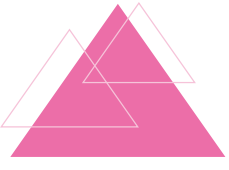
If you sense the group needs a break, consider using the tMHFA Brain Break or Mindfulness Activities Guide.

CLICK: To bring up the next slide.

SLIDE #63: REVIEW



SAY: Let's review the content on the slide.



SLIDE #64: HELPING A FRIEND IN A SUBSTANCE USE CRISIS



SAY: We are going to talk about another crisis situation, specifically, a situation involving substance use such as intoxication or overdose.

An **overdose** means having more of a drug (or combination of drugs) than your body can cope with. All drugs can cause an overdose, including alcohol. Look at Pages 57-58 in your manual for more information about different types of drugs and signs of overdose.

Overdose is a very serious situation that requires immediate medical attention. Call 911 right away.

In the case of opioids, which include heroin and prescription pain medications, **naloxone can reverse an overdose**, potentially saving someone's life. **911 must be called when naloxone is given.** You can get additional information about naloxone in the Resources section of your manual.



Instructor Notes: If the school or site has a protocol related to naloxone (for example, the school nurse is trained to administer it), you could briefly talk about the protocol or tell teens who to talk to for more information.

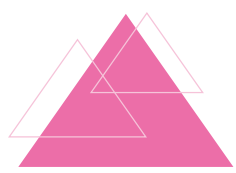
To find additional information about the opioid crisis and resources for teens, schools, and families, see the U.S. Department of Education Combating the Opioid Crisis: Schools, Teens, Families at ed.gov/opioids

If participants have learned the recovery position elsewhere, talk briefly about how important it is to use it when necessary. You can then have learners use the Helping Carlos case study on Page 59 in the manual to practice responding to a substance use crisis.

This is not a physical first aid class. If teens have learned first aid training, they should follow the protocol from their first aid course when responding to an emergency situation involving a physical injury.

Calling 911 should always be a first option. 911 operators can provide instructions on how to respond given the situation.

ASK: After looking at the information on this slide, what do you think are the two key actions you want to take if you think a friend might be experiencing a substance use crisis?



POSSIBLE ANSWERS

- Call 911.
- Make sure they're in a safe position.
- Don't leave your friend.
- Get an adult involved.
- Give naloxone and call 911 after naloxone even if they wake up.

If your friend is unconscious or is slipping in and out of consciousness, call 911. Place your friend in the recovery position and wait for help to arrive.

Losing consciousness is a serious health risk. Anyone who loses consciousness, even for a brief moment, needs medical help.

? ASK an adult (another tMHFA Instructor or the classroom teacher) to help you demonstrate the recovery position. Have the adult volunteer lie on the ground on their back. You can invite teens to gather around to see the demonstration.

👤 ACTIVITY: The Recovery Position

DEMONSTRATE the recovery position.

With the adult volunteer, go through the steps on Page 56 of the teen Manual. Explain each step to the class as you do it.

⌚ **Have the class pair up and practice** (five minutes for pairing up and practicing).

If there isn't enough room for every pair to do the activity, have people take turns. If a teen is not comfortable with another teen touching them, suggest that they watch another pair and give feedback.

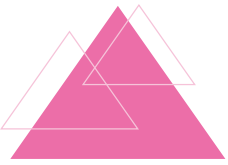


Instructor Notes: The adult volunteer should stay to assist during the activity. You and the volunteer should check that the teens get the position of the head and neck right.

💬 SAY: If you have already gotten first-aid training, you will follow the protocol from that first aid course in an emergency situation involving a physical injury.

💬 SAY: Call 911. The 911 operator will tell you how to respond.

Step 1: Assess the situation and find out what has happened to the person. If you think a person may have a spinal injury, do not attempt to move them. Call 911 right away.



Bump their foot gently with your foot and call their name, for example “(Name), are you all right? I’m worried about you and I’m going to put you in the recovery position.”

Continue talking to the person so they know what you’re doing at every step. It can be frightening to have someone touch you when you can’t defend yourself.

Step 2: Direct one person to call 911. Ask them to give the 911 operator as much information as possible about the situation. Stay with the person until help arrives.

Step 3: Crouch by the person’s side. Bring the arm furthest away up as straight as it will go — this will be a pillow for their head. Bring the closest knee up and put the same arm across the body.

Step 4: With one hand on the shoulder closest and one hand on the raised knee, roll the person away from you. Move their arm and leg out so they are stable, like in the picture on the slide.

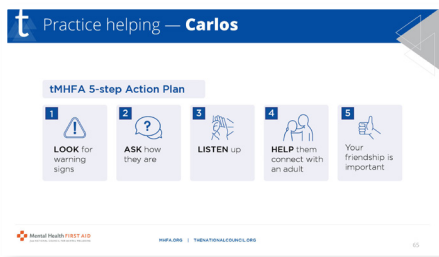
Step 5: Adjust their head so it is resting on their high arm, making sure their mouth is pointed down so if they throw up, gravity helps to keep their mouth and airway clear.

NOTE: They should be on the ground or a bed with no pillows around the head or face. They should NOT be on a couch, where they could roll forward and suffocate.

SAY: Call 911 immediately. Don’t worry about people getting in trouble. This is life or death. The paramedics are only interested in keeping the person safe. They won’t call the police unless someone is aggressive toward them or the situation is otherwise unsafe. **People die because of alcohol and other drug overdoses. Don’t worry about people getting in trouble. Focus on the person’s safety.**

CLICK: To bring up the next slide.

SLIDE #65: PRACTICE HELPING — CARLOS



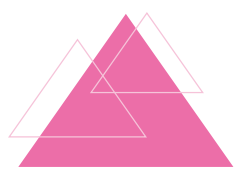
OPTIONAL ACTIVITY: Helping Carlos

If the class didn’t need to learn the recovery position, or if you have time left for other reasons, you can lead this optional activity. You can choose from a short version, which comes first, or a longer version.

TIMESAVER :

Option 1 Instructions (Fastest)

SAY: We are going to practice using the rest of the tMHFA Action Plan to help a friend.



SAY: Would anyone like to volunteer to read the scenario to the class?

Go through each of the actions, asking for contributions from the class.

For example, you can ask, “What are the warning signs in the story?” Ask participants to make note of what is suggested.

Option 2 Instructions (More Time)

ASK teens to work in pairs or small groups.

SAY: Would anyone like to volunteer to read the scenario to the class?

After the volunteer is done reading, **SAY:** Pair up or get into small groups to talk through the steps of the Action Plan. You will identify what to say and do to help Carlos.

SAY: Have one person from your pair or group record the answers on Page 60 of the Manual.

ASK the group to identify what they say and do to help Carlos using each of the tMHFA Action Steps.

Go through each of the actions as a group and ask for contributions from the class.

For example, you can ask, “What did your group identify as warning signs in this story?” “How would you ask Carlos what is going on?”

CLICK: To bring up the next slide.

SLIDE #66: tMHFA IN ACTION



ACTIVITY: Applying the tMHFA Action Plan Steps

ASK the class to read through the cartoon on Pages 74-75 of the teen Manual or have two volunteers read it out loud, playing the two characters.

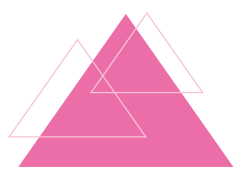
You’ll use parts of the cartoon to revisit the tMHFA Action Plan.

SAY: What’s the first thing Isabella does? Which action step is that?

LOOK for warning signs.

Isabella sees Taylor crying in the bathroom, very upset and angry about their grades. What does Isabella do next? How does Taylor respond? Which action step is that?

ASK how they are.



Isabella asks what is wrong. When Taylor says they are sick, Isabella doesn't just assume Taylor means they have a cold — Isabella asks for more information. What does Isabella do next? Which action step is that?

LISTEN up.

Isabella hears a lot of negativity. So, Isabella empathizes and helps Taylor to make it clear in their own head. Taylor feels heard. Isabella sits down calmly, and is still talking. Does Isabella “help” get an adult involved? Which action step is that?


HELP them connect to an adult.


Isabella does suggest talking to “someone” — Taylor is initially very negative. Isabella is persistent, but doesn't insist, only encourages. Isabella tries more than one idea.


 **SAY:** What's the last action step?

YOUR FRIENDSHIP is important.

Do you think Isabella is a good friend? We don't know what Isabella will do next, but Isabella is doing OK so far! If you were Taylor, what would you do next?


 **SAY:** The tMHFA Action Plan for helping a person in a mental health crisis and a person developing a mental health challenge is the same, although the way you perform each action may be a little different.


 **SAY:** For example, in a crisis, your help might not be needed for very long. But when a friend is becoming unwell, you might need to have a few conversations with them. You might need to use the tMHFA Action Plan more than once before they get the help they need.

 **SAY:** Just like with physical health, there are times when teens can manage their mental health, then there may be other times when they become unwell and need some extra help and support.

 **CLICK:** To bring up the next slide.

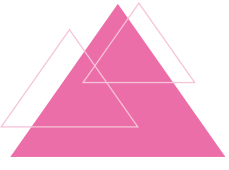
SLIDE #67: LOOK FOR WARNING SIGNS



 **ASK:** If a friend was developing a mental health challenge, what changes might you see for each?

- Thoughts?
- Feelings?
- Actions?

 **WRITE DOWN** participants' ideas on chart paper or white board.



SAY: Looking for changes in actions might be easy. Knowing about changes in a friend's thoughts and emotions can be harder to pick up on. You can see clues to what your friend is thinking and feeling when you listen carefully to their words, observe their body language, or look at their music, art, writing, status updates, or blog.

However, the best way to know whether a friend is experiencing changes in thoughts and emotions, is not to spy on them to gather clues, but to ask them how they are.

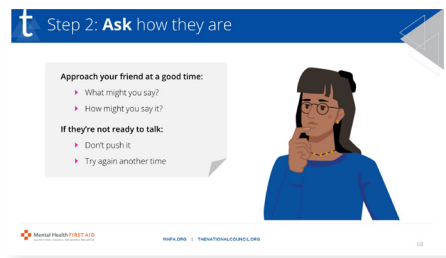


Instructor Notes: Self-injury is classified as both a mental health crisis and a warning sign of a developing mental health challenge.

If the teens mention this, tell them that if their friend is self-injuring, they should use the information about helping in a mental health crisis from Pages 34-38 of the teen Manual.

CLICK: To bring up the next slide.

SLIDE #68: ASK HOW THEY ARE



ASK: What might a good time be to approach someone?

POSSIBLE ANSWERS

- When both of you are calm.
- Somewhere private.
- When you have time to plan out what to say.

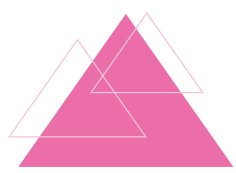
SAY: While it's a good idea to try and find a suitable time for a chat, don't wait too long. It's important that you talk about your concerns as soon as possible.

CLICK: To bring up the next two points.

ASK: What might you say to the person?

POSSIBLE ANSWERS

- What's up?
- How are things?
- I am worried about you, what's going on?
- How are you doing?



SAY: It is important not to worry about saying the “wrong thing.” Focus on expressing that you care about your friend and want to help them.

CLICK: To bring up the final points.

SAY: It’s okay to come back another time. Your friend might not be ready. But do follow up, because once they’ve thought about it, they might really want to talk. You could also encourage them to talk to someone else if they’d prefer.

SAY: Consider doing an activity while you talk with your friend. It takes the pressure off. For example, you can walk, kick a ball, or do some other activity together. They may be comfortable opening up.

CLICK: To bring up the next slide.

SLIDE #69: LISTEN UP



If you have time, you can lead this optional activity.

OPTIONAL ACTIVITY: Listening Skills

ASK: How can you tell if someone really isn’t listening to you?

SAY: Let’s talk about listening. To illustrate how to tell if someone is listening to you, we’ll do an activity.

SAY: I need two volunteers to come up.

SAY to one volunteer, you will model being a bad listener while being told a story.

TELL the other volunteer to tell a story.

SAY: What did the person do that was an example of poor listening skills?

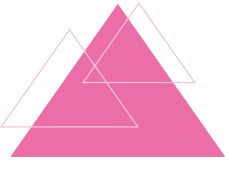
POSSIBLE ANSWERS

The person using their phone or did something else that divides their attention, talking over you, not reacting to the things they hear, interrupting to share their own stories, seeming distracted, and waiting to bring the conversation back around to them.

ASK the volunteer who told the story how it felt to try to tell their story.

SAY: I need two volunteers to come up to model attentive listening.

ASK Volunteer A to model being a good listener.



? ASK Volunteer B to tell Volunteer A a story.

! SAY: What did Volunteer A do that was an example of good listening skills?

? ASK the volunteer who told the story how it felt to try to tell their story.

! SAY: Good listening skills are an important part of tMHFA, because if a friend does not feel heard, they may not feel like they can talk to you about what is going on. They may shut down.



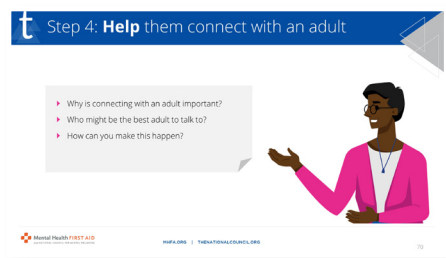
Instructor Notes: When you are giving Mental Health First Aid to a friend, don't try to do all the talking. Instead, let your friend talk about how they feel and what's going on for them.

If it seems like your friend is reacting negatively, it may be because they are scared. Don't assume it's because you haven't done a good job talking with them.

You may have had a similar experience, but you will never know exactly what it feels like to be in their position.

! CLICK: To bring up the next slide.

SLIDE #70: HELP THEM CONNECT WITH AN ADULT

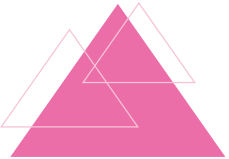


Briefly summarize the slide.

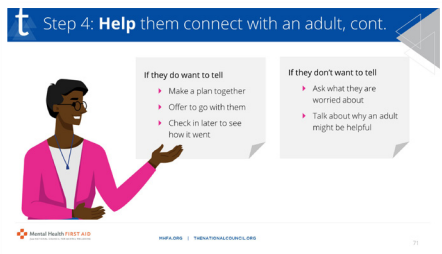
? ASK: You may wonder whether people have the right to not get help for a mental health challenge. If it's not a crisis, and they are not in danger, they do have the right to refuse help. However, this may make it take longer to get better. You can be persistent without nagging.

! SAY: Teens who don't get help are more likely to have challenges as adults, as well. Learning to seek and accept help makes it easier to do so again in the future.

! CLICK: To bring up the next slide.



SLIDE #71: HELP THEM CONNECT WITH AN ADULT (CONT.)



CLICK: To bring up, “If they do want to tell”.

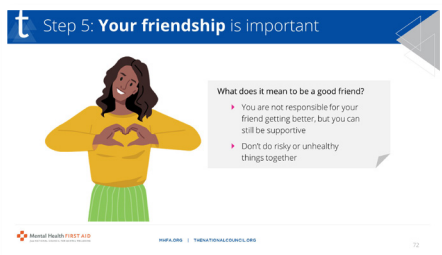
CLICK: To bring up what to do if they don’t want to tell. **ASK:** for feedback and ideas. Remind them that if it’s not a crisis, the person might not need help right away, and they have the right to refuse it.



Instructor Notes: If teens express worry that they will not be able to talk to their parents or caregiver about a mental health challenge, you can point them to the Resources section of the teen Manual, where they will find a resource from Mental Health America called “Time To Talk: Talking To Your Parents.” It lists some of the most common concerns people give for not talking to their parents about mental health concerns and some tips for overcoming them. Access the document here: mentalhealthamerica.net/conditions/time-talk-talking-your-parents

CLICK: To bring up the next slide.

SLIDE #72: YOUR FRIENDSHIP IS IMPORTANT



ASK: What do you think is important to maintain a good friendship?

POSSIBLE ANSWERS

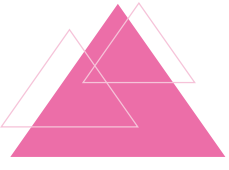
- Doing a fun activity together.
- Talking on the phone.
- Shopping.
- Checking in on each other.

CLICK through the rest of the slide. Read the points on the slide to the class and comment on each briefly.

SAY: It’s important to try maintain your friendship with the person. Get back to talking about what you always liked talking about with them. Don’t ask about the mental health challenge all the time.

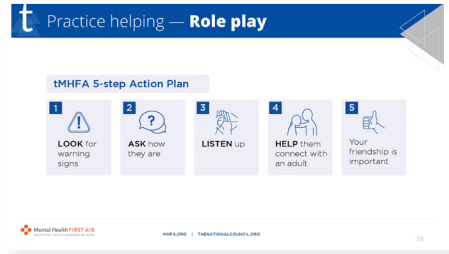
OPTIONAL ACTIVITY: Tips for being a good friend.

If you have extra time, ask teens to turn to Page 73 in the teen manual. Ask for one volunteer to read to the class the information in bold in the box titled “Tips for being a good friend.”



 **CLICK:** To bring up the next slide.


SLIDE #73: PRACTICE HELPING — ROLE PLAYS





 **ACTIVITY:** Role play

 **SAY:** We will be role playing, but we won't role play a crisis.

 **ASK** participants to get into groups of three or four.


 **ASK** each group to choose one of the scenarios from Pages 77-79 in their manual.

 **SAY:** Read the scenario you chose. Once you are done, discuss in your group what symptoms you notice. This is the **Look** action step from the tMHFA Action Plan.

 **SAY:** It's time to assign a role to each person in your group. You will role play the **Ask** and **Listen** steps from the tMHFA Action Plan. One person will be the scenario character, one will be their friend, and one (or two, if you have four in your group) will observe.

 **CLICK:** To show the previous two slides.

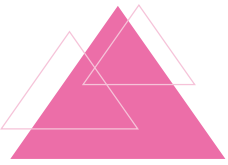
 **SAY:** Remember to use what you learned on these slides.

 **SAY:** If you take the observer role, you will listen to the role play and take note of what went well and what seemed difficult.

EXPLAIN to participants that based on the information they have, they are to practice a help-seeking conversation using the **Ask** and **Listen** actions from the tMHFA Action Plan. Emphasize using the ideas shown in the previous two slides.

NOTE: The teens will need guidance for this role play. Use these questions to guide them:


- Think about where you are having the talk with your friend. Would you change the way you phrase things depending on where you were talking? Would you change what you would do while talking?
- How would you start the conversation?
- How would you let your friend know you were worried? Remember you can discuss thoughts, feelings, and behaviors that have you worried
- What questions would you ask so that you sound caring?



POSSIBLE ANSWERS


- “I’ve been thinking about you — how have you been feeling?”
- “I’ve noticed you’ve been down lately — is there anything you want to talk about?”
- “You seem like you have a lot on your mind. Do you want to talk?”

How would you respond if they say nothing is wrong and they don’t want to talk?


 **SAY:** Use your manual to find suggestions.


DEBRIEF WITH A GROUP SHARE


 **SAY:** I’m going to ask someone from each group to share.


 **ASK:** What did you feel during the role play?

- Did the teens doing the role play show that they knew how to find help from a trusted adult? Did they immediately begin to try to find help?
- Call attention to:
 - » Body language.
 - » Times when teens had a hard time finding what to say and how to describe what was going on.


 **ASK:** Was your role play similar to real life? If this had been real life, what challenges might have come up?

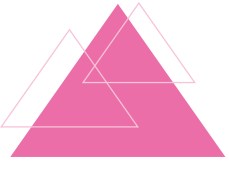
- If teens say that in real life someone might be firm in their refusal of help,  **SAY:** It is important to say that you care and want to help, even if the person has become upset during your conversation.
- Even if they don’t want help, you did the right thing by offering Mental Health First Aid, which shows that you care.

 **SAY:** Health professionals must keep information confidential, unless they are worried there is a risk of harm. Mental health professionals are trained to be nonjudgmental and should never make a teen feel ashamed for what they are going through.

 **SAY:** We’re done with our role play activity. Thank you for participating. Role plays can be hard and even awkward, but they really help you practice the skills you need.

 **OPTIONAL ACTIVITY:** Small Group Work on the Help Action Step

 **SAY:** You are going to role play using the **Help** step from the tMHFA Action Plan. In other words, your focus will be on being a supportive friend.



SAY: You can continue with the same scenario or choose another one. If you choose a new scenario, be sure to read it before beginning the role play.

SAY: Don't take on the same role this time.

SAY: If you'd like to read about this step, take a look at Page 37 in your teen Manual.

DEBRIEF WITH A GROUP SHARE

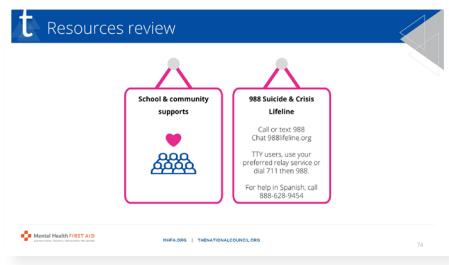
- Begin by allowing participants to communicate feelings experienced during the role play.
- Have observers identify help-seeking skills that were demonstrated during the role play.
- Talk about body language, not having language, and jumping straight into the challenge. Were these helpful?
- Discuss how this role play is or isn't similar to real life. What might be some of the challenges in real life?

SAY: When you can, take a look at Page 69 in your manual. You'll find information there on professional help.

SAY: We're done with our role play activity. Thank you for participating. Role plays can be hard and even awkward, but they really help you practice the skills you need.

CLICK: To bring up the next slide.

SLIDE 74: RESOURCES REVIEW

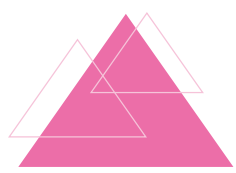



SAY: If you've found anything from today upsetting, talk to someone about it — parents, the school counselor, a teacher, or a friend.

You may be familiar with resources available at your school such as a school nurse. Maybe you know others in an organization or in your community. One national resource also available that anyone can access if they need to talk to someone:

- **988 Suicide & Crisis Lifeline**
 - » Call or text 988
 - » Chat 988lifeline.org
 - » For help in Spanish, call 888-628-9454

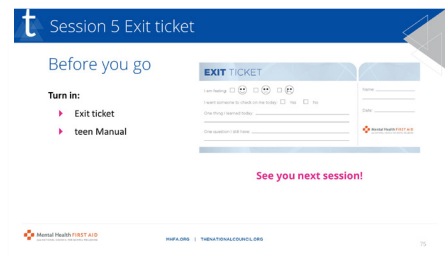
If you have not saved this number already, take a minute to save it in your contacts, take a picture, or write it down. These is an important number to know if you are ever in a crisis situation and need to talk to someone, or if a friend is in a crisis situation and needs to talk to someone.




 If this is the session that you've asked a mental health professional to talk to participants about the local resources available to them, then **SAY:** We have a mental health professional with us today who would like to talk to you.


 **CLICK:** To bring up the next slide.

SLIDE #75: SESSION 5 EXIT TICKET




 **SAY:** The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure participants complete all steps. Remind participants again to write their names on their Exit Tickets.

 **SAY:** Once you are done, turn in your Exit Ticket along with your manual.

TELL teens when you will see them again.

 **SAY:** Now you know about mental health crises. In the next session you will put knowledge into practice and help a friend who is developing a substance use crisis and mental health challenge.

END OF SESSION 5



SESSION 6

RESILIENCE AND RECOVERY

 **Time:** 45 minutes

If you have more time, you can engage in longer discussions and allow more time on the activity.

INSTRUCTOR PREPARATION



OVERVIEW:

This session highlights resilience and recovery and all final activities to complete the tMHFA course.



LEARNING OBJECTIVES:

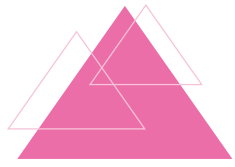
By the end of this session teens will:

- Recognize early warning signs that a friend is developing a mental health challenge.
- Understand how to talk to a friend about mental health and seeking help.
- Know when and how to get a responsible adult involved.
- Know where to find appropriate and helpful resources about mental health challenges and professional help.



ADVANCE PREPARATION:

- Have any prizes for learners (such as armbands or stickers) handy.
- Have the tMHFA Brain Break and Mindfulness Activities Guide handy. They are found in the Resources section of MHFA Connect.
- Cut out Exit Tickets.
- For the Videos: “My Journey Forward” select the same three teens profiled in “Confronting My Health Concern” and “Reaching Out For Help.” Links to the teen videos are available on the tmhfa Video One Pager and the tmhfa PowerPoint file slide notes.
- Prepare a list of local mental health resources that you can share with teens.

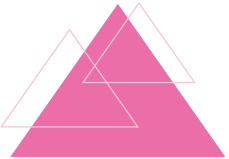


State these key messages:

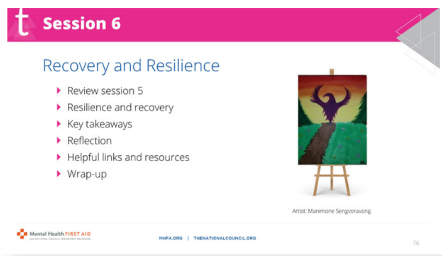
- Adults are here to help and support you. As a teen Mental Health First Aider, never feel like you must take on your own challenges or your friend’s challenges alone. Ask for help.
- Teens are resilient. You continue to grow, learn, and take on new life challenges. No matter what you are experiencing or have experienced, you can feel better. Help is available.
- It is OK not to be OK. It is OK to ask for help when you are not OK.

Session Outline and Suggested Timing Guide

Session 6 introduction and Review, Slides #76-77	3 min
Videos: “My Journey Forward,” Slide #78.....	10 min
Resilience and recovery review, Slide #79	2 min
Key takeaways, Slide #80	3 min
Reflection 3-2-1, Slide #81.....	2 min
Final resources review, Slide #82.....	2 min
Exit ticket, Slide #83.....	3 min
Post-survey.....	10 min
Congratulations, Slide #84	10 min
Total Time for Session 6.....	45 min



SLIDE #76: SESSION 6



? ASK: teens what they think the artist might have been trying to convey in this piece of art.

? ASK for a volunteer to read Manimone’s description on Page 82 in the manual.



Instructor Notes: If you have prizes such as armbands or stickers, they can be awarded to people who participate in the session.

Use the tMHFA Brain Break or Mindfulness Activities Guide for quick and engaging energizers if you have extra time in the beginning or end or if you sense the group needs a break/time to refocus.

CLICK: To bring up the next slide.

SLIDE #77: REVIEW



ACTIVITY: Quiz

The quiz will inject some energy into the room.

SAY: We’re going to do a quiz where you will do something to show whether you think the statement is true or false.

OPTION 1

SAY: You will show your answer with thumbs up or down.

- If true, thumbs up.
- If false, thumbs down.

OPTION 2

SAY: You will show your answer this way:

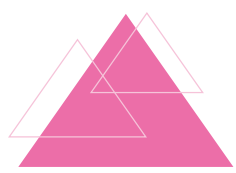
- If true, put your hands on your head
- If false, put your hands in your lap.

OPTION 3

SAY: You can call out your answer.

OPTION 4

SAY: You will hold up a true or false card for each statement. (Give out the cards.)



If you have prizes such as armbands or stickers, they can be awarded to the first person with a correct answer.

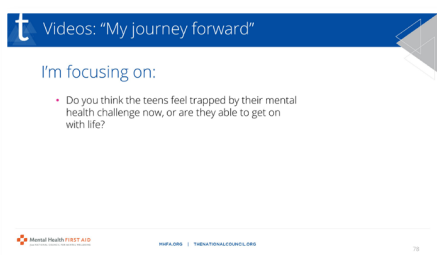
NOTE: Clarify each answer with a brief statement. For example, for the first one, you might say, “A responsible adult could be a parent, a teacher, or an older friend.”

TRUE/FALSE:

- Only a mental health professional can be considered a responsible and trusted adult. **FALSE.** A responsible adult could be a parent, a teacher, or an older friend.
- A mental health crisis means that a person is at increased risk of harm. **TRUE**
- It’s okay to wait a few weeks before getting help to see if the challenge goes away by itself. **FALSE** It is always better to get help sooner so that the challenge doesn’t get worse.
- Asking someone about suicide won’t put the idea in their head. **TRUE**
- If someone is talking about suicide, we need to take them seriously and connect them to an adult. **TRUE**
- If someone is passed out after drinking alcohol or using drugs, you should let them sleep it off. **FALSE.**

 **CLICK:** To bring up the next slide.

SLIDE #78: VIDEOS: “MY JOURNEY FORWARD”



 **VIDEOS:** “My Journey Forward” (length varies)

These videos are a summary of the teen stories. The discussion following the videos should only be about five minutes.

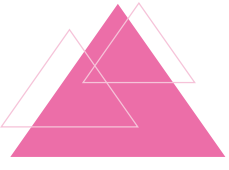


Instructor Notes: For the Videos: “My Journey Forward” select the same three teens profiled in “Confronting my Health Concern” and “Reaching Out For Help.”

Links to the teen videos are available on the tMHFA Video One Pager and the tMHFA PowerPoint file slide notes.

 **ASK** and lead a discussion:

- Do you think the teens would have received professional help without the help of their friends? (Maybe, but it would have taken longer.)



- Do you think the teens would have gotten better without professional help? (Maybe, but it would have taken much longer.)
- Do these stories help you feel confident that you could help a friend who was experiencing a mental health challenge?
- Do you think that the teens feel trapped by their mental health challenge now, or are they able to get on with life? (They are able to move forward with their life.)

CLICK: To bring up the next slide.

SLIDE #79: RESILIENCE AND RECOVERY

t Resilience and recovery review

- Teens are **extremely resilient** and can bounce back from hard times, and learn from them to grow
- With help and support, many teens **learn to cope or recover** from mental health challenges
- The first step is **getting help**

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SAY: The teens in the videos we've watched are examples of what it looks like when people are resilient. They have all used their life experiences and supports around them to help them grow. With proper care and treatment they were able to recover from their mental health challenges. That doesn't mean they are always happy or that their lives are perfect, but it does mean they have the supports they need to cope and keep going.

CLICK: To bring up the next slide.

SLIDE #80: KEY TAKEAWAYS

t Key takeaways

- ▶ Mental health challenges are common
- ▶ Getting help early is really important
- ▶ As a friend, there is a lot you can do to help:
 - **Always take a mental health crisis** seriously and involve a responsible and trusted adult
 - If a friend is showing signs of a **mental health challenge**, talk to them about your concerns and come up with an action plan together
 - If you're ever unsure, ask an adult what they think
 - **Always take care of yourself and stay safe**
 - Being a good friend is a great way to help someone get better

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CLICK: To bring up the eight points, reading through each.

Don't ask questions or generate discussion. These are the points you want them to walk away with.

CLICK: To bring up the next slide.

SLIDE #81: THINKING ABOUT WHAT I'VE LEARNED 321

Thinking about what I've learned

3

Resources to remember

2

Things I learned

1

Action I will take

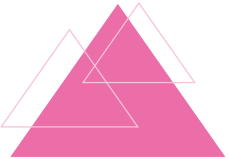
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ASK teens to turn to Page 87 of their teen manual to write down the following:

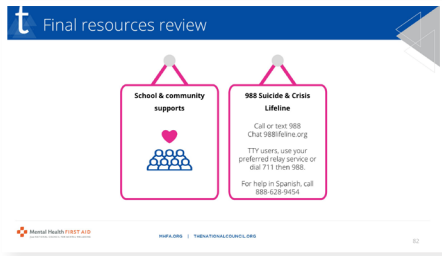
- Three resources they want to remember.
- Two things they learned during the tMHFA course.
- One action they will take as a result of the course.

OPTIONAL GROUP SHARE: If time permits, you can ask for a few volunteers to share their answers.

CLICK: To bring up the next slide.



SLIDE #82: FINAL RESOURCES REVIEW



? ASK participants to open their manuals to Page 83. Point out resources that are free and available locally in person or online. Encourage participants to explore the websites.

💬 SAY: There is space to write the phone numbers of particular local resources. I'll share some local resources with you.

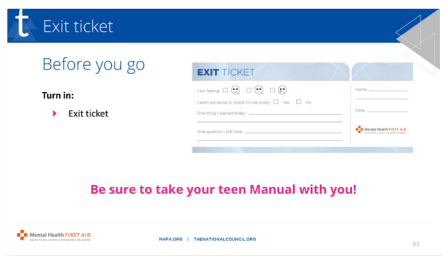
Allow time for participants to write down the contact information.

If the mental health professional is in the room, you can invite them to briefly talk about how teens can come to see them.

💬 SAY: I encourage you to speak to an adult if there is anything in this course that worries you or if you want help in providing tMHFA to a friend.

👉 CLICK: To bring up the next slide.

SLIDE #83: EXIT TICKET

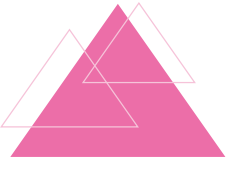


💬 SAY: The last thing we are going to do is complete your Exit Ticket. Please get it out and write your name on it.

READ through the Exit Ticket to make sure participants complete all steps. Remind participants again to write their names on their Exit Tickets.

💬 SAY: Once you are done, turn in your Exit Ticket. Since this is the last session, you can keep your manual.

If you are planning on a graduation ceremony or a follow-up session, **TELL** teens when you will see them again.



Instructor Notes:

COLLECT the Exit Tickets from teens as they leave or designate a box to drop them in before they walk out the door.

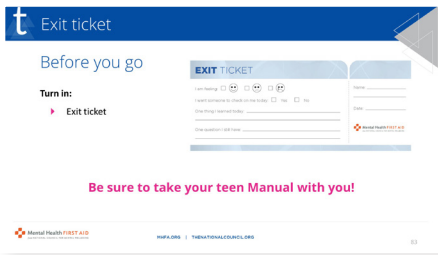
REVIEW them before you leave the building.

SEPARATE Exit Tickets where teens circled that they want a follow-up. Give these to the school counselor, nurse, or mental health professional, as you arranged previously.

REVIEW all the questions on the Exit Ticket. Since this is the last session, you can perhaps organize a follow up session to address any unanswered questions that came up on Exit Tickets.

CLICK: To bring up the next slide.

SLIDE #84: CONGRATULATIONS



SAY: Thank you for being involved. Please take your manual home and make sure you'll be able to easily find it if you need to.

SAY: Congratulations on becoming certified teen Mental Health First Aiders! In the beginning of the course you shared your superpower.

As certified teen Mental Health First Aiders you now have new superpowers. You learned how to recognize when a friend is struggling and the skills to get that friend help from an adult. Those superpowers can save a friend's life.

SAY: You can use the hashtag #teenMHFA on social media to connect with other teens.

NOTE: Provide directions for completing an evaluation or feedback survey, if relevant.

END OF SESSION 6



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