

7th Mental and Emotional Health Center Assessment

Name: _____ Pd. _____ Date: _____

Center 1

Objective 7.MEH.1.1 – Interpret the transition of adolescence, including emotions in flux.

- Read the Passage “What is Mental and Emotional Health”
- Answer the 5 questions in your center assessment from the passage.
- Watch and discuss the Power Point, “Emotions during Adolescence”.
- Complete the guided notes in the center assessment.

“What is Mental and Emotional Health”: Directions – Answer the following questions.

1. What are the 3 social needs connected to your mental and emotional health?
2. Personality is: _____

3. List the 3 important influences on your personality:
4. Empathy is: _____

5. Resilience is: _____

Directions: Complete the Guided Notes from the “Emotions During Adolescence” Power Point

Puberty: The _____ of development when secondary sex characteristics develop and reproductive capacity occurs.

Adolescence: The period of transition between _____ and adulthood.

How is adolescence similar to riding a roller coaster?

- 1.
2. Many twists and turns.
3. Sometimes you like them sometimes you don't.
- 4.

Tasks of Adolescence

To develop:

- A core identity, _____, and beliefs.
- Ability to cope with intense emotions.
- Personality _____ and ways to relate to others
- Successful functioning (school, work, home)
- _____ and sense of purpose in life
- Respect for self and others
- _____ expression of one's feelings and thoughts
- Acceptance of responsibility for one's actions and roles

Research Says . . .

- Teenagers experience wider _____ swings than _____.
- Teenagers experience more _____ negative emotions than _____.
- _____ moods often _____ on _____ they are with.
- Most _____ of teens were NOT associated with puberty, except for “_____.”
- _____ is a factor in _____ of emotions.
- Teens use _____ of the area of the brain involved in _____ and _____ evaluation when making decisions.
- Teens often _____ from the “if it feels good, do it” part of the brain.
- Teens often do not consider consequences.
- Teens are _____ well able to “read” the emotions of others.

What is the “good news?”

- Most _____ are energetic, thoughtful, and idealistic.
- Most teens have a deep interest in what is fair and right.
- More young _____ are involved in service to their communities.
- Most teens want connections with parents and trusted adults.
- _____ are moving toward the distinct individuals they will become.

Survival Skills

What recommendations do you have for peers who want to handle strong emotions in positive ways?

1. _____
2. _____
3. _____

Managing Emotions

- Understand a _____ of strong emotions is _____ during adolescence.
- Try not to make _____ based on _____ alone.
- Don't _____ on impulse. Be _____.
- Practice a _____ lifestyle, including _____ exercise, good _____, and avoiding drugs and alcohol.
- Know your resources: parents, _____, counselors, faith leaders.
- Consult those who have _____ interest in mind.

CENTER 2

- Read Chapter 5, Lesson 2 p. 149 – 152
- Answer questions 2 – 5 from p. 152
- Complete the Health Inventory Activity and write the paragraph on the center assessment
- Complete the “Emotions” situations
- Complete the Activity 20 and 21 from Chapter 5, lessons 1 & 2

Directions: Answer Questions 2 – 5 p. 152

2. _____

3. _____

4. _____

5. _____

Your Mental and Emotional Health/Chapter 5 Health Inventory

Part 1: Directions: Read the statements below. In the space at the left, write yes if the statement describes you and no if it does not describe you.

- _____ 1. I have a positive attitude and outlook on life.
- _____ 2. I am resilient.
- _____ 3. I accept my limitations and set realistic goals.
- _____ 4. I have a positive view of myself and others.
- _____ 5. I act responsibly at school, at home, and in social situations.
- _____ 6. I ask for help when I need it.
- _____ 7. I know the signs of mental and emotional problems.
- _____ 8. I accept constructive feedback without getting angry.
- _____ 9. I am aware of my feelings and express them in healthy ways.
- _____ 10. I respect others with their differences and similarities.
- _____ 11. I am willing to try new things.
- _____ 12. I understand and accept myself.
- _____ 13. I am developing coping skills to manage stress.

_____ 14. I know where to find valid resources for help with mental and emotional problems.

_____ 15. I focus on my strengths and work to develop new skills.

Score yourself: 12-15: Excellent 8-11: Good Fewer than 8: Needs Improvement

PART 2: Directions: Pick three areas you need to improve and write a (3 to 5 sentence) paragraph describing ways you can improve those areas.

Emotions and How to Deal:

Read each situation and answer the questions that follow.

1. Amy is very angry at Jennifer. Amy feels that every time she and their friends are together, Jennifer disagrees with everything Amy says. How should Amy deal with these emotions?

2. Johnathan has been upset for weeks. He has become irritable with just about everyone. Today, after school, he was invited to a party where he knows alcohol will be served. "Why not?" he thought. "I need to blow off a little steam." What are three positive alternative activities that could replace the risk behaviors Johnathan is using to deal with his emotions?

1) _____

2) _____

3) _____

3. Francesca's father is being transferred to a new city. They will be moving halfway across the country, to a place near the ocean. Francesca is excited about their new house with a swimming pool, although she is also sad to say goodbye to her friends. How would you suggest Francesca deal with these emotions?

4. Tom has been having a string of disappointments. He didn't make the marching band. He studies hard, but he's falling behind in geometry. Tom has felt strongly about these events. What emotion might each of the incidents have brought out in Tom?

5. Fiona and Laura both worked hard to try out for the school play and each girl did her best. When the parts were posted, however, neither of them made the cast. Both were very disappointed. In the parking lot, Laura burst into tears and called her mother on her cellphone. Fiona quietly walked away to be alone. What might their reactions reveal?

Activity 20

Use with Chapter 5, Lesson 1

What Is Good Mental and Emotional Health?

Read each statement below. Decide which qualities of good mental and emotional health the speaker could use to improve his or her outlook. Write the letter of the appropriate quality in the space at the left. Then rewrite the statement to reflect that quality.

Mental and Emotional Qualities

- a. Have a good attitude and a positive outlook.
- b. Recognize your strengths and work on your weaknesses.
- c. Set realistic goals.
- d. Act responsibly.
- e. Be able to relax and have fun alone or in a group.
- f. Be aware of your feelings and express them in healthy ways.
- g. Show empathy.
- h. Accept constructive feedback without becoming angry.
- i. Be resilient.

_____ 1. "Everyone on the other team is faster than I am. I know we don't have a chance of winning."

_____ 2. "I don't see why he feels so sorry for himself. Sure, he's got problems, but who doesn't?"

_____ 3. "I'm going to work seven days a week to get this finished."

_____ 4. "Who does she think she is to review my performance? She doesn't know anything about singing!"

_____ 5. "I know I promised I'd go to the store for you, but that was before my friends called and wanted to go to the movies."

Activity 20

Use with Chapter 5, Lesson 1

- _____ 6. "I'm not trying out this year. I didn't make it last year."
- _____ 7. "I'm just not good at math. There's nothing I can do about it."
- _____ 8. "I'm going to change my whole look completely by next week's dance."
- _____ 9. "Sure I'm angry, but what good does it do to talk about it?"
- _____ 10. "Even though I've never done much long-distance running, I'm going to do a marathon next Saturday."
- _____ 11. "I've decided to dedicate all my time to doing school work and household chores."
- _____ 12. "Last year I didn't do very well in math. I guess I'm just lousy in this subject."

Activity 21

Use with Chapter 5, Lesson 2

Your Self-Concept and Self-Esteem

Use the terms in the box to complete the following statements. Write the word in the blank that best completes each sentence.

Optimistic	Self-concept
Challenges	Media
Self-esteem	Confidence
Family and friends	Positive
Critical	Skill

1. When you have a positive attitude about the future, you are _____.
2. An optimistic person is ready to take on the _____ of life.
3. When you have _____, you believe in your ability to do what you set out to do.
4. Messages from your _____ can sometimes influence your self-esteem.
5. _____ remarks can break down your self-esteem.
6. Learning a new _____ can improve your self-esteem.
7. Your _____ is the way you feel about yourself.
8. A _____ attitude can help you be more confident.
9. It is important to remember that the _____ does not always present a true picture of real life.
10. The overall way you view yourself is your _____.

Center 3

Objective 7.MEH.1.2 - Infer the potential outcome from impulsive behaviors.

- Read the definition of Impulsive Behavior in your center assessment and then complete the activity identifying a time you made an impulsive decision.
- Read "Cecily's Story" and answer the questions in your center assessment.
- Read the "Predicting Possible Outcomes" scenarios and list 1-2 possible outcomes for each of the scenarios.
- Complete the "Predicting Potential Outcomes" worksheet

Impulsive Behavior: Actions without consideration or thought of consequences.

Write a paragraph describing a time when you made an impulsive decision and include the consequences from the decision made.

Cecily's story DIRECTIONS: Answer the following questions in complete sentences.

1. What was the impulsive behavior in this story and how did Cecily's friends influence her decision?
2. How could Cecily have made a better decision about this situation?
3. What was her advice about impulsive decisions following her injury?

Predicting Possible Outcomes

Directions: For each scenario list at least 1-2 possible outcomes from the decision made or that could be made.

<i>Impulsive Behaviors</i>	<i>Alternate Behaviors</i>
Talking out of turn in class, answering someone else's question or simply being disruptive	<ul style="list-style-type: none">••
Joining in with a group who are harassing or teasing someone	<ul style="list-style-type: none">••
Spending hours "texting" friends and forgetting a math assignment	<ul style="list-style-type: none">••
Getting upset at a bad grade, yelling or throwing things because of this incident	<ul style="list-style-type: none">••
Being disorganized, forgetting to complete assignments in an orderly fashion	<ul style="list-style-type: none">••

Name: _____

Predicting Potential Outcomes:

1.) Mollie is dog sitting for a family in her neighborhood while the family is on vacation for a week. Mollie's friend Allie can't believe that she is in charge of the house while they are gone. Allie says that they have to have friends over for a dance party in the house. Since there will be no parents and plenty of time to clean up, no one will ever know we had a party. Allie and Mollie are so excited to invite all their friends over tonight.

What is the impulsive behavior?: _____

What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____

What is the best outcome that you would choose & why? _____

2.) John has been bored at his grandparent's house all weekend. Its only 8:30pm and everyone in the house is asleep already. John can't find anything good on TV because his grandparents don't have cable. Fed up with his boring weekend, John steals his grandpa's keys to his golf cart and decides to drive to the store to rent a movie.

What is the impulsive behavior?: _____

What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____

What is the best outcome that you would choose & why? _____

3.) Wendy is out shopping with her friend because they just broke up with their boyfriends. They have already bought a lot of new clothes and shoes. Wendy falls in love with a pair of earrings but doesn't have any money left to spend. Her friend says, "I dare you to steal them, no one is watching you."

What is the impulsive behavior?: _____

What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____

What is the best outcome that you would choose & why? _____

4.) Zoe is out skateboarding for the first time with some of the other boys who skateboard too. They are all really good and are going down some steep hills for fun. Zoe feels that she has to keep up, so she takes off down the hill too.

What is the impulsive behavior?: _____
What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____
What is the best outcome that you would choose & why? _____

5.) Tom just made the premier soccer team & is playing with boys older than him now. They have a party in one of the player's basements. Someone opens up the fridge & they start drinking the parent's beer. Tom doesn't agree with underage drinking but doesn't want to look lame in front of his new teammates, so he grabs a beer too.

What is the impulsive behavior?: _____
What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____
What is the best outcome that you would choose & why? _____

6.) Corey has been procrastinating this week & now has a lot of homework & an English research paper to write before school in the morning. He sits down to finally get started when his friend calls & says he just bought the new video game & he has to come over to play. Corey runs down the street to meet up with his friend.

What is the impulsive behavior?: _____
What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____
What is the best outcome that you would choose & why? _____

7.) Steve's friend told him that he saw Steve's girlfriend sitting with other boys during school lunch today. Steve gets very jealous and his friend makes fun of him because his girlfriend is cheating on him. Steve immediately sends her a mean text message & says he doesn't want to date her anymore.

What is the impulsive behavior?: _____
What are 3 potential outcomes that could happen?

Who does the impulsive action affect? _____
What is the best outcome that you would choose & why? _____

CENTER 4

Objective 7.MEH.2.1 – Critique a variety of stress management techniques.

7.MEH.2.2 – Design a stress management plan that is appropriate for the situation and individual traits.

- Read p. 156 – 158 “Managing Stress” in blue health book. Answer the questions in the center.
- Draw and Label four ways to handle stress management.
- Complete the “Less Stress is best” activity in center assessment
- Read the “What Would You Do” Scenarios and complete the activity in the center assessment.
- Complete the Time Management activity and answer the corresponding questions that go with it.

Questions from blue health book (p. 156-158):

What is stress? _____

Types of stress

Eustress (Positive Stress) is _____.

Distress: _____

What is a *stressor*?

The Body’s Response to Stress

What is the “fight-or-flight” response? _____

Directions: Draw and Label four stress management strategies.

Less Stress is Best

Everyone wants to reduce stress. It is possible to reduce some of the stress in your life by deciding what causes you stress and how you can minimize its effects. **Directions:** Make a list of causes of stress. Write a strategy for lessening the effects of each cause of stress.

Causes of Stress

(Example: become nervous about
Competition in soccer intramurals)

1. _____
2. _____
3. _____
4. _____
5. _____

How to Minimize

(Example: practice deep breathing and
relaxation just before the game)

1. _____
2. _____
3. _____
4. _____
5. _____

"What Would You Do" Scenarios

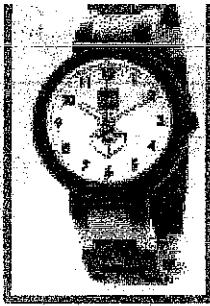
Directions: Pick **3** scenarios from the handout and complete the following for each:

1. Record the stressor presented.
2. If the strategy of handling the stress was positive or negative and **WHY**
3. How you would personally handle the scenario in your center assessment?

1.

2.

3.



Daily Schedule

The goal of this activity is to "find time." Write into the schedule the activities that are done on a "typical day" and estimate how much time is needed. Find "usable" time and see how much it adds up to be. Strive to make use of that additional time you didn't think you had in order to complete more of your responsibilities and reduce stress.

6:30	3:00
7:00	3:30
7:30	4:00
8:00	4:30
8:30	5:00
9:00	5:30
9:30	6:00
10:00	6:30
10:30	7:00
11:00	7:30
11:30	8:00
12:00	8:30
12:30	9:00
1:00	9:30
1:30	10:00
2:00	10:30
2:30	11:00

How much additional time did you find?

Time Management Reflection

Directions: Using your "Daily Schedule" that you filled out, complete the following questions as they relate to your current ability to manage your time effectively.

- 1) How many minutes are in a day? _____
- 2) How many minutes are in a week? _____
- 3) How many minutes are in a month (30 days)? _____

Use this area to computer your answers! (Stay away from the calculator)

SKIP THIS PART AND COMPLETE THE BACK. THEN LOOK BACK TO THE CHART BELOW

Scale for PART II of the Time Analysis

12-15 points: **Great!** Student has awesome study and time management skills.

7-11 points: **Okay.** Student has some good habits but could use a little improvement.

6 or below: **Needs improvement.** Student could use some help with their time management.

Student Worksheet: How Do I Use My Time?

Look at your "Daily Schedule" that you completed for this center. Calculate how much time you spent on the following activities. Blanks are provided for you to add other categories if needed (but not required!).

I spent:

- | | |
|--|---------------------------------------|
| 1) _____ Minutes on sleeping. | 6) _____ Minutes on TV or video games |
| 2) _____ Minutes eating. | 7) _____ Minutes on homework |
| 3) _____ Minutes talking to friends/social media | 8) _____ Minutes at school in class. |
| 4) _____ Minutes on physical activities | 9) _____ Minutes at _____. |
| 5) _____ Minutes with my family | 10) _____ Minutes at _____. |

Now let's see how you spend your time on school work. If your answer to the question below is **Always**, put down a 3. If your answer is **Sometimes**, put a 2. If your answer is **Probably Not**, put a 1.

- _____ I have a regular time for studying/doing homework each day.
_____ I write my assignments down (agenda, notebook, etc.) and check the list regularly.
_____ I always have the materials I need when I start to study (in other words, they are organized in your binder, you don't have to search or hope you didn't leave them somewhere else).
_____ I rarely allow distractions to keep me from completing the task when working on school work (phone, TV, etc)
_____ I do assignments in chunks (maximize my time spent on the assignment) to avoid last minute work.

Total Points (from above): _____

USE THE SCORING CHART ON THE PREVIOUS PAGE TO TALLY YOUR SCORE ABOVE TO SEE WHERE YOU STAND!

Reflect below on how you answered the questions above. Use at least 2 complete sentences for each answer!

1. What are the things that I could do only sometimes, certainly not every day, that would provide more time in my day?

2. What are the things that I need to do regularly every day?

3. What are the really important things that need more time?

CENTER 5

Objective 7.MEH.1.3 – Organize resources (family, school, community) for mental and emotional health problems.

7.MEH.3.1 – Identify resources that would be appropriate for treating common mental disorders.

- Read the “Mental Health: Disorders, Causes and Treatments” hand-out.
- Create a Mental Health brochure: Use health book chapter 5, pages 144-169 and handout
- Use Rubric to complete brochure.
- Attach brochure to your center assessment.

Create a Mental Health brochure: Use health book chapter 5 and hand-out.

- Define Mental Health 4 pts.
- Include 5 signs of mental & emotional health. 4 pts.
- Include 1 specific mental disorder, define and explain it. 4 pts.
- Include 1 resource for assistance with mental disorders 4 pts.
- Must be colored, neat, and have illustrations 4 pts.

TOTAL POINTS POSSIBLE 20 pts.