

Trainer Guide



Wellness & Self-Care Curriculum

Trainer Guide

Basic Curriculum
Supplemental Curriculum

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Acknowledgements

The Foundation for California Community Colleges (Foundation) would like to thank the California Mental Health Services Authority (CalMHSA) for their financial support of this project. CalMHSA is an organization of county governments working to improve mental health outcomes for individuals, families, and communities. Prevention and Early Intervention programs implemented by CalMHSA are funded through the voter-approved Mental Health Services Act (Proposition 63). Proposition 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California’s diverse communities.

The Foundation would also like to thank all YESS-ILP site coordinators that contributed to the development of this curriculum. Most importantly, we want to thank the youth who gave their time, insight, and feedback on their concerns dealing with health and wellness.



CALIFORNIA COMMUNITY COLLEGES
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COMMUNITY COLLEGES

Youth and Adult Services

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Welcome and Overview:

Wellness and Self-Care for the Healthy Transitions Curriculum

Thank you for your time, and for your commitment to serve transition-aged foster youth (TAFY) by facilitating this exciting new curriculum.

The purpose of this curriculum, and your assistance to these young people, is to help them realize their own abilities and strengths. We want to empower them to reach a higher state of health and well-being: physically, emotionally, socially, and spiritually. In other words, we want to support these young people to feel more whole as they make their successful transitions into adulthood.

This curriculum is aimed at providing training and peer-to-peer support for transitioning foster care youth related to wellness and self-care. The objective is to increase awareness and disseminate information among these youth about wellness and its importance as a key life skill. We want to help them develop peer connections and create supportive relationships with each other, connect them with local resources and services, and instill healthy habits as they transition to adulthood. Materials include a wealth of fun activities, self-discovery exercises, and a good deal of written information on health and wellness.

The intention is NOT to provide direct services or treatment. However, these courses can assist students in identifying their needs and help provide them with support from their cohorts and facilitators. Facilitators may have opportunities to assist youth with personal issues and make physical and mental health referrals to services when appropriate (tips and strategies for assisting youth with these issues and making quality referrals are provided in Parts II and III of the Coordinator Toolkit). A second goal is to provide opportunities for youth leadership and peer-to-peer support for TAFY. We have taken this goal to heart, making this curriculum as youth-driven as possible.

The idea for this curriculum came about during initial conversations among site coordinators of YESS-ILP who thought health and wellness was a topic that needed addressing. Throughout the creation of these materials, a working group of YESS-ILP program coordinators convened monthly to advise and participate in the development of the curriculum, which was of immeasurable help to the authors in identifying topics, activities, and materials. YESS-ILP coordinators also conducted a series of focus groups with foster care youth at their sites in order to have youth input in the design process from the start. Youth provided candid and pointed feedback. Not only were these results invaluable to us in the selection of topics and design of activities, but we were able to include some of the findings directly in the curriculum content, so that students who take this course may benefit from the wisdom of their peers. Results of these focus groups showed clearly that TAFY in Community College programs are interested in this topic and have an array of concerns related to wellness and self-care. They also had insights to offer about how they take care of themselves, and provided important feedback about what might make a course like this unfavorable (such as being in an unsafe space due to having disrespectful or immature classmates).

We want students to be able to decide what they would like the class to be about as much as possible, to know that they can come up with their own answers and solutions, and be confident that they have the knowledge and internal resources to solve their own problems and to reach their personal goals.

The peer-driven curriculum we have developed also means that students will assist each other along the way. As a result they will build confidence, experience the satisfaction that comes with lending a helping hand, and potentially create permanent connections with each other that will serve them into adulthood.

As you know, foster care youth have experienced considerable traumas, betrayals, and other major obstacles throughout their early years. If you've worked with them previously, you also know many are highly resilient and have developed many strengths, including resourcefulness and perseverance. Because of what they've gone through, many foster youth also have a heightened sense of empathy and concern for others. We hope this course offers foster youth a chance to use those strengths to help support each other and understand their own positive transition to adulthood.

Components of Curriculum

The Healthy Transitions Curriculum has five components:

1. Basic Curriculum (12 hours)
2. Supplemental Curriculum (9 hours)
3. Peer-to-Peer Support Group Manual
4. Student Resource Guide
5. Coordinator Toolkit

The components are intended to work together. All sites will deliver the **Basic Curriculum**, and those with the resources and interest will delve further into the **Supplemental** and/or **Peer-to-Peer** components.

Provided with the Basic and Supplemental curricula are customizable student syllabi, presentation slides, Youth Workbooks, and trainer guides.

The **Peer-to-Peer Support Group Manual** provides trainer instructions and a full inventory of materials that coordinators and students can use to develop their own content and flow.

The **Student Resource Guide** supplements all of these components with an array of informational materials for youth.

Finally, the **Coordinator Toolkit** provides tips and strategies for working with youth in relation to their physical and mental health needs, and materials to support effective local referrals and partnerships to better meet the needs of youth in your program.

In addition to the **original materials** developed specifically for this curriculum, we have also relied on a variety of **external materials and curricula** from other sources in order to bring students the most up-to-date, comprehensive, and quality information available.

How to Use This Guide and Related Training Materials

Who Should Use This Guide?

This guide presumes that instructors have a certain level of comfort and proficiency with addressing sensitive topics with vulnerable youth. It is recommended that instructors either have clinical or relational expertise themselves, or that someone with such expertise be available to consult with them on a regular basis. If this expertise is lacking, a comprehensive training of the trainers is *strongly* recommended.

What This Guide Does:

The purpose of this trainer guide is to assist coordinators in effectively utilizing the Basic and Supplemental curriculum materials, and to offer guidance and tips about how best to deliver content and effectively facilitate groups. For ease of use, a singular flow of activities, or what we consider to be our **“Standard Curriculum,”** is presented. This singular flow format can be followed precisely, partially, or not at all.

The standard curriculum includes talking points, instructions for exercises and activities, and suggested timeframes and materials for each lesson. Options and suggestions for customization are also provided. This guide makes it easy for trainers to design and plan the course and to organize slides, Youth Workbook content, Student Resource Guide materials, external materials for each session, and to support effective facilitation skills.

The Peer-to-Peer Support Group Manual and the Coordinator Toolkit are stand-alone booklets with their own instructions and materials (provided electronically); these components are not covered in this guide. This guide does, however, include some brief suggestions about how to utilize the Coordinator Toolkit to strengthen the quality and positive impact on students. Note also that peer-to-peer materials can be used to customize the Basic and Supplemental Curricula (and vice versa).

How Materials Are Packaged:

The Basic Curriculum Youth Workbook is a printed, bound book with the tools students need to complete activities in class and at home. The presentation slides for the Basic and Supplemental Curricula, the Supplemental Curriculum Youth Workbook, the Peer-to-Peer Support Group Manual, and the Youth Workbook are provided electronically as their own stand-alone documents, in customizable formats. Materials are generally organized according to the flow of the Standard Curriculum.

The information compiled in the Student Resource Guide is organized by topic, since it is made to be used with all of the other curriculum components in a variety of ways. This way, it is easier to locate information when needed for classroom or group work, or for Take It Home assignments. Each section contains a broad domain and includes several handouts on an array of more specific topics. For example, the “daily wellness” section of the Student Resource Guide contains several handouts on topics like diet and nutrition, sleep, and exercise. It is also recommended that some or all of the Student Resource Guide materials be provided to students for future use and reference. This guide contains suggestions for selecting and disseminating the various materials to youth, so that they benefit from them as much as possible.

External Materials and Curricula:

For ease of use, external materials needed to deliver the curriculum have been included directly in curriculum documents whenever possible. When this was not possible, live links to original sources are listed in each course component.

In particular, the activities called for in the curriculum rely on the use of the following external sources:

- High School and Mental Health Curriculum, the student booklet Transitions: Student Reality Check, and all related materials by Dr. Stanley Kutcher (Teen Mental Health): Licenses for bound copies and online access to these materials have been purchased for each site. These materials are not reproduced in this curriculum's documents but are referenced for instructors to utilize as needed. The Teen Mental Health curriculum provides a host of activities, modules, online games, slide presentations, etc., all aimed at high school-aged youth. Transitions: Student Reality Check supplements the Youth Workbook with an additional array of information and resources aimed directly at youth. Other materials called for in the Standard Curriculum, which can be accessed through your licensed logon, include the following handouts: Communicating with Your Healthcare Provider: What Every Student Should Ask and Focus on the Facts: Information for Youth about Psychotropic Medications.
- KidsHealth.org and TeensHealth.org: An array of articles and other materials for youth from these sites are included in the Student Resource Guide, with expressed permission from The Nemours Center for Children's Health Media; many other resources are also available at no cost on their website.
- Recipes for Life cookbook, by and for the youth of California Youth Connection: For 2013-14, students will receive an early, unpublished version of Recipes for Life, which is being published by members of the Los Angeles Chapter of California Youth Connection, and students will have a chance to make submissions to the final book. All submissions can be published on the Recipes for Life blog site and will be considered for inclusion in the first or a later edition of the printed cookbook. Students will also receive a copy of the finished book sometime after April 2014.
- Mental Health First Aid (mentalhealthfirstaid.org): Several slides and concepts from this organization (which promotes certification of community members as mental health first aid responders) have been included directly in the curriculum. A plethora of additional materials are also available at their website.
- Toxic Relationships handouts from HRM video: These worksheets are available to educators to use for free. These materials are not reproduced in the current curriculum but are referenced for instructors to utilize as needed. As written, the curriculum uses just the worksheets; however, the videos intended to accompany them are available from the source, if facilitators choose to add them to this curriculum.
- Additionally, sites are recommended to purchase the following two books, which contain a variety of activities and materials that can be used to customize the course or in peer-to-peer groups:
 - Mind Over Mood, by Dennis Greenberger, Ph.D. and Christine A. Padesky, PhD: A source of additional activities and suggestions for working with "depression, panic attacks, anxiety, anger, guilt, shame, low self-esteem, eating disorders, substance abuse and relationship problems."
 - The Relaxation and Stress Reduction Workbook, by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay: (Description excerpted from Google Books) A source of activities that offers "techniques, a stress awareness test, and information about the sources of stress in professional and personal life."

Note: More information is provided about these external sources in Part I of the Coordinator Toolkit.

How this Guide is Organized

Designing and Preparing Your Curriculum:

This section explains how the curriculum components are designed to be used and includes everything an instructor needs to teach the Standard Curriculum.

Facilitation Tips and Strategies:

This section provides a brief overview for instructors on creating a safe space in the classroom, facilitating creative activities, encouraging peer-to-peer support, and other useful tips for facilitating discussion.

Customizing the Curriculum:

This section provides tips for customizing the curriculum to better serve the needs of your students. It includes a sample development matrix to aid in the planning of custom class sessions.

Trainer Materials:

1. Outline of Standard Curriculum for Trainers

The entire standard curriculum outlined in an easy-to-navigate format to help trainers with customizing, preparing, and facilitating sessions.

2. Basic Curriculum

General instructions, notes, Basic Curriculum customization ideas, and trainer attachments for sessions 1-8.

3. Supplemental Curriculum

General instructions, notes, Supplemental Curriculum customization ideas, and trainer attachments for sessions 9-14.

Designing and Preparing Your Curriculum

This section includes an explanation of the structure underlying the standard curriculum; these descriptions will assist you in understanding how materials are intended to flow, and will help you consider factors that are important if you choose to customize the materials. Steps and strategies for designing and preparing the course are also provided.

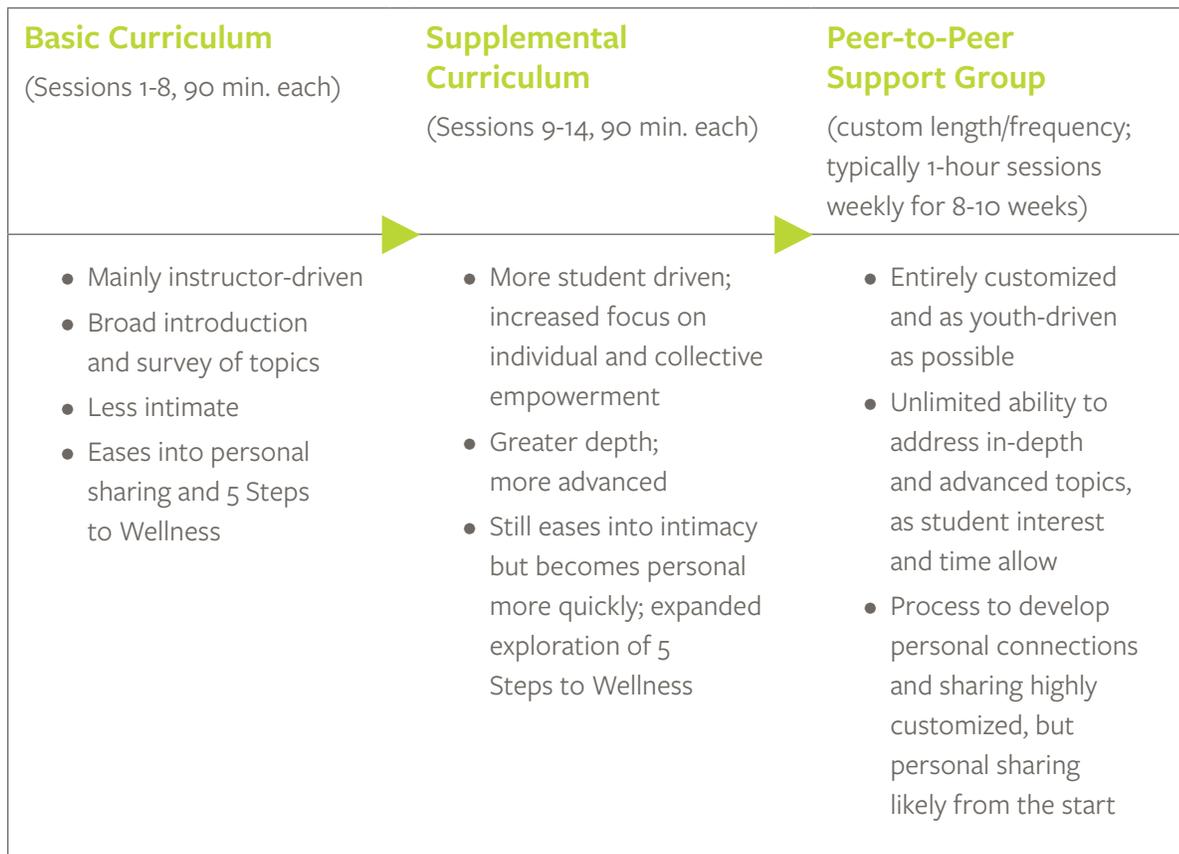
Understanding the Standard Curriculum

Centralizing Frameworks:

The Basic Curriculum uses a recurrent theme called “The Tree that is Me.” It starts with an exercise in which students identify their strengths and needs when it comes to health and wellness issues; students revisit their wellness tree on multiple occasions via a variety of interactive and self-reflective activities. The Supplemental Curriculum integrates the theme of the “Hero’s Journey”; discussions and exercises point out that everyone is the hero of his or her own story, and on each journey there are many decisions to be made, including those that will lead each person to a healthier and happier life.

General Flow of Courses (Basic, Supplemental, Peer-to-Peer):

The following chart shows the logical flow of the basic, supplemental, and peer-to-peer curricula. Understanding this logical flow can help facilitate sessions and is also important to consider if the course is customized.



Class Sessions:

- **Paired 90-Minute Sessions:** The courses are designed in 90-minute sessions, and each set of two sessions (sessions 1 and 2, 3 and 4, etc.) addresses a different theme or overarching topic.
- **Key Concepts:** Since foster youth vary in their literacy levels and are in need of the ability to advocate for themselves in physical and mental health systems, we think it's important to speak at their level but also to help expand their vocabulary related to health and wellness issues. A glossary of all terms is found in the back section of both Youth Workbooks, and key concepts are discussed and presented in slides throughout the course.
- **Types of In-Class Activities:** These include icebreakers, interactive and experiential activities such as meditations and relaxation exercises, physical activities for fun and fitness, various self-assessment tools, role playing, and games like Jeopardy. We have included several “standard exercises” that can be used again and again, and we make extensive use of “jigsaw puzzle” activities, which allow for small group discussion and learning on a variety of topics. Several activities provided by Sarah Kremer, MA, ATR-BC, an art therapist, use art and creativity to process thoughts and emotions and to discover oneself. While these are not considered “therapy,” a special approach is nonetheless needed for them, as will be discussed later in this guide.

Take It Home Activities:

One of the goals for this course is to provide information students can take home that might help them in their journey toward wellness, and to give them a chance to build healthy habits in their everyday lives. We have therefore created “Take It Home” resources and activity options. You can encourage students to read and keep the resources and to do the activities; these can be optional or required.

Student Resource Guide / *Transitions* Booklet:

Together, the Student Resource Guide and the booklet *Transitions: Student Reality Check*, by Dr. Stanley Kutcher of TeenMentalhealth.org provide an array of handouts and informational packets on the wide variety of topics relevant to the physical and mental health needs of transitioning foster care youth. These can be provided to youth as they support the work being done in class and are sometimes necessary to complete in-class and take-home activities. These materials can be provided in part or in full to students at the facilitator's discretion. The breadth of materials is also useful when customizing the curriculum and giving youth choices in what topics they discuss; information is included about most subjects youth may choose to discuss. Your Coordinator Toolkit also provides links and descriptions on an array of additional materials you can use.

Designing Your Course

Selecting Components and Sequencing:

First, decide which curriculum components to offer (basic, supplemental, peer-to-peer), based upon the resources, interest, and availability of qualified trainers. Think about what order these components might be delivered in and when. Decide the sequencing of each (90-minute sessions, 3-hour sessions, or a weekend retreat).

Selecting Instructors:

Because of the sensitive nature of the content discussed in these groups, it is critical that facilitators be comfortable working in situations where difficult topics and heightened emotions might arise. It is highly recommended that facilitators have experience working with transitioning foster youth, and that they have relational/ clinical training of their own, or consistent access to advice and support from someone who does.

Group Composition:

These sessions are intended for groups of 10-15 youth maximum, and it is highly recommended that students be broken into smaller groups. One of the biggest concerns of foster care youth who were surveyed in relation to this course was that they need to feel safe sharing and discussing issues. You may need to group students in terms of their maturity levels, gender, or some other criteria related to their specific needs. You can also mix and match: sometimes work as a whole class, sometimes in gender-based groups, sometimes in age or maturity-level groups, etc. Also consider that having a consistent group makeup may be important for safety and sharing, though your students may be somewhat transient. Strive to be inclusive, yet create a safe space—several coordinators in the working group said they planned to ask students to commit to participating in the entire course or not at all, but you will have to determine if this will work at your site.

Student Design and Facilitation:

Think about how to involve students in the design and possible facilitation of the course, especially the supplemental and peer-to-peer components. Try to canvass students for input about content, or even put together a student design team. You may consider training some students to help facilitate pieces of the curriculum or provide peer-to-peer support. Think about ways for youth who are very interested in health and wellness concerns to further explore and deepen their knowledge in this area.

If you plan to use the standard curriculum, you can now move onto the final preparation of materials. If you plan to customize, turn to the section later in this guide about customizing. There are also specific ideas for customizing included with the basic and supplemental trainer materials.

Final Preparation of Materials and Facilitator(s)

Once the above issues are resolved, you have recruited a trainer and students, and you are ready to implement the course, make sure to do the following to prepare:

Familiarize Yourself With Each Module Using Trainer Materials Included in this Book:

- Make sure you understand the activities indicated and the materials required for each.
- Consider the time required for each activity with your style of facilitation. Even if you use the Standard Curriculum, you may find that your approach takes more or less time than what is suggested here. You may need to cut or add content accordingly.
- Consider how you will respond to questions and student participation.
- Think about how to group students for each module, and how to keep to the times allotted for activities (i.e. if you have 15 students and 30 minutes for an activity, perhaps you want to break them into three groups so that students realistically have four minutes each to share). If the content is sensitive, think about how to set up groups so that students feel safe and get the most out of the conversation.
- Ask yourself: Will you involve any youth facilitators or peer advisors in any way? Do they need any prior training or support?
- Ask yourself: Will you be training someone else to deliver the curriculum? What will this require? Will you have guest speakers? What preparation do they need?

Prepare Syllabus, Slides, Youth Workbook, Resource Guide Materials, and External Materials:

- Customize syllabi as necessary and print copies for students.
- Customize slides if desired, and have the PowerPoint for each session loaded into the computer and ready to go. Make sure you have a projector and computer.
- Print copies of the Student Supplemental Workbook if you are engaging in the Supplemental Curriculum (in its entirety or just the pieces you will be utilizing).
- Determine how you will disseminate Student Resource Guide materials, the Transitions booklet, and other informational materials we have recommended here: will each student receive a printed copy of the entire guide and booklet as bound documents? Will each student have a three-ring binder to which they can add handouts that are provided? Will you have a few copies of the guide and booklet in the classroom for groups to use for activities?
- Click links or follow instructions to external materials so that you have them printed and ready as needed.
- Assemble all supplies needed for each session in advance (flipcharts/markers, art supplies and collage materials, specialized supplies for specific activities).

A Note on Preparing Materials for Activities Using Art and Creativity:

For creative activities that involve making art, it's important to have all of the supplies ready to go at the start of each session. When an activity calls for collage images, the best possible response is to have pre-cut images available for students to look through. It is not necessary to intricately cut out each image—just tear the page from the magazine so that there is a stack of individual magazine pages. Try to gather a diverse set of images from a variety of magazines that feature people who represent the group (i.e., racially, ethnically, and culturally diverse), as well as other images that do not seem like they all come from one kind of magazine. You can ask students to bring in magazines and spend additional time pulling out images before the session starts. When

choosing images, it's important not to place any judgment or forethought on them; it's advisable to only pass on images featuring well-known celebrities or athletes or objectionable material (though this definition will vary by site and group).

Don't Forget Your Coordinator Toolkit!

Since it is inevitable that the mental health problems and related concerns of some participants will be uncovered in the course of delivering these curricula, site coordinators must be prepared to communicate and respond effectively regarding these issues. Being knowledgeable and aware of the resources that are available to students when issues arise is critical. Effective referrals are key to promoting mental health and well-being among participants and you can help foster care youth in your area a great deal by working to strengthen the local continuum of care. Materials in the Coordinator Toolkit can assist you in these regards. We recommend instructors and facilitators familiarize themselves with the Coordinator Toolkit before classes start and that you begin to work locally to strengthen your referral network and systems, as well as any partnerships in which you participate. That way, in the event that participants' mental health issues arise early on in the course, you will be prepared. The Toolkit also contains several valuable resources that will aid facilitators in teaching, understanding, and dealing with mental health issues effectively, including additional curricula and materials to supplement the materials provided here.

Facilitation Tips and Strategies

The role of instructors in this course is to facilitate a learning and growth process in students and to foster peer-to-peer support. Addressing mental and physical health issues can be quite touchy, especially when youth have faced difficult circumstances, and delivering this curriculum requires extra attention to facilitation and interpersonal interactions. The instructions below include ideas about creating a safe space, facilitating artistic activities, and encouraging peer support and student leadership, followed by a list of additional tips. Your Coordinator Toolkit also has tips and strategies for working effectively with youth, as noted below.

Creating a Safe Place

The most important aspect of developing a peer-to-peer discussion group is to create a safe place for each person to share. Implementing these concepts can help in the process of trust building.

Initiating a Safe Space:

As noted, who and how many students compose your class and how you break them into groups when necessary are key components in making students feel safe. Your standard curriculum also includes time in the first sessions for groups to set ground rules. This process is critical in creating a positive group dynamic. Write these points on a flip chart or board for all to see, record them, and keep a copy at the ready should problems arise during future group sessions. (You may not have to do this, but if problems do come up in the sharing process later on, you will be able to take out a copy of the rules and cover them again by saying, “Remember when we all promised to respect others’ points of views, and to...” One key ground rule must be about confidentiality: “What is said in the group stays in the group.” Facilitators should also cover child abuse, neglect, and endangerment reporting guidelines, so that members will understand that certain harm and danger incidents or suspicions must be reported to the authorities.

Note: Additional suggestions and tips for reporting and confidentiality are provided in Part II of the Coordinator Toolkit.

Dealing with Deep Personal Issues:

There are many variables to consider when working with students on their deep personal issues. As a group facilitator, you bring your own level of confidence, abilities, and expertise to the group setting. There is no way of telling how much these students will reveal, and how deeply they will share. Putting these two factors together, there is no clear answer on how to deal with members’ deep personal issues as they arise in the group setting. Each facilitator will need to use his or her intuition and address each situation as it arises. If an individual’s issue is severe, talk to him or her directly after the session to try to obtain resources and support. If impending harm or danger is involved, you may need to call a local hotline or make a report to Child Protective Services and/or call law enforcement. The more you read and learn about the topic and the more you work with students on the content, the better you will be at it. Remember: if you feel that you are in over your head, please try to obtain support and supervision from a relationship professional (such as a counselor or therapist) as soon as possible.

Note: Additional suggestions and tips for dealing with difficult issues with youth are provided in the Peer-to-Peer Support Group Manual, and also in Part II of the Coordinator Toolkit.

Facilitators' Self-Disclosure:

It is sometimes helpful for a group facilitator to show the peer group members that he or she is not perfect or “bullet proof,” by talking a little about difficulties he or she has faced in the past. But a word of caution: do not go too deeply into your own issues. These groups are not about the facilitator receiving therapy, and it is important not to take away from student sharing time. Group members can also lose confidence with a facilitator that reveals too much; they might ask themselves, “Why is this person, who has so many issues, leading our group?”

Note: Additional suggestions and tips for self-disclosure are provided in Part II of the Coordinator Toolkit.

Pay Attention to the Climate of the Group:

Pay attention to how students are responding to the material. If negative emotional reactions or conflicts crop up, be ready to process with students what is bothering them. Notice if the content has gotten very heavy very quickly and whether it might be important to lighten the mood. That being said, stay present with students if deep issues are unearthed; avoid shutting down or glossing over key moments in someone's healing process. Have backup ideas ready to change the activity if needed.

In addition to these general guidelines, special considerations apply when implementing creative/art activities. These are outlined on the next page.

Facilitating Creative Activities

By Sarah Kremer, MA, ATR-BC

The need to create a safe space, or “holding environment,” becomes even more important when asking youth to exercise their creativity for the purposes of healing and self-discovery. A safe space allows students to feel comfortable truly expressing their feelings and making the most of the activity.

The ground rules you set at the start of the course will be key in creating a safe space for artistic and self-reflective exercises.

Additionally, if there are any constraints with censorship of imagery in the setting, inform students about these limitations at the beginning. For example, some sites may not allow gang symbolism or explicitly violent or sexual imagery. Other than any restrictions beyond your control, make sure not to unconsciously impose any personal conditions. Sometimes adults unconsciously have reactions and responses to images created by youth that really are their own “baggage,” and many have little to do with the youth who created it or the task at hand; be wary of these types of reactions.

Emphasizing Process Over Product:

What students create is not as important as how they create it. The point of going through the activities is not to end up with “beautiful” art or to become an artist in a traditional sense. Using art as expression allows preverbal thinking and feeling—a direct expression of inner experiences that are images—to become real on the paper or other medium. Spontaneous and uncensored material as images escapes usual verbal defenses. This allows for very honest expressions to be released that may also be uncomfortable or surprising. The facilitator’s primary job is to help students be true to themselves in their expression, not to create something “pretty.”

As you support students’ expressions, emphasize creativity, self-expression, exploration, and discovery over competence in style or technique. It’s important to model and encourage risk-taking, perseverance, and being true to the expression. When students are stuck or frustrated with their work, you can help them let go of preconceived ideas of what their work “should” look like and instead realize what their true expression is. Listen to students as they talk about their process and product and validate them. Validation is mostly reflecting back what they’re saying in a way that is positive and communicates hope and possibility.

Talking About the Artwork:

When viewing students’ work, it’s imperative that the facilitator and other students continue to support a safe space by witnessing instead of commenting and analyzing. Here are some ways to do that:

- Listen more than you talk
- Ask students to talk about their work; note both what was said and what was *not* said
- Ask students to describe specific elements in the work if they are unsure of what to say
- Allow for the possibility that the student doesn’t want to talk about the work and would rather keep it private
- Comment on what you see (colors, lines, shapes)
- Be empathic
- Encourage storytelling
- Resist interpretation, projection, or assuming that you know what the art is or why the student created it

- Accept what is communicated without judgment

Be aware of comments that reflect good or bad efforts, such as better, best, right, wrong, mistake, easy, and hard. Also avoid comments that are more about the commenter than the artist, such as “You’re very talented,” or, “If you were trying to draw the sky, it should be blue.” While encouragement of students in their areas of skill and talent is generally a positive thing, it is often not appropriate to do so when engaging people in creative activities for the purpose of self-discovery. Saying one student is talented in front of others can set up a competitive environment and can change the focus of creativity from doing work for the student to doing work for the instructor or facilitator. If you want to encourage an aspiring artist in your class, do so privately and make clear that your observation of their talents is a separate action from evaluating their creativity in class.

To start a conversation about the work, begin by reminding students that they only have to share what they feel comfortable sharing. Open-ended questions that help students focus on the process will help set the stage for sharing. Some questions to get the conversation going include:

- “Was this activity easy or hard for you? What made it that way?”
- “What was it like working with these materials? Have you ever used them before?”
- “Did any thoughts or feelings come up while you were working on this activity?”
- “Did you learn anything about yourself or anyone else?”

Helping Others Support Creativity:

Students, when invited to process each other’s work, should be coached to also observe the guidelines above. This way, each student feels supported by his or her peers in creative expression. Talk with everyone about listening and ways to add positive feedback. When a student is encountering a problem, you can offer to bring in peers to engage in problem-solving. For example, if a student says a collage isn’t turning out right, you might ask if the student would be open to some suggestions from classmates. Then ask the class for support by having the student describe the problem and then listen to ideas for overcoming the issue. If the student is not interested in any feedback, respect that boundary and reinforce that it is okay to ask for help at any time in the future.

The Importance of Cleaning Up:

Be sure to allow time (usually five to ten minutes) at the end of creative activities for putting away materials and tools and throwing away trash. It may be tempting to offer to clean up after the activity in order to allow students more time for creating or processing their work. However, by not allowing students to go through this closure process, they miss the opportunity to have both space and time to close their own experience and prepare for moving on to the next activity or get ready for their next class or project. This is especially important when students experience emotional responses in the creative activity or in talking about it; by cleaning up, they have the chance to “put away” any feelings or reactions—an important component in managing emotions—from the activity while they physically put away the materials.

Encouraging Peer-To-Peer Support and a Student-Driven Course

Remember that many students have been on the receiving end of services for many years, and have not often been treated as an individual with something to teach or share. This can damage their self-worth, whereas leadership opportunities, the chance to help one another, and being given a choice in curriculum contents can be highly empowering. In other words, it is natural for young people transitioning out of foster care to feel like they've been "the problem." Find ways to turn this experience around whenever you can.

When students share personally, turn to other students to provide feedback when possible instead of offering it yourself. This can help build a sense of camaraderie and allows youth to learn much more from the experience.

Make use of youth facilitators when you can, even if it is just for one activity or discussion. Provide support, and maybe even a little training, to youth who will facilitate. Consider rotating youth facilitators.

Canvass students several times throughout the course to see if their needs are being met, and make changes accordingly.

Customizing the Curriculum

The standard curriculum offers busy coordinators the support of a fully-supplied curriculum that requires minimal design and assembly, but we encourage you to customize your curriculum using the materials and resources provided. We hope you will be inspired to offer as many components of this curriculum as you can, and have provided a substantial library of wellness-related materials.

We have provided a wealth of materials to help you and your students create content, including those in:

- The Basic and Supplemental curricula (these can be mixed and matched)
- Peer-to-Peer Support Group Manual
- *Mental Health and High School Curriculum*, the *Transitions* booklet, and related materials purchased from TeenMentalHealth.org, as well as their “online classroom,” with a treasure trove of constantly updated content
- The Coordinator Toolkit, which includes additional links to more curricula and resources
- Student Resource Guide

Types of activities provided from these sources include:

- Icebreakers and interactive exercises
- Activities involving art and creativity in self-exploration
- Physical activities for fun and fitness
- Yoga, meditation, and other relaxation/stress management tools
- “Standard exercises” (ones that you can fall back upon again and again)
- Instructions for creating your own “jigsaw puzzle” activities, or a way of approaching small group work that can be used with any topic or content area (see Peer-to-Peer Support Group Manual)
- Self-assessment tools and games
- Role-playing and scenario-based activities
- “Jeopardy”- style games (in addition to the two “Wellness Jeopardy” games included in this guide, you can go to jeopardylabs.com to create games on other topics)

Note: Facilitators also have the option of bringing in outside speakers to present on individual topics.

We recommend using the outline of the standard curriculum as a starting point for customization. You will need to balance breadth with depth of content. Keep students interested with interactive and innovative learning experiences, and manage the process of sharing and intimacy in a way that will help students feel comfortable. Individual sessions need an engaging flow and diverse types of learning and interaction, in a logical sequence of events. The standard curriculum is a good place to start since it is designed with these factors in mind, but you might modify it by covering fewer topics in more depth, presenting the materials in a different order, or substituting activities they are less interested in with more discussion time for topics they are concerned with.

Note also that the standard curriculum treats pairs of sessions as a single topic (Sessions 1 and 2 together, for example, cover “Daily Wellness” topics). We designed each of these paired sessions as single 3-hour units; you may want to do the same. Finally, remember that the Basic Curriculum is meant to be both an introduction and a broad survey, and that the Supplemental Curriculum gives students a chance to contribute to the design of

the course and go deeper into topics that interest them. Specific suggestions for building customized sessions as part of the Basic and Supplemental curricula are offered with the detailed trainer notes.

Note: If you have students with any physical disabilities, please plan ahead for alternatives to physical exercise and other moving activities, making sure to tailor the activities to the particular physical capabilities of participants.

Sample Curriculum Session Development Matrix

90 minute sessions

Please feel free to copy and use this matrix or create your own. Utilize the expanded space in the matrix to write down your own delivery notes, including any materials needed.

| Activity | Materials and Delivery Notes | Time |
|-----------------|-------------------------------------|-------------|
| | | |
| | | |
| | | |
| | | |
| Total Time: | | |

Trainer Materials

Standard Curriculum At a Glance

(Basic and Supplemental Curricula)

Basic Curriculum, Sessions 1-8

This component provides an engaging and interactive introductory survey to an array of wellness, self-care, and mental health topics. It can be delivered in 8 sessions that are 90 minutes each, 4 sessions that are 3 hours each, or as a weekend retreat.

Overarching Framework:

“The Tree That Is Me” uses a tree as a metaphor for each individual’s personal health and growth. Participants will begin working with this concept by using a drawing of a tree to track their support system, strengths, accomplishments, strategies to balance and cope with their lives, and the contributions they can make to the world. Students are encouraged to continue filling in their trees throughout the course and several activities relate directly back to this centralizing theme.

Note: Detailed instructions and a complete overview of each session and module are included in the Trainer Guide before each corresponding section.

Sessions 1 and 2: Daily Wellness (6 modules + Take It Home activities)

Session 1 (Modules 1-3)

1. Welcome (35 min)

- “Beach Ball” icebreaker and introductions
- Provide course overview and set ground rules

2. Course Framework (25 min)

- Introduce “The Tree That Is Me” concept

3. Daily Wellness Concepts (30 min)

- Discussion: Health, well-being, and disease/illness

Session 2 (Modules 4-6)

4. Exercise Can Be Fun! (30 Min)

- Icebreaker: “Bees and Butterflies” version of tag
- Discuss effects of exercising and socializing on body/mind

5. Daily Habits for Wellness (30 min)

- Learn about daily habits and resources
- Wellness Jeopardy activity

6. “Recipes for Life” (30 min)

- Discuss strategies students use to take care of themselves
- Introduce the California Youth Connection “Recipes For Life” cookbook, created for and by foster youth

Sessions 3 and 4: Taking Care and Keeping Your Balance (6 modules + Take It Home activities)

Session 3 (Modules 1-3):

1. Welcome / Intro (15 min)

- Icebreaker: “How I get through a tough day”
- Introduce the topic of stress and strategies for dealing with it

2. Understanding Stress and Self-Monitoring (45 min)

- Discussion: Stress, coping, self-care, self-monitoring
- Define types and sources of stress
- Have students rate themselves on the “Student Stress Scale”

3. Self-Care Techniques I (30 min)

- Introduction to meditation (discussion and activity)

Session 4 (Modules 4-6):

4. Self-Care Techniques II (40 min)

- Introduction to yoga (discussion and activity)
- Activity: Self-care collage

5. Relationships: Stressors or Assets? (15 min)

- Discuss how relationships can affect stress levels
- Have students identify healthy and unhealthy relationships in their lives

6. Managing Stressful Situations (35 min)

- Group activity: Responding to stressful scenarios
- Discuss tips for de-stressing

Session 5 and 6: Healthy Mind, Healthy Heart (6 modules + Take It Home activities)

Session 5 (Modules 1-3):

1. Welcome/ Intro (20 min)

- Introduce the topics of mental and emotional health

- Icebreaker: Language perceptions of mental health and illness

2. Understanding Mental and Emotional Health (40 min)

- Discussion: Mental health, mental illness, emotional health, and the brain

3. My Mind and Heart I (30 min)

- Explore feelings and attachments using a creative activity called “Drawing on Your Heart”

Session 6 (Modules 4-6):

4. My Mind and Heart II (20 min)

- Icebreaker: “The Tree that is Me” meditation
- Discuss benefits and elements of meditation

5. Obstacles to a Healthy Mind and Heart (50 min)

- Discuss the difficult issues that can get in the way of wellness and mental health
- Activity: “Understanding How to Carry Your Baggage”
- Group Activity: Breakout groups on in-depth mental and emotional wellness issues

6. Taking Charge of my Mind and Heart (20 min)

- Discussion: The 5 Steps to Wellness
- Key concepts: Self-care, self-monitoring, help seeking, self-advocacy, and assisting and empowering others

Sessions 7 and 8: Putting it all Together—Empowering Ourselves and Each Other (7 Modules + Take It Home activities)

Session 7 (Modules 1-3):

1. Introduction—Putting It All Together (30 min)

- Discussion: How the concepts in this course can apply to everyday life, with a focus on self-care and self-monitoring

2. What’s on My Mind? (30 min)

- Becoming more aware of how thoughts influence mood and emotions, and how to have more control over them
- Activity and Discussion: “Brain Map” creative activity

3. Self-Care and Self-Monitoring (30 min)

- Discussion: Monitoring your physical health and being prepared
- Recognizing mental health problems

Session 8 (Modules 4-7):

4. Introducing Empowerment (20 min)

- Icebreaker: “Piece of the Puzzle”
- Discussion: Empowerment, self-advocacy, and mutual aid/assistance

5. Getting Help When You Need It (15 min)

- Discussion: Doctors, medical records, MediCal, mental health services, social networks, and mentors

6. Empowering Ourselves (35 min)

- Story: “The Hero’s Journey”
- Activity: “CHAMP” goal setting worksheet
- Discussion: How to talk to doctors and mental health practitioners; know your rights

7. “How Can We Have a Positive Effect? The Foster Youth Community Tree” (20 min)

- Discussion: Recognizing when others are in crisis
- Discussion and activity: Working as a community to meet all our needs
- The importance of closure (thanks and goodbyes)

Supplemental Curriculum, Sessions 9-14

For sites that have available resources and enough youth who are interested in learning more, the Supplemental Curriculum goes deeper into the topics that were covered in the Basic Curriculum, and also allows youth more opportunities to shape content themselves. It can be delivered in 6 sessions that are 90 minutes each, 3 sessions that are 3 hours each, or as a weekend retreat.

Overarching Framework

This part of the coursework is built upon the concept of “The Hero’s Journey” (© 2010 Jerry Sherk, M.A.). It begins by pointing out to students that we are all the heroes of our own stories. Beyond that, those who have experienced maltreatment in foster care should be considered heroes; this theme is revisited throughout the course. “The Hero’s Journey” focuses on the guideposts along the path that will help these youth to become more whole while also finding ways of caring for others. Furthermore, the “CHAMP” goal setting model (© 2012 Jerry Sherk, M.A.), which is based on “The Hero’s Journey,” will help students to look at and plan the next steps of their own life journeys.

Sessions 9 and 10: Wellness and Self-Care (6 modules + Take It Home activities)

Session 9 (Modules 1-3):

1. Welcome/Introduction (40-45 min)

- Icebreaker: “My Hero” activity
- Discussion: Purpose, format
- Activity: Ground rules for the course

2. The Hero’s Journey (25-30 min)

- Discussion: Review “Wellspring Wellness” wheel and key concepts
- Discussion and Activity: “The Hero’s Journey”
- Activities: Assessing progress so far, goal setting using the “CHAMP” model, and “One Big Thing”

3. Making This Course Our Own

- Discussion: Topics and types of activities preferred

Session 10 (Modules 4-6):

4. Get Active! (30 min)

- Icebreaker: “My Favorite Way to Play”

5. Self-care (30 min)

- Activity: “Bridging the Gap”
- Discussion: Dealing with stressful situations

6. Wellness puzzle (30 min)

- Activity: Wellness jigsaw puzzle (small groups) or
- Wellness Jeopardy II

Sessions 11 and 12: Stress and Trauma, Coping and Recovery (6 modules + Take It Home activities)

Session 11 (Modules 1-3)

1. Welcome/Intro (25 min)

- Icebreaker: "Hum this!"
- Learn about stress, trauma, and how a positive attitude can help with coping
- Discussion: Stress and relaxation, self-care, and self-advocacy

2. Stress Management (30 min)

- Review former stress management model
- Discussion: The power of a positive attitude; working with our thoughts.

3. The Brain: Trauma, Development, and Recovery (35 min)

- Learn how trauma affects brain development and how healing happens
- Slide presentation
- Activities

Session 12 (Modules 4-6)

4. Self-Care Strategies (20 min)

- Coping with stress and improving self-care strategies; understanding mental illness
- Icebreaker: "Music that Makes me Feel Better"

5. Coping Strategies (25 min)

- Group Activity: Turning Stressful Situations Into Strengths

6. Understanding Mental Illness (45 min)

- Activity: Jigsaw Puzzle—Learning about specific mental illnesses

Sessions 13 and 14: Empowering Ourselves and the Foster Care Community (6 modules + take home activities)

Session 13 (Modules 1-3)

1. Teamwork! (20 min)

- Working as a team to apply the steps to wellness to everyday life
- Icebreaker: Scavenger hunt activity
- Key concepts: Empowerment and self-advocacy

2. Self-Advocacy (30 min)

- Help students advocate for themselves and navigate the healthcare and mental health systems
- Activity: “How to Talk to Providers” scenarios

3. Applying the Five Steps to Wellness

- Revisit the steps to wellness and apply them to real-life scenarios
- Activity: Small-group scenarios

Session 14 (Modules 4-6):

4. Appreciation (20 min)

- Raise student self-esteem through positive feedback from their peers and encourage affirming relationships
- Activity: Positive feedback

5. Working Together! (35 min)

- Activity: Empowerment visualization
- Revisit “CHAMP” goal setting (© 2012 Jerry Sherk, M.A.)

6. Mental Health First Aid (35 min)

- Slides and activity: Mental Health First Aid—How to help someone in crisis scenarios

Note: The Healthy Transitions Curriculum has five components: a 12-hour Basic Curriculum, a 9-hour Supplemental Curriculum, a Peer-to-Peer Support Group Manual, a Student Resource Guide with informational handouts for students, and a Coordinator Toolkit. The components are intended to work together. All sites will deliver the Basic Curriculum, and those with the resources and interest will delve further into the Supplemental and/or Peer-to-Peer components. Slides, Student Resource Guides, and Trainer Guides are provided for the Basic and Supplemental curricula; the Peer-to-Peer Support Group Manual contains materials and trainer instructions for building a curriculum. The Student Resource Guide supplements all of these materials with informational articles, handouts, and resource listings. Also note that the curriculum has relied in part upon the *High School and Mental Health Curriculum*, the booklet *Transitions*, and all related materials by Dr. Stanley Kutcher (teenmentalhealth.org), and a few other external curricula we have gained license to utilize or recommend. The Coordinator Toolkit provides tips for working with youth in relation to their physical and mental health needs, and materials to support effective local referrals and partnerships to better meet the needs of youth in your program. All components are customizable and encourage student choice and leadership.

Basic Curriculum

Sessions 1-8
(90 minutes each)

The Basic Curriculum: Purpose and Flow

The basic curriculum provides an engaging and interactive introductory survey of an array of wellness, self-care, and mental health topics. Topics begin with physical health and wellness, and then move into stress management and self-care. Next, students delve into mental health issues. The basic curriculum finishes by providing students with a comprehensive “big picture” understanding of the steps toward wellness. This helps them to synthesize everything they have learned. The curriculum culminates with solutions-oriented activities and discussions designed to empower students through self- and group-advocacy. Most importantly, students who participate in this coursework will gain an understanding that the wellness of the foster youth community depends on their individual and collective efforts.

Overarching Framework:

“The Tree That Is Me” uses a tree as a metaphor for each individual’s personal health and growth. Participants begin by using a drawing of a tree to track their support system, strengths, accomplishments, coping strategies, and the individual contributions that they can offer to the world. Students are encouraged to continue filling in their trees throughout the course, and several activities relate directly back to this central theme.

Organization of Materials:

All supplies and student materials needed for each module are listed inside the module in the order they are delivered. There are several modules within each session, and each pair of sessions (1 and 2, 3 and 4, etc.) has a single theme, topic, and set of modules.

Additional instructions include:

- The time allotted for each module (sometimes suggested times are offered for activities within modules; in most cases, trainers determine time flow within modules).
- Detailed trainer notes and instructions (content for trainers that does not fit here is found directly following the instructions for that session).
- All supplies, slides, student materials, and links to external materials:
 - Corresponding slides, Youth Workbook materials, and the contents of the Youth Workbook are listed here in the order they are to be presented.
 - All materials in the Student Resource Guide are organized by topic. Each section represents a broad domain and includes several handouts on more specific topics. For example, the “Daily Wellness” section of the Student Resource Guide contains several handouts on topics such as diet and nutrition, sleep, and exercising. We list all sections of the Student Resource Guide that contain information on relevant topics. In most cases, you can choose which of these handouts to provide and/or highlight in class. In a few cases, specific handouts are needed in order to have class discussions or to complete activities; this will be noted in the trainer notes for that module.
 - External curricula and materials are also listed, along with direct links and specific instructions.

Sessions 1 & 2

Daily Wellness (3 hours total, 6 modules + Take It Home activities)

These sessions will introduce the course and explore themes related to daily health and wellness: diet, exercise, hygiene, sleep, healthy lifestyle habits, health-promoting relationships, and connecting to health/medical services and resources.

Session 1 (Modules 1-3)

Purpose:

To break the ice among participants and to get acquainted with one another, provide an overview of the course, and begin the journey to wellness.

Module 1: Welcome/ Introduction

35 min

Welcome:

As participants arrive, welcome them to the space and encourage them to get comfortable and ready to think about how to make improvements to their health and wellness.

Icebreaker: Beach Ball

<http://www.residentassistant.com>

Supplies:

- Beach ball
- Permanent marker

Trainer Guide Materials:

- Beach Ball: Suggested Questions

Slides:

- “Beach Ball Exercise” (slide 3)

Preparation:

Get a large inflatable beach ball and use a permanent fine or medium point marker to write 25-30 questions on it. A list of 27 suggested questions is attached. This will take quite some time, but you can do it one night in front of the television. The resulting tool is an “icebreaker ball” that you can use for years to come.

Activity Instructions:

When your group is assembled, begin by throwing the ball to the students. The person who catches it has to answer the question that their left thumb touches. They then say their name, answer the question, and throw it to someone else.

Debrief:

- “It’s good to get to know you all a little!”
- “What did we learn about each other or ourselves that we maybe didn’t expect?”
- Segue to what this course is about.

Overview of Course:

- Use the slides and worksheet to present a description on the purpose and format of the course.

Why Learn About Wellness and Self-Care?

- Wellness and health are important life skills.
- Students are in a major transition during which health and mental health become key concerns.
- Specific wellness concerns expressed by TAFY in California; show slide and discuss briefly.

The Goal of this Course:

- To increase knowledge of the importance of awareness of general and mental health.
- To increase access to support and resources.

The Basic Course:

- Is a broad survey or sampling.
- Is interactive and provides students the chance to learn from one another and their personal experiences.
- Can lead to the formation of new habits through Take It Home ideas. Worksheets and logs help to keep track of health needs and strategies.

Format of the Course:

- Interactive
- Centered around the students
- Training not treatment
- Voluntary sharing

A Word on How to Use and Keep Track of Materials:

Decide ahead of time or brainstorm with students on the best way to keep track of books and materials. Will they be kept in the classroom or taken home? Are resources given as a bound guide, separate sheets, or binders? How can students make the most of the materials given?

Activity: Setting Ground Rules

Purpose:

- To introduce the overarching framework of the course.

Supplies:

- Flipchart / markers

Basic Slides:

- “Our Purpose Here” (slide 4)
- “California Foster Youth: Wellness and Health Concerns” (slide 5)
- “Setting Ground Rules” (slide 6)

Youth Workbook Materials:

- “Why Should I Learn About Wellness and Self-Care?” worksheet (pages 7-8)

Introduce Ground Rules:

- Using the slide and a flipchart, suggest that the group set ground rules so that students understand the limits of what is acceptable and what is not.
- Brainstorm rules together, with the understanding that you’re aiming for the smallest number possible.
- Make sure students understand the importance of participants feeling safe to share openly about themselves in this course.
- What kinds of rules for interaction will help students feel safe and willing to share?

Activity Instructions:

- Allow students to share the ground rules they would like to follow. Write their responses on a flipchart page or poster board that can be displayed at every class session.

Examples of Basic Rules:

- Respecting yourself, others, and the materials.
- Keeping confidential information confidential. This may include a student talking about their artwork.
- Limiting confidentiality for instructors.
- Supporting everyone in sharing what they wish about their creative expressions without forcing participation.
- Being positive in feedback.
- Allowing only one person to speak at a time, etc.

Debrief:

- Ask students if they feel they can live with the rules the group has created. Propose that the group adopt the rules, and that they apply them throughout the course. Encourage students to take the healthy risk of sharing with the group throughout the course. Honor each other’s dignity and privacy. Keep a copy of the ground rules visible and at the ready should problems arise during future group sessions.

Module 2: Course Framework

25 min

Purpose:

- To explore today's key concepts and prepare for Take It Home activities.

Supplies:

- Markers/ colored pencils/ crayons/paints/ pens

Slides:

- “The Tree That is Me” (slide 7)

Youth Workbook Materials:

- “The Tree That Is Me: Growing Toward Health and Wellness” (pages 9-10)

Introduce Framework

- “The Tree That Is Me” uses a tree as a metaphor for personal health and growth.
- We will explore our trees today and throughout the course as a way to check in with our journey to wellness and health.

Activity Instructions:

- Using the “The Tree That Is Me” worksheet, assist students in following instructions and completing their trees by drawing or writing their thoughts in and around the tree in relation to the legend provided (15 min).
- See “Facilitating Creative Activities” in the Trainer Guide for additional suggestions.
- If there is time, ask volunteers to show their drawings to the class while describing the features of their tree.

Debrief:

- “What did you learn about yourself?”
- “What commonalities did you see in the trees everyone drew?”
- “How did it feel to reflect on your tree?”
- “Do you think this exercise helps you see a bigger picture of your life?”

Module 3: Health and Wellness Concepts

30 min

Review/ Discuss Sessions 1 and 2 Key Concepts

5 min

Introduction of Key Concepts to Youth:

- “If we are going to talk about wellness and health, we need a language that we can all understand. In the back of your Youth Workbook, you will find the glossary terms that we will use in this course.”
- “Some of these terms are ‘key concepts’ that form the basis of the class, and so they will be discussed in a little more detail.”
- “It is worth having a vocabulary and understanding of these concepts. It will help our discussions here and help you think about your experiences, and it can help you communicate better with doctors and other professionals.”

Define and Discuss Today’s Key Concepts:

Show the Key Concept slides in the order that they appear: health, well-being, and disease/ illness. Ask students how this discussion has changed their understandings of health, wellness, and illness.

Activity: Wellness Wheel

15 min

Slides:

- Key Concepts: “Health and Well-being,” “Disease/ Illness,” and “Wellspring Wellness” (slides 9-11)

Youth Workbook Materials:

- Glossary (pages 80-82)

External Sources:

- **Wellspring Daily** (<http://wellspringdaily.com>)

Introduce Aspects of Wellness:

- Explain the aspects of the wellness wheel (slide 11), using the slide and the student worksheet Wellness Self-Assessment from WellspringDaily.com.

Wellness Self-Assessment Instructions:

- Using the slide and student worksheet, assist students in reading and following instructions to complete the self-assessment. Allow five minutes for them to complete.

Debrief:

- “What did you learn from this?”
- “What would you like to do with this knowledge?”

Body, Mind, Spirit

Slides:

- “Body, Mind, Spirit” (slide 12)

Slide Presentation: “Body, Mind, Spirit”

- All aspects of the self are related.
- A problem in one can lead to a problem in the others.
- Putting positive energy into one can affect all aspects positively.

Slide Presentation: Remember, you are in transition!

- Discuss the concept of transition and its effects:
- Adjusting to change takes effort and often comes with conflicts about roles and identity.
- Transition involves “letting go,” and the awkward “neutral zone” (where the old no longer fits and the new is unformed), as well as “new beginnings” (where we adjust to new routines and expectations).
- Transition is stressful and hard on the body, mind, and spirit.
- Transition also offers the potential to grow dramatically.

Take It Home Activities

10 min

Slides:

- “Take It Home Activities” (Slide 14)

Youth Workbook Materials:

- Session 1 & 2: Take It Home Activities (page 18)
- Having Fun with Fitness (page 19)
- Daily Wellness Log (pages 20-24)
- Prepare your own CYC “Recipes for Life” Cookbook Daily Wellness Submission (page 25)

Introduction:

- One of the goals for this course is to provide information students can take home that might help them in their journey toward wellness, as well as give them a chance to build healthy habits in their everyday lives.
- Students have been given both handouts with information and resources, as well as options for fun and interesting activities they can do on their own to build health and wellness habits.
- Take It Home activities can be done throughout the time during which sessions 1 and 2 are offered. There will be new Take It Home resources and activities provided for sessions 3 and 4 (what you say here will of course depend on how you sequence the course).
- Explain or ask students to agree on the expectations for Take It Home activities:
 - Are they required? Optional? Is there an incentive to do them?
 - Will they be able to share what they did with you or with the class?

Note: The standard curriculum allows for 1-3 students to share their Take It Home work with the class, near the start of sessions 2, 4, 6, and 8.)

Preparation:

Outline the Take It Home materials provided for Sessions 1 & 2.

- Decide ahead of time whether and how to provide materials from the Student Resource Guide.
- Key resources to keep include information in the “Daily wellness” section of the resource guide, and the CYC “Recipes for Life” Cookbook. (Show them where to find these, and explain what they are).
- Use the instructions provided in the Youth Workbook to explain the options for Take It Home activities:

Take It Home Activity Options:

- “Having Fun with Fitness” (© 2007 Sarah E. Kremer, M.A.,ATR—BC)
- “Daily Wellness Log.”
- California Youth Connection “Recipes for Life” Cookbook Daily Wellness Submission (not yet published).
 - In addition to the instructions in the Youth Workbook, see the CYC call for submissions disseminated separately for instructions about how to submit entries into the book.

Icebreaker: Beach Ball

(adapted from <http://www.residentassistant.com>)

Preparation:

Get a large inflatable beach ball and use a fine or medium point permanent marker to write 25-30 questions on it. See the list below to get you started, and feel free to add more serious or in-depth questions depending upon your individual group. This will take quite some time, but you can use the finished “icebreaker ball” for years to come.

- What is the first thing you do when you get out of bed?
- What is your favorite movie line?
- What do Martians do for fun on Mars?
- If your life was being turned into a feature length movie, who would play you, and why?
- If you were invisible, where would you go?
- What song reminds you most of a past or present relationship?
- Fill in the blank: *When I dance, I look like _____.*
- If you could be a famous actor, writer, athlete, artist, or musician, who would you choose to be and why?
- What is the worst occupation in the world?
- If you were given a canvas and water colors, what would you paint?
- Other than the standard items (credit cards, money, driver’s license, etc.), what interesting items do you keep in your wallet/purse?
- What is the meanest thing you can say to somebody?
- What is your lifelong dream?
- How many minutes does it take you to get ready in the morning?
- What hobby have you always wanted to pick up?
- If you could be a member of a TV sitcom family, which would it be?
- What event or technological breakthrough do you think will revolutionize the future?
- Right now, what do you need more of?
- What is the most beautiful word you can think of?
- What is the best costume you ever wore for Halloween?
- What latest trend simply baffles you?
- What would you like your nickname to be?
- What song do you keep hearing over and over and over again?
- What are you most proud of?
- How many keys do you have on your key ring?
- What’s the best advice you’ve ever received?
- What do you regard as the most repulsive form of music?

Activity Instructions:

When your group is assembled, begin by throwing the ball to the students. The person who catches it has to answer the question that their left thumb touches. They then say their name, answer the question, and throw it to someone else.

Sessions 1 & 2

Daily Wellness (3 hours total, 6 modules + Take It Home activities)

These sessions will introduce the course and explore themes related to daily health and wellness: diet, exercise, hygiene, sleep, healthy lifestyle habits, health-promoting relationships, and connecting to health and medical services and resources.

Session 2 (Modules 4-6)

Purpose:

To break the ice, build motivation to exercise, and understand its effects on the body and mind; to hear from students who did Take It Home activities.

Module 4: Exercise Can Be Fun!

30 min

Icebreaker: Bees and Butterflies

20 min

Supplies:

- Soft objects to be used as “stingers”

Slides:

- “Bees and Butterflies” (BC slide 16)
- “Exercise and the Body/Mind Connection” (slide 17)

External Links:

- **Bees and Butterflies** (<http://www.ultimatecampresource.com/site/camp-activity/bees-and-butterflies.html>)

Activity Instructions:

- Choose two people to become bees; give these people the “stingers.” All the other people are butterflies.
- The bees will attempt to sting the butterflies by hitting them on the legs with the soft objects.
- A butterfly that has been stung must stop where it is and freeze.
- For a butterfly to heal, two untagged butterflies must link arms around the injured butterfly and escort the butterfly to a designated area in the middle where the bees cannot go. The injured butterfly will count out loud to five and then can get back into the game.

- The game ends when all the butterflies are stung or when students become tired of playing.
- Note: Butterflies that are escorting another butterfly cannot be tagged and no butterfly can hide out in the safe area.

Debrief:

- Use the slide to discuss the effects of exercise and socializing on body and mind.
- How do you feel in your body now?
- How is this different than how you felt before the game we just played? Is your heart rate different? What else is different?
- How do you feel emotionally? Is this different than before the game?
- Getting out, playing with friends, and getting exercise can change how we feel and see the world, change the kinds of interactions we have with each other, and result in healthier lifestyles.

Take It Home Reports

5 min

Slides:

- “Take It Home Reports” (slide 18)

Instructions:

- Ask: “Did anyone do a Take It Home activity since last week?”
- Select 1-3 students to share what they have learned.
 - “What did you do? What did you learn?”
 - “Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?”
 - “Did it help you learn to take better care of yourself?”

Module 5: Daily Habits for Wellness

Purpose:

To have fun learning more about healthy daily habits and to become familiar with the resources and information provided.

Activity: Wellness Jeopardy I

Supplies:

- Jeopardy board materials (online game board, PowerPoint slide with index cards, or printed banner with index cards)

Trainer Guide Materials:

- “Wellness Jeopardy I” questions and answers. These are the same as in the online board plus additional options for customization or Double Jeopardy. (Trainer Guide pages 44-53)

Slides: (use as needed)

- “Wellness and Self-Care topics” (slide 19)
- “Wellness Jeopardy” (slide 20)
- “Jeopardy!” (slide 21)
- “Double Jeopardy!” (slide 22)
- “Final Jeopardy!” (slide 23)
- “Winner” (slide 24)

Resource Guide Materials:

Materials in the “Daily Wellness” section (provide a minimum of one copy per team to use in the activity).

External Sources:

- **Jeopardy Labs** (<https://jeopardylabs.com/play/wellness-jeopardy23>)

Preparation:

We have created Wellness Jeopardy questions and answers for this activity, but you can also create your own. To create or access a game board, choose one of three options:

- **Interactive online game board.** We have created an **online jeopardy board** complete with questions and answers. This is the most convenient option to choose if you have online access in the classroom, a computer, and a projector. The online version has a built-in scorekeeping feature.
- **Non-interactive PowerPoint slide with index cards.** Generic Jeopardy, Double Jeopardy, and Final Jeopardy game boards are provided in your curriculum slides. Instructors can either read the questions and answers aloud or put the questions and answers onto index cards and tape them onto the board projected on the slide as the questions are revealed. You will need to prepare a score sheet.
- **Printed banner with index card questions and answers.** Instructors can order or create a printed banner to hang in the classroom. Print or write the questions and answers on index cards and use tape or Velcro to attach the cards to the board as they are revealed. You’ll need to prepare a score sheet.

Introduction:

Today we are going to play a Jeopardy game that is focused on daily wellness concepts and facts. This game will demonstrate how much you already know about daily wellness and help you learn some interesting new information about topics such as:

- Diet and Nutrition
- Personal Hygiene
- Exercise
- Sleep
- Lifestyle—Putting it All Together (this category is a mixed bag of questions from the previous categories, as well as some miscellaneous topics).
- Answers to all Jeopardy questions can be found in the “Daily Wellness” section of the Student Resource Guide. Teams are allowed to use the guide during the game.

Activity Instructions:

Note: Jeopardy normally employs a question as the answer style, but we employed a standard answer style to make facilitation easy and avoid confusion in the classroom.

- Divide the class into teams, and ask each team to either rotate turns or choose a team speaker.
- Have the teams alternate taking the first chance to answer questions.
- During a team’s turn, team members will discuss which category and difficulty level they want. The team speaker will announce the selection.
- When a question is posed, the team will have 30 seconds to discuss their answer, then the team speaker will announce their answer. If the team’s answer is correct, the team receives the points indicated on the game board. If the answer is wrong, the other teams have a chance to answer and win those points.

Instructors can either keep track of the score and time or ask a student to be the scorekeeper.

Teams take turns answering questions until they have gone through the entire game board (in the interactive online version, point values will disappear once a question has been clicked on; you will need to cross off squares as they are used up when using a projected game board or a banner).

Additional Options:

A “Double Jeopardy” board can be created if you want the game to be twice as long. Although we have not created this board for you, we have provided an array of additional questions that you can use to build one, or you can make up your own questions. These questions are worth double the points of single Jeopardy and are facilitated as a second round in the game.

You can use one of the attached additional questions or create your own “Final Jeopardy” round. When the regular game is over, tell teams the category of the Final Jeopardy question. Have each team secretly discuss and write down the number of points they will wager. If they are correct, they win those points; if they are incorrect, they lose them.

Module 6: “Recipes for Life”

30 min

Purpose:

To participate in a statewide student-driven project to produce a “Recipes for Life” cookbook that includes recipes, stories, and nutrition information that are submitted and compiled by current and former foster youth. The project presents an opportunity for foster care youth statewide to assist each other in developing healthy eating habits as they transition into adulthood.

Slides:

- “How Do You Take Care of Yourself?” (slide 25-26)
- CYC “Recipes for Life” Cookbook (Slides 27-28)

Youth Workbook Materials:

- CYC “Recipes for Life”: A Cookbook and More for Foster Youth Worksheet (page 25)

External Sources:

- Information for accessing CYC’s “Recipes for Life” cookbook draft are provided separately at the [“Recipes for Life”](#) blog
- Draft copy of printed book will be provided to site coordinators separately

“How Do You Take Care of Yourself?”

5 min

Activity Instructions:

- Using the slide and worksheet, explain that these are strategies that other youth transitioning out of foster care have found helpful in promoting health and wellness.
- Ask students to think about their own strategies for self-care and promoting wellness, and fill in the worksheet.
- Ask for volunteers to share their responses and allow further discussion about wellness strategies that youth have already discovered.

Wellness Jeopardy I Questions Organized By Topic

Game (<https://jeopardylabs.com/play/wellness-jeopardy23>)

To create a new game (<https://jeopardylabs.com/>)

Note: Questions with values assigned are already included in the game linked to above. The additional questions are for you to design your own game, or you can make up your own questions.

Diet and Nutrition

100

Q: This type of vitamin can be stored in body fat and does not need to be replenished every day.

A: Fat-soluble vitamins

200

Q: This type of vitamin passes through your body when you urinate and needs to be replenished every day.

A: Water-soluble vitamins

300

Q: Minerals like chromium, copper, iodine, iron, selenium, and zinc are called _____ because you only need very small amounts of them each day.

A: Trace minerals

400

Q: This vegetable is full of carotenoids that make vitamin A and help prevent eye problems.

A: Carrots

500

Q: What fraction of our bodies is made up of water?

A: About two-thirds

Additional Questions

Q: This vitamin helps blood clot, so cuts and scrapes can stop bleeding quickly.

A: Vitamin K

Q: Which foods are the best choices for providing the nutrients your body needs to stay healthy and grow properly?

A: Whole or unprocessed foods

Q: This vitamin is important for manufacturing red blood cells, but is not found in plant foods.

A: Vitamin B12

Q: This type of vitamin can build up in your system to levels that can cause problems.

A: Fat-soluble vitamins

Q: This is a condition that occurs when someone loses more fluids than he or she takes in.

A: Dehydration

Q: One of the main causes of dehydration is what?

A: Gastrointestinal illness (stomach flu, diarrhea, vomiting)

Q: Using these products can cause serious problems, like abnormalities in the salt and potassium levels in the body, which lead to problems with the heart's rhythm.

A: Laxatives or diuretics

Q: This is one indicator of dehydration, but it is not an early warning sign.

A: Thirst (means you already are dehydrated)

Q: Feeling dizzy and lightheaded, having a dry or sticky mouth, and/or producing less urine and darker urine are symptoms of what?

A: Dehydration

Q: True or false: You need 8 glasses of water a day

A: False; you just need enough to keep thirst at bay (your body needs more fluids if you're sick or sweating a lot).

Q: If you're playing sports or participating in a strenuous activity, how long are the intervals between which you should be drinking fluids?

A: 20 minutes

Q: If you faint or feel weak or dizzy every time you stand up (even after a couple of hours), you might be what?

A: Dehydrated!

Q: What percentage of the brain is water?

A: 75%

Q: What percentage of blood is water?

A: 92%

Q: What substance helps convert food into energy in your body?

A: Water

Q: What percentage of muscles is water?

A: 75%

Q: What can lead to heat exhaustion and possible heat stroke, which can be very serious—or even fatal?

A: Dehydration

Q: This illness is caused by over-hydration.

A: Hyponatremia

Q: Nutritionists say that this form of sugar is a major culprit in the country's obesity crisis.

A: High fructose corn syrup

Q: A can of soda contains approximately how many teaspoons of sugar?

A: Ten

Q: One national survey showed that teenagers on average ate how many teaspoons of sugar per day?

A: 34

Q: What kind of sugar does our body need and where do we get it?

A: Glucose; from fruits, veggies, grains, and dairy

Q: True or false: Too much sugar can cause type 2 diabetes.

A: False; being overweight (possibly a result of eating too much sugar) is a main cause of type 2 diabetes

Q: Which four food types are represented in sections on the USDA's MyPlate?

A: Vegetables, fruits, grains, and foods that contain protein.

Q: According to MyPlate, how much of your plate should be fruits and vegetables?

A: 1/2

Q: According to MyPlate, how much of your plate should be grains and protein?

A: 1/4 grains, 1/4 protein

Q: What does MyPlate suggest you drink besides soda, sports drinks, and other sugary drinks?

A: Fat-free or low-fat (1%) milk and/or water

Q: Why is the vegetable portion the largest on the MyPlate graphic?

A: Vegetables provide many of the vitamins and minerals we need for good health.

Q: What does "eat your colors" mean?

A: Different colored vegetables provide distinct nutrients, so we should be eating a variety of veggies in many colors to get an array of nutrients.

Q: A colorful fruit cup is more than just pretty—what is it?

A: A nutrition powerhouse.

Q: Most refined grains such as white flour have some of the nutrients, not fiber, added back after processing. What is this called?

A: Enriched flour

Q: These types of grains are more nutritious than refined grains and have lots of dietary fiber that can help you feel fuller longer.

A: Whole grains

Q: What kinds of foods help the body build, maintain, and repair tissue?

A: Protein-rich foods

Personal Hygiene

100

Q: What is the largest organ of the human body?

A: Skin

200

Q: How often are the cells in our epidermis/ skin completely replaced?

A: Every 28 days

300

Q: A healthy adult normally secretes approximately how much sweat per day?

A: One pint

400

Q: What foot ailment is commonly found in adolescents and is more likely to occur during warm weather?

A: Athlete's foot

500

Q: These can feed on or burrow into the skin, often resulting in an itchy rash.

A: Parasites (tiny insects or worms)

Additional Questions

Q: Which part of the body has the thinnest skin?

A: Eyelids

Q: Which part of the body has the thickest skin?

A: Soles of our feet

Q: Hair grows everywhere on the human body except where?

A: The palms of the hands, soles of the feet, eyelids, and lips (any combination of these are acceptable answers)

Q: Without these, we'd have a hard time scratching an itch or untying a knot.

A: Nails

Q: A part of the human body that heals back exactly as it was after an injury.

A: Fingertips/ fingerprints

Q: Without these in our skin, we couldn't feel warmth, cold, or other sensations.

A: Nerve cells

Q: Which layer of our skin has four layers of cells that are constantly flaking off and being renewed?

A: Epidermis

Q: What is the term for when you get cold and the muscles attached to your hair tighten up in an attempt to keep the body warm?

A: Goosebumps

Q: What cushions the body against injury?

A: Hair

Q: What are the white spots that sometimes appear on your fingernails?

A: Evidence of past trauma (like pinching your finger in a drawer)

Q: What is the skin behind the nail called?

A: The matrix

Q: This skin fungus causes ring-like lesions, but isn't a worm at all.

A: Ringworm

Q: What do you call tiny organisms that cause disease?

A: Germs

Q: Bacteria, viruses, fungi, and protozoa are all considered what?

A: Germs

Q: As invasive germs use up your nutrients and energy, most will produce waste products, known as what?

A: Toxins

Q: What causes the annoying symptoms of common colds or flu-like infections—such as sniffles, sneezing, coughing, and diarrhea—and can even cause high fever, increased heart rate, and life-threatening illnesses?

A: Toxins

Q: What is absolutely the best way to stop germs from getting into your body?

A: Washing your hands often

Q: How can you use the kitchen as an opportunity to get rid of germs?

A: Use proper food handling techniques

Q: Dentists say that the most important part of tooth care happens where?

A: At home

Q: What are the most important things that you can do to keep your teeth and gums healthy?

A: Brushing and flossing

Q: Which bristle hardness is most recommended by dentists?

A: Soft bristles, to minimize damage to teeth and gums

Q: What is the minimum amount of time dentists recommend brushing your teeth per day?

A: Two minutes

Q: What action removes the plaque and particles of food between your teeth and under the gum line?

A: Flossing

Q: Eating sugar is a major cause of what dental disorder?

A: Tooth decay

Q: How long do experts recommend you wait between eating foods containing sugar?

A: Three hours

Q: 60% of 15 year olds will experience the first stage of gum disease, known as what?

A: Gingivitis

Exercise

100

Q: Exercising causes the body to produce a certain type of chemicals that can help a person to feel more peaceful and happy, called what?

A: Endorphins

200

Q: What kind of exercise strengthens bones and keeps osteoporosis at bay?

A: Weight-bearing exercise

300

Q: What are the three parts of a well-balanced exercise routine?

A: Aerobic, strength, and flexibility training

400

Q: True or false: Muscle burns more energy when a person is at rest than fat does.

A: True

500

Q: An ancient practice that in Sanskrit language means to “yoke,” or unite, the mind, body, and spirit.

A: Yoga

Additional Questions:

Q: Exercising decreases a person's risk to develop which cardiovascular diseases?

A: Type 2 diabetes and high blood pressure

Q: Beside nourishment, what benefits every part of our bodies, including the mind?

A: Regular physical activity

Q: What type of exercise gets the heart pumping and quickens your breathing?

A: Aerobic

Q: When your muscles and joints stretch and bend easily, you are what?

A: Flexible

Q: This type of exercise can be a sign of a type of eating disorder.

A: Compulsive exercise

Q: This type of yoga is practiced in rooms that may be heated to more than 100°F (37.8°C)

A: Bikram yoga

Q: To reap the benefits of yoga, one must practice how often?

A: Regularly sleep

100

Q: This age group has distinctively different sleep patterns than adults or children.

A: Adolescents

200

Q: What is the circadian rhythm?

A: The body's internal biological clock

300

Q: Lack of sleep is linked to emotional troubles, such as what?

A: Feelings of sadness and depression

400

Q: What plays a role in an overall loss of sleep for teens?

A: Early start times in some schools

500

Q: In the morning, what signals to your body that it's time to get going?

Additional Questions

Q: Difficulty waking up in the morning, inability to concentrate, falling asleep during classes, feelings of moodiness, and even depression are all symptoms of what?

A: Sleep deficit (not getting enough sleep)

Q: While exercise is not recommended before bedtime, many sleep experts believe that exercising during what time of day may actually help a person sleep?

A: Late afternoon

Q: What helps people solve problems more creatively?

A: Getting enough sleep

Q: This can affect everything—from someone’s ability to pay attention in class to overall mood.

A: Sleep deficit (not getting enough sleep)

Q: How many stages does our brain pass in one sleep cycle?

A: Five stages (1, 2, 3, 4, and REM)

Q: What is the number of sleep cycles during an average night’s sleep?

A: 4-5

Q: What does REM stand for?

A: Rapid eye movement; most vivid dreams occur at this stage

Q: What is the term used for chronic trouble falling and staying asleep?

A: Insomnia

Q: People with this syndrome actually feel physical sensations in their limbs, such as tingling, itching, cramping, or burning. The only way they can relieve these feelings is by moving their legs or arms to get rid of the discomfort.

A: Restless Leg Syndrome (RLS)

Q: People with this sleep disorder may snore, have difficulty breathing, sweat heavily during sleep at night, and feel extremely sleepy or irritable during the day.

A: Obstructive Sleep Apnea

Q: What are the most common triggers for frequent nightmares?

A: Emotional triggers such as stress or anxiety

Q: What should you do if you think you’re getting enough rest at night but you still feel tired during the day?

A: See a doctor

Lifestyle

100

Q: Which illegal drug can lead to loss of smell?

A: Cocaine

200

Q: What is one way to reduce your risk of becoming addicted to hard drugs?

A: Don't hang out with people who do them

300

Q: What are some healthy alternatives to doing cocaine or meth to get more energy?

A: Get more sleep, have a caffeinated beverage, and make sure you are getting enough nutrients in your diet

400

Q: What are some signs of alcohol poisoning?

A: Loss of consciousness, vomiting, and low body temperature

500

Q: What are some harmful, long-term effects of drinking?

A: Liver and heart disease, cancer, anemia, and damage to the digestive system

Additional Questions:

Q: What are some symptoms of alcohol withdrawal?

A: Blackouts, anxiety, confusion, depression, and an inability to concentrate

Q: What is the goal of treatment for alcohol and drug recovery?

A: Lessen withdrawal symptoms, prevent complications, and begin recovery

Medical Care

100

Q: Foster youth have Medi-Cal benefits available until what age?

A: Currently, 21; starting in 2014, until 26

200

Q: Who do you call if you need help with a health-related issue, or want more information about keeping your Medi-Cal benefits?

A: Office of the Foster Care Ombudsman

300

Q: What type of medical professionals have an advanced degree and work very closely with physicians to provide care for patients, but are not doctors themselves?

A: Nurse Practitioner

400

Q: This person specializes in the body's immune responses.

A: Allergist

500

Q: What does an oral/maxillofacial surgeon do?

A: Removes wisdom teeth

Q: These are serious medications that can affect a person's mind, emotions, and behavior.

A: Psychotropic medications

Q: True or false: You have the right to say no to any medications or treatment.

A: True

Q: Anti-depressants, anti-psychotics, mood stabilizers, and stimulants are all examples of what?

A: Psychotropic medications

Q: Stopping medications abruptly can lead to what effect?

A: Withdrawal or other serious side effects

Q: Why is it important to know what medications you are taking?

A: Because many psychotropic medications have side effects and can interact with other medications, even natural ones, in negative ways

Q: Why should you track your progress on medications?

A: To see if they are working well for you and your particular medical needs

Sessions 3 & 4

Taking Care and Keeping Your Balance (6 modules + Take It Home activities)

These sessions will introduce the topic of stress, help students to identify their own stressors, and discuss strategies for preventing and managing stress.

Session 3 (Modules 1-4)

Purpose:

To learn about stress, identify personal stressors, and practice a relaxation technique.

Module 1: Welcome/ Introduction

15 min

Purpose:

To introduce today's topic and break the ice.

Icebreaker: "How I Get Through a Tough Day"

10 min

Slides:

- "How I Get Through a Tough Day" (slide 31)

Introduction:

"Today's main topic is stress and how to deal with it."

Activity Instructions:

- "During this module, before we talk about stress and strategies for preventing and managing it, we are going to do a quick exercise called 'How I Get Through a Tough Day.' We've all had tough days—the kind where nothing seems to go right." (Very briefly, you can give your own example of a recent tough day that you had.)
- "So today, I'd like each of us to briefly talk about one thing that you do at the end of a tough day to try to calm down and to relieve stress." Give your own short example of what you do when you have a tough day. Be sure to relate a positive behavior.
- As each person shares, affirm their positive responses. If they respond with a potentially unhealthy behavior, try a response such as, "Well, a lot of people do that to relieve stress, but what might happen if you do that too much?" If you feel the need to address an unhealthy response, try to do it lightheartedly instead of judgmentally.

Debrief:

- "What were the most repeated strategies or themes of stress reduction tactics that you heard from other students?"
- Thank the students for sharing their strategies with the group.

Module 2: Understanding Stress and Self-Monitoring

45 min

Purpose:

To understand what stress is, how to recognize unhealthy levels of stress in our lives, and how to know when to enact self-care principles to keep the harmful effects of stress at bay.

Key Concepts Discussion

Slides:

- Key concepts: Stress, coping, self-care, self-monitoring (slides 32-36)
- “More About Stress” (slide 37)

Introduction:

“We’ve just explored some of the ways that you relieve stress. What *is* stress?”

Affirmation:

“We each have an idea about what stress means, and they are all valid, but let’s look at how people who study stress define it.”

Directions:

- Show the Key concept slides in the order they appear: Stress, coping, self-care, and self-monitoring. Review and discuss definitions.

Discussion/Handout: All About Stress

Youth Workbook Materials:

- “Adult Stress—Frequently Asked Questions” (pg. 27)

Activity Instructions:

Direct students to the NIMH handout in the Youth Workbook. You will not be reading from it, only summarizing a few points. You may choose not to go into detail, but at least read the bold phrases and summarize each point:

Stress is the brain’s response to any “demand.”

- The demand on your system comes from what you perceive as a ‘change.’”

The stressor can be a real or perceived change occurring in your life.

- For example, if you saw two people you knew talking together and pointing in your direction, they might not be talking about you; however, if you thought they were talking about you, it could be stressful.”

Stress can come from both major and minor changes.

- “What are some examples of major changes?” Responses might include: Moving to a new place, starting a new job, breaking up with someone, the death of someone close, a fight with a friend, financial problems, violence, serious health issues, and so on.

- “What are some examples of minor changes?” Responses might include: A mild cold, having a small disagreement with a friend, or getting a flat tire or parking ticket.
- “When you think about it, you might realize that even the things we see as positive changes can cause stress. Two examples: The stress of holidays, such as buying presents or figuring out who to spend the holidays with, or the stress of getting married.”

Stress can also affect your body.

- “This is something that we all know from when we did the warm up a few minutes ago. Some of you had strategies for relieving stress from your bodies. And in fact, excessive, constant stress for long periods of time can weaken your immune system.”

Some stress can be good.

- “We don’t want to paint all stress as negative. In a dangerous situation, stress puts you into the ‘fight or flight mode,’ which can save your life. Even less serious stress can be good for you. For example, the stress of having to make money can motivate you to enroll in college or to go after a job.

Self-rating on the Student Stress Scale

(hccfl.edu)

Slides:

- “Rate Yourself on the Stress Test” (slide 38)
- “Any Volunteers to Share Results?” (slide 39)

Youth Workbook Materials:

- Holmes/ Rahe Stress Test (page 29)
- Student Stress Scale (page 30)

External Sources:

- **Student Stress Scale** (http://www.hccfl.edu/media/67565/stress_scale.pdf)

Introduce Activity:

“Years ago, two medical doctors named Holmes and Rahe (pronounced ‘Ray’) saw that when their patients experienced many stressors close together, it affected them more than if the stressors were spread out. They also noted that when people experienced heavy stressors close together they had a greater chance of getting physically ill. The warning from their research is to ‘watch out for accumulated stress—because stress piles up—and also to find healthy ways of dealing with stress.’”

Discussion:

- “You have a version of the stress scale created by Renner and Mackin, two people that adjusted the original work so that the scale would be usable by students. Some of the categories may be dated, but many of them are still on target.”

- “Using this worksheet, I’d like each of you to rate your own stress. Please circle those stressors that you have experienced in the last 24 months. After you have circled them, then add them up. You don’t have to share your results with anyone else, unless you want to.”
- “You have about five minutes to circle your stressors and add them up.”
- As they begin filling out their assessments, walk around and make sure students understand the assignment. Allow students to talk to others near them and relate their stressors and scores if they choose.

Debrief:

- “How was that exercise for you?”
- “Did any of you find that you had less stress than you thought you would have? More?”
- “One reason we did this exercise is so that you could become aware of the different types of stressors you are facing. Sometimes people feel anxious, and they are not even certain why.”
- “Another reason we did this exercise is so that you can be aware that when you have a number of stressors, it can add up, and it is normal to become very stressed out.”

Module 3: Self-Care Techniques

30 min

Purpose:

To discuss several self-care techniques, to practice one (a meditation/relaxation exercise) in class, and to choose others to try at home.

Take It Home Activities

Slides:

- “Take It Home Activities” (slide 41)

Youth Workbook Materials:

- “One Big Thing” (page 47)
- Stress Log (pages 48-50)
- CYC “Recipes for Life” Cookbook Daily Wellness Submission (page 51)
- Circle of Stillness Meditation (page 31)

Activity Instructions:

Remind students that it is usual to discuss Take It Home activity options at the end of class, but that today we want to end with a relaxation exercise, so activity options will be discussed first. Outline the Take It Home materials provided for sessions 3 & 4. Key resources provided to keep include information in the “Stress Management” section of the Student Resource Guide.

Take It Home Options:

Use the instructions provided in the Youth Workbook to explain the options for Take It Home activities:

- **“One Big Thing.”** Additional trainer instructions for “One Big Thing” are provided in the Peer-to-Peer Support Group Manual.

- **Stress Log**
- **CYC “Recipes for Life” Cookbook Stress and Eating Submission.** In addition to instructions in Youth Workbook, see the “CYC Call for Submissions” disseminated separately for instructions about how to submit entries into the book.

Relaxation Exercise

Slides:

- “Meditation: What is it and How is it Done?” (slide 40)

Youth Workbook Materials:

- “Stress Reduction Meditation Exercise: Circle of Stillness” (page 31)
- “7 Myths of Meditation” (pages 32-35)

Introduction:

“There are many relaxation techniques you can use to alleviate stress, including meditation and yoga. Today we are going to talk about meditation and take you through a brief exercise.”

Slides/Discussion:

- “The purpose of meditation is to train our minds to help us relax, get still, and see our lives more clearly and calmly.”
- “The aim of meditation is not for thinking, planning, or solving problems, but to allow yourself to experience the *stillness* that is in your mind. The stillness is always there waiting for you.”
- “Meditation can be very enjoyable, but it takes a little discipline. When you try it for the first time, five minutes may be all that you are ready to do. Even this is helpful! Then, see if you can meditate for longer periods with practice.”
- “You can meditate for more or less time, but many people believe that 20 minutes twice a day is a good target point.”

Activity Instructions:

“Let’s try a simple meditation called ‘The Circle of Stillness.’ It is nice to get your affairs in order before meditating; this makes it easier to clear your mind when meditating.” Take students through the instructions in the student worksheet.

Debrief:

- “Very slowly, begin to open your eyes.”
- After a few seconds ... “How was that for everyone?”
- “Did anything surprise you?”
- “How do you feel now? Different or the same from when we started? How so?”
- “One of the aims of meditation is to suspend thinking, but that’s hard to do, so don’t get discouraged if the thoughts continue to happen. Just watch them as they come and go.”
- “Remember that somewhere around 20 minutes for meditation is key, and if are able to do so, meditate once in the morning and once in the evening.”

- “You have this exercise written out for you, so you can try it on your own. The more you practice it, the easier it becomes.”
- “Questions?”
- “As you go back into the world now, try to take some of the feeling of stillness you just cultivated with you; see how it affects the rest of your day.”

Session 4 (Modules 4-6)

Module 4: Self-Care Techniques II

40 min

Purpose:

To try a new self-care technique in class (a yoga sequence) and to discuss and evaluate self-care techniques students already used or may have tried at home since the previous session.

Supplies:

- Yoga mats, blankets, or towels (if available and desired)
- A space for every student to practice and move, which should be the size of a yoga mat (about 24” wide and 72” long)

Slides:

- “Yoga: Let’s Try It!” (slide 43)
- “Take It Home Reports” (slide 44)

Youth Workbook Materials:

- “Gentle Sun Salutations” (page 37)

Icebreaker: “Gentle Sun Salutations” Yoga Routine

YogaActivist.org

15 min

Preparation:

- It is a good idea to try the yoga sequence provided in the Youth Workbook (and described below) ahead of time to make sure you understand it, especially if you have never done sun salutations before. Try moving from one pose to the next smoothly. Inhale and exhale slowly with the motions until you can connect the breath and the motions into an even flow.
- You may also want to practice giving the instructions for the poses so that you can be effective in helping students understand how to move their bodies. Practice keeping your voice clear, calm, and even. If any poses are confusing to you, try watching a yoga video or attending a class so that you understand the alignments well enough to correct students in class who are misaligned.
- Provide yoga mats if you have access to them. Yoga can also be done on a regular floor, on a towel or blanket, or on the grass outside. It can be done with shoes on or off, though socks can be too slippery.

Introduction:

- Suggest that like the meditation exercise done at the end of the last session, yoga is another self-care technique that is good for the body, mind, and spirit.
- Ask how many students have ever tried yoga before and how many are interested in learning yoga.
- Suggest that it is a good idea to try as many self-care techniques as possible in order to find those that are right for you. Encourage students to give this one a try, even if they are unsure about it.

Activity Instructions:

Ask students to step to the front of their mats/spaces. As you begin, give the following general instructions:

- “Move slowly through the poses, breathing slowly, deeply, and fully throughout.”
- “Make your motions slow and smooth. Moving from one pose to the next should take the time of a full inhale or exhale to complete.”
- “Keep your focus on your breath and movements. Let your thoughts and worries go and release as much stress and tension as possible on each exhale.”
- “Listen to your body and notice your edge of comfort. In addition to clearing your mind, yoga is good for stretching and building strength, but don’t overdo it. Notice when you are nearing your edge of comfort in a pose and just ‘hang out’ there. You will notice the edge itself begin to move and more space to appear that wasn’t there before, allowing you to deepen into poses naturally. Don’t force it.”

Following the sequence provided, lead students slowly through one entire sun salutation. Talk them through it and check their stances carefully as they reach each pose:

- “Begin standing with your feet together, legs mostly straight, back straight, shoulders relaxed and hands stretching down toward the floor, looking forward and allowing your head to be pulled toward the ceiling from its top. This is called Tadasana, or Mountain Pose. Close your eyes and take three slow, long breaths.”
- “As you finish your third exhale, move your arms into a prayer position. As you inhale, raise your arms out to your sides and up over your head. Now exhale and dive forward, spreading your arms as you move into a forward bend, letting your head and arms slowly relax to the floor.”
- “Now inhale while extending your head forward and flattening your back, rising up halfway and stretching while keeping your legs straight and your knees raised. Then exhale and let your head and arms hang even lower than before.”
- “Step your LEFT leg back into a lunge position as you inhale. Your front leg is bent to 90 degrees, with your foot directly under or a little in front of your bent front knee. Your back leg is out behind you and is as straight as possible, with the toes of your back foot flexed and anchored to the floor. Use your arms to support you a bit, but stretch your torso forward. Keep your head straight up, eyes forward, and shoulders relaxed toward the floor. Exhale and sink deeper into the pose.”
- “Now inhale, step forward so your feet are together again, and raise yourself halfway as you did before. Extend your head forward and flatten your back, keeping your legs straight and your knees raised. Then exhale and let your head and arms hang even lower than before.”
- “Inhale while stretching your arms out to the side and then up over your head as you rise back up to a standing position. Look up as your hands reach the top.”
- “Finally, exhale and return your hands to prayer position.”

When you have completed the sequence, ask if there are any questions. Then lead them through the sequence again, this time stepping the RIGHT leg back for lunge pose. Have them do the sequence two more times, again alternating sides for lunge pose. By the third or fourth time through the sequence, it is okay to allow students to begin to move at their own pace, according to their own breath.

When students have completed these sequences, take three final breaths together. Ask them to lower their arms and gently come out of Tadasana.

Debrief:

- “How was that?”
- “Do you feel different than before we started?”
- “Anyone want to commit to trying this every day for a week?”

Take It Home Reports

5 min

Directions:

Ask: “Did anyone do a Take It Home activity since last week?”

Select 1 – 3 students to share what they have learned, using the questions provided on the corresponding slide:

- “What did you do? What did you learn?”
- “Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?”
- “Did it help you learn to take better care of yourself?”

Creating a Self-Care Collage

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Supplies:

- Magazines (especially art magazines), clip art, or other sources of pre-cut images
- Scissors
- 11” x 14” paper
- Glue sticks

Slides:

- “Activity: Creating a Self-Care Collage” (slide 45)

Youth Workbook Materials:

- “Self-Care Collage” (page 38)

Instructions:

- With the students, quickly brainstorm some positive tactics on how to reduce stress. Then brainstorm some negative tactics.

- Provide them with images (pre-cut images that you've taken from magazines, clip art, etc.) that represent both more constructive and less constructive tactics. You can also choose to give them the magazines and let them find their own images that represent positive and negative strategies.
- Ask them to take a piece of paper that is at least 11" x 14" and fold it into three sections. Have them create a collage using only the less constructive tactics on the left side of the paper and another collage using only the more constructive tactics on the right side.
- After they have completed each side, provide them with further instructions:
 - "Now, think about what it will take to move from the left side to the right side—what do you need for yourself or who can support you to use more constructive tactics? What do you need to change yourself and let go of the less constructive tactics?"
 - "Use the middle panel to draw, write, or collage images that represent this transformation. When you are done, share with the group, highlighting the bridge between each side."
- See "Facilitating Creative Activities" in the Trainer Guide for additional suggestions.

"Taking Care of the Basics" Poster

Slide:

- "Taking Care of the Basics," The Icarus Project (slide 46)

Youth Workbook Materials:

- "Taking Care of the Basics," The Icarus Project (page 39)

Instructions:

- Show slide and ask students what they think these images are about. Give them a few moments to make sense of the image. It might be a comparison of different behaviors, if needed.
- Discuss: How are some of the images oriented toward self-care, and what are they compared to?
- Ask students to share some thoughts or questions about the image.

Module 5: Relationships: Assets or Stressors?

15 min

Purpose:

To consider how relationships can affect stress, as both resources and stressors. Students should think about their current relationships and the effects they have on their stress levels.

Relationships: Assets or Stressors?

Supplies:

- Flip chart and markers

Slides:

- “Relationships: Assets or Stressors?” (slide 47)

Youth Workbook Materials:

- “Relationships: Assets or Stressors or Assets?” (pages 40-41)
- “Are Your Relationships Healthy?” University Counseling Service, University of Iowa (page 42)

Introduction:

- “Relationships are important to how we see ourselves, what resources we can access, and how successful we are. So they can potentially be assets, or helpful influences.”
- “Relationships can also bring stress if we are at odds with people we care about, if relationships are unhealthy, or if external circumstances put relationships in jeopardy.”

Activity Instructions:

Direct students to the corresponding worksheet and ask them to take a few minutes to list the relationships that are important to them. Have them note whether they are stressors, assets, or both.

Debrief:

- Ask for volunteers—but don’t pressure anyone—to share some reflections. Validate their experiences and feelings and help them understand what the qualities of those relationships are that are either helpful or stressful.
- You can also create a list of stressful vs. helpful relationship qualities on a flip chart page.

Slide Presentation:

- **“Are Your Relationships Healthy?”** (University Counseling Service, University of Iowa)
- As a follow-up to the activity above, discuss questions using the corresponding slide, and encourage students to view questions in relation to one or more of the relationships they had noted in their worksheet as particularly stressful.

Module 6: Managing Stressful Situations

35 min

Purpose:

To consider and practice healthy ways of responding to real-life situations.

Slides:

- “Group Activity: Solving Stress Scenarios” (slide 49)
- “8 Tips for Getting Unstressed” (slide 50)

Youth Workbook Materials:

- “Scenarios on Stress” (pages 43-44)
- “8 Tips for Getting Unstressed” (page 45)

Student Resource Guide Materials:

- “Yoga for Stress Relief”

Stressful Situation Scenarios

Purpose:

To learn additional self-care and coping strategies; to reduce and deal effectively with stress.

Introduction:

“Now let’s consider some real-life situations that can cause stress, and let’s work together to come up with healthy ways of responding to these.”

Activity Instructions:

- Break students into groups of 4 to 6 and have them refer to the “Scenarios on Stress” pages in their workbooks.
- Assign each group at least one scenario to brainstorm.
- If you have enough time, assign each group two scenarios.
- Another option is to assign the same scenario to different groups, as each group will come up with different strategies.

Directions:

- “You all have the handout with the scenarios. Some of them may describe the kinds of stressors that you identified on your worksheets.”
- “I’m going to assign each group a scenario, and then I’d like you to brainstorm some strategies for the person in the scenario.”
- “Please focus on two elements within each scenario: Your suggestion for solving the situation, and what the person could do to reduce or manage stress.”
- “I’d like each group to choose a recorder who will tell the larger group what you came up with.”
- “You have 7-8 minutes to discuss and come up with suggestions and strategies. Any questions?”

Debrief:

- When time is up, ask for a volunteer group to read their scenario and their suggestions for these two areas:
 - Suggestions for solving the situation.
 - What the person might do to handle the stress.
- As they share, affirm their suggestions. When each group is finished, you can ask other groups if they have any additional suggestions. Continue until all of the groups have discussed their scenarios.

Summary:

“We started out this module by doing a warm up on how you get through a tough day, and then you filled out a stress scale. And just a minute ago we finished discussing the stress scenarios. Now, I’d like to leave you with a few thoughts about stress.”

“8 Tips for Getting Unstressed” Handout and Slide

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Discussion:

1. Talk to a doctor
2. Exercise
3. Get enough sleep
4. Eat right
5. Lose the news
6. Dance to the music
7. Prioritize—then get to work
8. Let it go!

Sessions 5 & 6

Healthy Mind, Healthy Heart (6 modules + Take It Home activities)

These sessions will explore themes related to mental and emotional health, coping with trauma and loss, mental illness stigmas, and access to mental health services.

Session 5 (Modules 1-3)

Purpose:

To begin to explore mental and emotional health, and the obstacles that can threaten these aspects of wellness.

Module 1: Welcome/ Introduction

20 min

Purpose:

To introduce today's topic, break the ice among participants by practicing meditation skills, and revisit the "Tree That Is Me."

Introduction:

- "Healthy Mind, Healthy Heart" addresses mental and emotional health and wellness.
- Reminder: Students are approaching or are in transition, so it is both more difficult and more important than ever to keep balanced during that change.

Icebreaker: Physical/Mental Health and Illness Perceptions

Mental Health & High School Curriculum
Dr. Stanley Kutcher, TeenMentalHealth.org

Supplies:

- Flipchart
- Markers

Slides:

- "Language Perceptions Icebreaker" (slide 53)

External Sources:

- "Mental Health & High School Curriculum Guide" (pages 66-68)

Introduce and Facilitate Activity:

Please turn to page 66-68 of your Mental Health & High School Curriculum Guide to introduce and facilitate this activity.

Debrief:

(From page 68 of the curriculum)

- Discuss the similarities and differences in student responses to mental and physical aspects of health.
- Ask students to suggest some reasons for these differences.

Module 2: Understanding Mental and Emotional Health

40 min

Purpose:

To define and discuss key concepts related to mental and emotional health.

Review and Discussion: Key Concepts, Sessions 5 & 6

5 min

Slides:

- Key Concepts: Mental health; mental illness; mental health problems (slides 54-56)
- “Understanding Mental Health and Mental Illness” (separate PowerPoint)
- Understanding Mental Health and The Brain (separate PowerPoint)
- “Wellspring Wellness” Wheel with today’s focus highlighted (slide 57)
- Key Concept: “Emotional Health” (slide 58)

Youth Workbook Materials:

- Glossary

External Sources:

- Optional: “**Understanding Mental Health and Mental Illness**” (slides 1-8, http://teenmentalhealth.org/images/videos/Module_2_-_2013.pdf)
- “**Understanding Mental Health and The Brain**” (slides 1-9, <http://www.slideshare.net/teenmentalhealth/understanding-mental-health-and-mental-illness-presentation?type=powerpoint>)
- [Use your licensed login to access these materials]

Key Concepts Discussion:

- Show the Key Concept slides in the order they appear: Mental health; mental illness; mental health problems
- A main point is that everyone experiences mental health problems; these are normal and are different than a mental illness. Unchecked mental health problems can be precursors to mental illness and/or lead to illness; mental illness usually has a physiological aspect.
- **Note:** The information on these slides is also on page 68 in your Mental Health & High School Curriculum Guide.

Slide Presentation: “Understanding Mental Health and the Brain”

by Dr. Stanley Kutcher (TeenMentalHealth.org)

- Show and discuss slides
- If there is not enough time to go through the whole slideshow, please focus on slides # 1-9.

Note: TeenMentalHealth.org updates and reorganizes their materials periodically, so please check the link before class begins.

Slide Presentation: “Wellspring Wellness” Wheel slide (with three domains highlighted)

- Remind students that they filled out this assessment in Session 1, and point out the three areas being discussed today are mental health, social health, and spiritual health.
- Note also that these affect the other areas of health.

Slide Presentation: “Emotional Health”

- **Emotional health** is related to feelings and sensations, and mental health is related to thoughts, but these are deeply related. [Not included in “Wellspring Wellness” wheel]
- **Social health** is affected by our context, mainly through relationships. Mental and emotional health cannot be understood without considering the quality/quantity of our relationships.
- **Spiritual health** is demonstrated by a connection to a higher power in your life. Do you enjoy a sense of purpose or peace? Do you regularly study, meditate, pray, or worship?
- Ask students if this discussion has altered their understanding of health, wellness, and illness and what they will do with this new understanding.

Segue:

“What we have learned suggests there is a link between our emotional health, mental health, and physical health. Let’s find out what role the brain plays in this cycle of health.”

Presentation / Training Module: “The Brain”

Video:

- **YouTube** (<http://youtu.be/EGdlpaWi3rc>) or **TeenMentalHealth.org** [use your licensed login to access these materials]

Slides:

- “Making Waves” (slide 59)

External Sources:

- **Teen Mental Health General Website** (<http://www.teenmentalhealth.org>)
- **Understanding Mental Health and The Brain** (<http://www.slideshare.net/teenmentalhealth/understanding-mental-health-and-mental-illness-presentation?type=powerpoint>) [use your licensed login to access these materials]
- Mental Health & High School Curriculum Guide (pg. 70) for trainer instructions

Introduction:

“The brain is a very interesting organism and is responsible for all of the functions in our body. Let’s try to understand this very complex and remarkable thing that sits right behind our eyes so that we can try to gain some broader perspective of what being healthy actually means.”

Slide Presentation and Training Module:

- Open to pg. 70 in the Mental Health & High School Curriculum Guide purchased for your site (TeenMentalHealth.org) and follow trainer instructions to facilitate “Mental Health and Mental Illness: The Common Basis” module.
- Click on the link to access “[The Teenage Brain](http://youtu.be/EGdlpaWizrc)” (<http://youtu.be/EGdlpaWizrc>) video and play it for your students. Discuss their initial reactions.
- Click on the link to access the “Understanding Mental Health and Mental Illness” PowerPoint and begin the presentation with slide 9.

Debrief:

- “What did you find interesting about this lesson? Did anything surprise you?”
- “Was there anything you heard here that you already knew? Or do you know anything else about the human brain that we didn’t cover today?”
- “How does it help us to know how our brains work? What can we do with this information?”

Slide Presentation: “Making Waves”

Ask students to take a few moments to look over this image showing the different brain waves. Ask them to share what they see.

Debrief:

- “If scientists can detect brain waves as fields of energy that are moving through our heads, a phenomena that is not observable to the naked eye, then what does that mean about what we think we know about the world?”
- “Can students feel a difference between a delta, beta, alpha, gamma, or theta state?”
- “Knowing about these waves can help us be more in control of our different states of mind and how to work with them more effectively. This is part of self-monitoring!”
- “Comments or questions?”

Module 3: My Mind and Heart

30 min

Purpose:

For students to explore their deepest feelings and attachments and to express them in a symbolic manner, leading to greater self-awareness.

Activity: “Drawing on Your Heart”

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Youth Workbook Materials:

- “Drawing on Your Heart” (page 53)

Slides:

- “Drawing on Your Heart” (slide 60)

Activity Instructions:

- Give instructions using the student worksheet. Allow students to create as they wish.
- See “Facilitating Creative Activities” in the Trainer Guide for additional suggestions.

Discussion Points:

- “Self-knowledge is key to mental and emotional health.”
- “How did it feel to spend some time getting to know yourself?”
- “What was rewarding?”
- “What was difficult?”

Take It Home

Slides:

- “Take It Home Activities” (slide 61)

Youth Workbook Materials:

- Playlist for My Health (page 59)
- StoryCorps Interviewing (pages 60-61)

Resource Guide Materials:

- Mental Health Handouts

External Sources:

- **Relationships Activity: Personal Pledge (HRM video: Toxic Relationships Packet)**
(page 11, http://www.ecb.org/guides/pdf/dating_Pgm_8%20Toxic_Relationships.pdf)
- Transitions: Student Reality Check (provided separately)

Activity Instructions:

- Outline the Take It Home materials provided for Sessions 5 & 6 by saying, “Having a healthy mind and heart means paying attention to our inner life, surrounding ourselves with positive influences, noticing when we

are having a hard time, and seeking help and support when needed.” Materials from the Transitions booklet can also be provided.

- Use the instructions provided in the Youth Workbook to explain the options for Take It Home activities provided (no additional notes for trainers are necessary for these).

Take It Home Options:

- Playlist for my Health
- StoryCorps Interviews

Additional Options:

- In addition to the two activities listed in the Youth Workbook, it is recommended that you provide a fourth option. This will strengthen the attention given in this curriculum to the importance of healthy relationships:
- Relationships Activity: Personal Pledge (from HRM Video: Toxic Relationships Packet)

Session 6 (Modules 4-6)

Purpose:

For students to connect with their deepest feelings and attachments, bringing greater self-awareness to how they move through the world with their own set of experiences.

Module 4: My Mind and Heart II

20 min

Purpose:

To further explore mental and emotional health, mental health problems and obstacles, and how to take charge of your wellness.

Slides:

- “Tree That Is Me: A Meditation” (slide 63)

Youth Workbook Materials:

- “The Tree that Is Me: Mindfulness Practice – Meditation” (pages 55-56)

Icebreaker: “The Tree That Is Me Meditation”

Introduce Activity:

Ask participants to put all of their belongings and materials aside and to stand up and stretch tall toward the sky. They will need enough room to stretch a bit, and then to sit comfortably on the floor, a cushion, or a chair.

- “Today’s session begins with another meditation exercise, similar to the Circle of Stillness exercise done in Session 3. It is good to try different meditations and relaxation exercises to find the ones that work best for you, and to keep things interesting.”
- “Today’s visualization uses the Tree that is Me framework we used in Session 1. Remember when you drew your “Tree That is Me” and described several elements? Among them were your ground or foundation, roots (people or ideas or beliefs that have helped you), and branches (some of your positive traits and

qualities). We will visualize these ideas again today, in a new way, which can help you make these ideas real in your everyday life.”

Activity Instructions:

- Have students sit comfortably on the floor or in a chair. Ask them to close their eyes and take three long, deep breaths.
- Use the instructions in the Youth Workbook to guide students through the meditation. Speak slowly with extended pauses between steps. Allow students time to visualize each one. Try to make your voice clear and soothing.
- Ask participants to take another three deep breaths, slowly coming back into the present, and to open their eyes slowly.

Debrief:

- “What it was like to do this meditation? How did it feel?”
- “Did anything interesting happen?”
- “How do you feel now? How is this different than before we started?”
- “Meditation is a stress-reduction technique that supports mental and emotional health, concentration, and helps us get clear on how we feel about things and make good decisions.”
- “I hope you will explore mediation further on your own, as it can be a good way to reduce stress, help you to be more productive, and generally feel better.”

Take It Home Reports

5 Min

Slides:

- “Take It Home Reports” (slide 64)

Directions:

Ask: “Did anyone do a Take It Home activity” since last week?”

Select 1 – 3 students to share what they have learned, using the questions provided on the corresponding slide:

- What did you do? What did you learn?
- Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?
- Did it help you learn to take better care of yourself?

Module 5: Obstacles to a Healthy Mind and Heart

50 min

Purpose:

To consider the difficult issues and circumstances that can prevent students from enjoying wellness and mental health, as well as how they might relate to those issues in a healthy manner.

“Understanding How to Carry your Baggage”

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Supplies:

- Cardboard blocks (sold in educational stores)
- Post-it notes
- Paper grocery bags with handles

Slides:

- “Understanding How to Carry Your Baggage” (slide 65)

Preparation:

- Refer to the issues and challenges that the students and other youth transitioning out of foster care identified in Session 1 of the workbook and select 40 of these.
- Using 40 cardboard blocks, write the challenges on sticky notes and attach them to the blocks. Each block must have a different example of baggage—there can be no repeats.

Talking Points:

- “These concerns can be called ‘baggage,’ a good word for anything we carry with us related to physical changes, mental and emotional health, environmental factors, community or institutional discrimination, learning, academic, and career barriers, and family or peer pressures.”
- “Some examples include learning disabilities, separation from family members, relationship conflict, gang involvement, peer pressure, feeling isolated, lonely, or depressed, few or no positive adult role models, and lack of connection with the community.”

Activity Instructions:

- When each block is labeled with a specific example of baggage, ask for a volunteer. The volunteer is assigned to carry all the baggage (blocks) to a point at least 20 feet away, without the help of props or other people. The rest of the group can help her/him organize and stack the blocks but they can’t assist with carrying or balancing the blocks.
- Whether the volunteer has been successful or not, stop the activity at about 10 minutes and discuss the challenge of carrying all of that baggage. Ask, “How does baggage limit one’s ability to achieve goals?”
- Ask the volunteer how it felt to have all of these people trying to help and ask the group what ways they tried to help. Did they take over and direct the volunteer to do something different, or did they check in to ask if their suggestion would help?
- Finally, pull out a collection of bags and tell the group to use them to help the volunteer carry all of the blocks. This usually takes just a minute and the volunteer can then comfortably carry all the blocks.

Debrief:

“The bags represent strategies for helping you carry your own baggage better, including finding positive relationships and asking for help or educating yourself about how you can best manage a particular challenge. Remember, everybody has baggage, even adults who are successful and healthy, but they have usually figured out what ‘bags’ (people or resources) can help them carry their issues.”

Jigsaw Puzzle Activity: Mental Health Issues and Problems

Slides:

- “Jigsaw Puzzle: Mental and Emotional Challenges” (slide 66)

Youth Workbook Materials:

- “Jigsaw Puzzle: Mental and Emotional Health Issues” (page 57)

Resource Guide Materials:

- Select any or all materials from the “Mental Health and Teen Issues” category

External Sources:

- “Transitions: Student Reality Check” (provided separately)

Preparation:

- Have ready copies of the Student Resource Guide, Transition booklets, and any other informational materials available for small groups to use in exploring the topics they select to work on. It will be easier if you decide ahead of time which topics will be covered, but this might limit students from talking about the issues most important to them.
- Using Resource Guide materials during the activity is optional. However, one intention of the activity is to raise awareness of these issues and help students access relevant information. So the lessons will be better internalized if informational materials are provided for them to explore further, whether or not they use these materials during the activity.

Introduce Activity:

This activity will give students a chance to form small groups and discuss some of the issues and concerns on the cardboard blocks we used in the previous activity. Each group will choose one block and work on that issue; this is like solving one piece of a “jigsaw puzzle.” At the end we will hear about what each group has learned, which will allow us to “put the puzzle together.”

Activity Instructions:

- Show the slide with instructions for the activity and direct students to the corresponding worksheets in their Youth Workbooks. Break into groups of 3 – 7 people. Each group selects a cardboard block with an issue they would like to discuss in more detail.
- Groups complete the worksheet by discussing the topic as it relates to their own lives. Another option is to use the information materials provided.

Debrief:

- “You are now experts on one piece of a mental health puzzle!”
- “Share your findings with the rest of the class so we can complete the puzzle.”
- Allow each group to share, and then discuss how all the topics relate as potential obstacles to mental health:
 - How do the various issues discussed relate to each other?

- How do life stressors and problems at home or in the community prevent us from attaining wellness?
- What can we do to improve our circumstances and our health?
- What other lessons can we take from our different experiences with these issues?
- Thinking back to the exercise we did before this, “Understanding How to Carry Your Baggage,” what baggage are you and your peers carrying?
- What might help us carry these burdens a bit more lightly?
- How can we help each other with the baggage that we can only carry for ourselves?
- What else have we learned today?

Segue:

We are now going to spend a few minutes talking about an approach we can use to improve the ways we carry and heal our “baggage.”

Module 6: Taking Charge of My Mind and Heart

20 min

Purpose:

To allow students to begin to consider, conceptually, a proactive approach to wellness (Steps to Wellness). This discussion will set students up for the more concrete discussions and strategies covered later.

Slides:

- “Steps to Wellness” (slide 67)

The Steps to Wellness

Discussion:

Using the Steps to Wellness slide, walk students through each of the five steps.

- 1. Self-care: Build a healthy life from the start.** Cultivate a healthy diet, exercise regularly, and get enough sleep and relaxation. Make wise lifestyle choices and surround yourself with healthy people.
- 2. Self-monitor: Notice changes and problems early.** Pay attention to how you feel each day. Make note of small changes or new symptoms or problems. Check in with yourself regularly—emotionally, mentally, and physically. Don’t ignore it when that little voice tells you something is wrong. Ask someone knowledgeable if you are wondering if something is a problem.
- 3. Seek help and support.** Don’t be afraid to ask for help. Build relationships with mentors and friends who care about your well-being. Make sure you have a doctor on file and know where to seek assistance and treatment if necessary and go to the doctor regularly. Seek out counselors and other professionals if you are unhappy or having mental health or life problems.
- 4. Self-advocate: You have the right and responsibility to decide what is best for you.** Learn to take charge of your health. Do research on any issues you are having so you know what to ask. Know your rights and learn to speak with confidence to care providers and authorities in your life.
- 5. Provide assistance and work with others for mutual benefit.** Reach out to your peers at school or work, and other foster youth. How can you be of assistance to others? How can they help you? How

can you work together to address problems that affect all of you? Learn how to lead a social action or a community service project, or join an existing one. Notice if someone is having trouble and offer to help. Think of other ways to build community!

Debrief:

- What does this tell us about how to manage and take charge of our own mental and emotional health?
- Write responses on a flip chart as strategies to remember, and perhaps post them in future classes as a reminder.
- Perhaps these responses can later be turned into a public health fact sheet to benefit others in the community.

Sessions 7 & 8

Putting It All Together: Empowering Ourselves and Each Other (6 Modules + Take It Home Activities)

These sessions will allow us to consider how to put together and make use of all we have learned in the course so far. We will also explore new themes of empowerment, advocacy, and mutual aid/ assistance, so that we may consider how to help ourselves and each other to improve our health and wellness.

Session 7 (Modules 1-3)

Purpose:

To consider how the concepts and information learned in this course can be applied in our everyday lives, and to develop strategies and skills to take charge of our own health and wellness. The first two of the five steps toward wellness (self-care and self-monitoring) are emphasized.

Module 1: Introduction—Putting it all Together

30 min

Purpose:

To break the ice and encourage students to consider their progress in their journey toward wellness, and to review the Steps Toward Wellness.

Slides:

- “Where Are You Today in Your Wellness Tree?” (slide 70)
- “Steps to Wellness” (slide 71)

Youth Workbook Materials:

- “Where Am I In My Tree?” (pages 63-64)
- “Steps to Wellness” (page 65)

Introduction to “Putting it All Together”:

- Once again, show the slide from Session 6 with the 5 Steps to Wellness.
- “Today we begin to think more about how we can apply all that we have learned to our daily lives, or how we can put it all together and live healthy and ‘well’ lives.”
- Students can think of the 5 steps as “care and feeding” of their wellness trees.
- “We’ll begin with an icebreaker that looks at our trees from a different angle.”
- “Today we will focus on steps 1 and 2; next time, we will move on to steps 3 – 5.”

Icebreaker: “How Do I Feel About My Tree?”

Introduce Activity:

Ask students to briefly visualize their “Tree That Is Me.” Direct them to the slide and student worksheet “Where Am I In My Tree?”

Activity Instructions:

- “The worksheet asks ‘Where are you today in your wellness tree? How do you feel about your journey to health and wellness?’”
- “Which of the figures in the drawing best reflects how you are feeling today about your health and healing process?”
- “Are you like the figures off by themselves with their backs turned? Are you the one swinging with delight among the branches and leaves? Or would your figure be doing something not shown here?”
- “Jot down a few notes or draw pictures to reflect your thoughts.”

Debrief:

- Encourage students to consider sharing about their wellness process. But leave questions open-ended so they can share only what is comfortable for them. Allow the option to “pass.”
- Ask: “Why is it helpful to reflect on our feelings about the process? What does this accomplish?”
- Make the connection to self-care and self-monitoring: “As we build a healthy life, we have to check in with ourselves regularly to see how we’re doing. This can help us stay motivated and make sure we are getting the best benefits from our wellness practices. It also helps us know when there is a problem that might need more attention.”

Module 2: What’s on My Mind?

30 min

Purpose:

To help bring more awareness to how thoughts can occupy your attention and how to start the process of learning to have control over how certain thoughts can influence mood and emotions.

Slides:

- “Brain Map Activity” (slide 72)

Youth Workbook Materials:

- “Brain Map” (page 66)

Brain Map: “What’s On My mind?”

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Introduce Activity:

- “One thing that’s hard about staying balanced and healthy is that it isn’t just about dealing with one problem or another. It is about managing all of our daily challenges and larger life questions.”
- “As we learned last session in the activity about learning to carry our own baggage, there is an art to managing our needs, and no one can do it for us—but our friends and family can support and help us.”
- “This can be especially difficult while in transition since there is more stress and uncertainty.”
- “Here is an activity that can help us begin to make sense of our various needs and concerns, and to identify those things that are taking up a large portion of our thoughts.”

Activity Instructions:

- Give instructions using the student worksheet and allow students to create as they wish.
- See “Facilitating Creative Activities” in the Trainer Guide for additional suggestions.

Discussion Points:

- “What is represented the most or takes up the largest space? What takes up the least?”
- “Are there any changes you’d like to make in terms of what is going through your head or how much space certain thoughts, feelings, or other things take?”
- Discuss as a group how you can make them happen.
- “This is both a self-care and self-monitoring technique; by noticing and adjusting the focus of our thoughts and attention we can better address our problems, and we can also choose more rewarding experiences and relationships.”

Module 3: Self-Care and Self-Monitoring

30 min

Purpose:

To explore and provide tools for self-monitoring, or building awareness and preparedness for issues that may need attention.

Slides:

- “Taking Charge of My Health: Becoming an Adult” (slide 73)
- “A Bad Day, or a Mental Health Problem?” (slide 74)

Youth Workbook Materials:

- Managing and Monitoring Your Healthcare Needs: “Transitions: Changing Role for Youth” (page 67)
- “A Bad Day, or a Mental Health Problem?” checklist, adapted from TeenMentalHealth.org (page 68)

External Sources:

- **“Understanding Mental Health and Mental Illness”** (<http://www.teenmentalhealth.org>)
- **HRTW Transitions: Changing Role for Youth** (http://www.ct.gov/dph/lib/dph/family_health/children_and_youth/pdf/hrtw-transitions-role_for_youth.pdf)
- Optional: Mental Health & High School Curriculum Guide, pages 109-111 (purchased for and provided to your site by the Foundation)

Checklist: “HRTW Transitions: Changing Role for Youth”

www.hrtw.org

Introduce Discussion And Checklists About Self-Monitoring:

- “Self-monitoring is about noticing and being aware of our issues and needs, as well as being prepared and having a plan in place if a problem or need should arise. This is important for our physical and medical care, and also for mental and emotional health.”
- “What are some ways we can monitor our physical health every day?” Responses may include: Am I dehydrated? What have I eaten? How are my energy levels? Do I have any new discomforts or symptoms I haven’t noticed before? Am I having any reactions to medications or other treatments?”
- “What are things we should think about weekly or monthly? Am I up to date on medical visits? Is my health insurance valid and up to date? For women, is it time for a breast self-exam? Have there been any changes in my body over the past month or more that I haven’t noticed?”

Direct Students to Checklist In Workbook and Slide:

- “This is a checklist that can help students understand what health concerns they will begin to manage on their own as they become adults.”

Debrief:

Discuss the checklist as it applies to youth in the class, and encourage them to keep it on-hand and use it regularly.

Checklist: “A Bad Day, Or a Mental Health Problem?”

Introduce Activity:

- Ask: “Now, how might we think about monitoring our mental and emotional health?”
- Field responses and affirm and discuss them.

Activity Instructions:

- Direct students to the checklist in the slide and workbook. Suggest that these are good ways to tell whether a mood or feeling is a problem or just a regular part of life.
- Discuss each point in the slide, making sure students understand them and why they might indicate a problem.

Debrief:

- Have students had any experiences with trying to determine whether they need help?
- Which strategies have been successful?
- Is this activity helpful?

Note: There are more detailed mental health checklists in the Mental Health & High School Curriculum Guide, beginning on pages 109-111.

Segue:

- “That activity gives us a better understanding of the first two steps toward wellness.”

- “Really, everything we have learned so far falls under self-care and self-monitoring; these are all of the daily things we do to take care of ourselves, reduce stress, etc.”
- “We have talked only a little so far about how to find help when we need it, how to advocate for ourselves, and how to work together to meet all of our wellness needs.”
- “We’ll pick up next time with steps 3 – 5.”

Take It Home Activities

Slides:

- “Take It Home Activities” (slide 75)

Youth Workbook Materials:

- “Practicing Self-Advocacy” (pages 74-76)
- “My Commitment to Taking Steps to Wellness” (pages 77-78)
- “Build a Habit” (page 79)

Resource Guide Materials:

- Self-advocacy information; mental health first aid materials

External Sources:

- [MentalHealthFirstAid.org](https://www.mentalhealthfirstaid.org)

Activity Instructions:

- Outline the Take It Home materials provided for Sessions 7 & 8. Key resources provided to keep include self-advocacy information in the “Talking to Providers and Knowing your Rights” section of the Student Resource Guide and the Mental Health First Aid slides.
- Use the instructions provided in the Youth Workbook to explain the options for Take It Home activities provided (no additional notes for trainers necessary for these).

Take It Home Options:

- “Practicing Self-Advocacy”
- “My Commitment to Taking Steps to Wellness”
- “Build a Habit”

Session 8 (Modules 4-7)

Purpose:

Emphasizing the last three of the five steps toward wellness (seeking help and accessing care, self-advocacy, and working with others toward common goals). Consider more about how the concepts and information learned in this course can be applied in our everyday lives and in service of other youth.

Module 4: Introducing Empowerment

20 min

Purpose:

To break the ice and hear from students who did Take It Home assignments, and to introduce key concepts of empowerment, self-advocacy, mutual aid and assistance, and social action.

Supplies:

- Poster paper puzzle pieces
- Colored pencils, markers, or crayons

Slides:

- “Piece of the Puzzle” (slide 77)
- Slide 79: Copyright © 2009 Dustianne North, M.S.W., Ph.D., adapted from: Rappaport, Julian. “Terms of empowerment/exemplars of prevention: Toward a theory for community psychology.” *American journal of community psychology* 15.2 (1987): 121-148. and Staples, Lee H. “Powerful ideas about empowerment.” *Administration in social work* 14.2 (1990): 29-42.”

Introduction:

- Introduce today’s topics: seeking help, self-advocacy, and assisting others (steps 3 – 5 of the “Steps to Wellness”)
- Welcome students and remind them that they discussed steps 1 and 2 of the “Steps to Wellness” (self-care and self-monitoring) last time.
- “Today we will begin to think more about how to: seek help and solutions when problems do arise; insist our needs be met; keep control of our own healing process when seeking help or treatment; and work with others to improve community life and health.”

Segue:

We’ll begin with an icebreaker that gets us thinking about working together and what we can offer each other.

Icebreaker: Piece of the Puzzle

(from ResidentAssistant.com)

Preparation:

Facilitator should cut a puzzle out of poster paper ahead of time. There should be one piece for each member of the group.

Activity Instructions:

- Have participants decorate their piece to represent who they are and what they feel they can contribute to the group.
- Once participants are done, have them share what they have on their piece.
- Participants should then assemble the puzzle.

Debrief:

Initiate a discussion on the power of everyone coming together, how much more of an impact a put-together puzzle can have than separate pieces, and how a final product could not be reached without a contribution from every piece of the puzzle.

Take It Home Reports

5 min

Slides:

- “Take It Home Reports” (slide 78)

Directions:

Ask: Did anyone do a “Take It Home activity” since last week?

Select 1-3 students to share what they have learned, using the questions provided on the corresponding slide:

- What did you do? What did you learn?
- Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?
- Did it help you learn to take better care of yourself?

Review / Discuss Key Concepts for Sessions 7 and 8

5 min

Slides:

- Key Concepts: Empowerment; self-advocacy; mutual aid and assistance (pages 79-81)

Youth Workbook Materials:

- Glossary (pages 80-82)

Introduce Key Concepts:

- Show the Key Concept slides in the order they appear: Empowerment; self-advocacy; mutual aid and assistance.
- Refer students to the glossary in the back of their books. Review and discuss definitions.
- Ask students how this discussion has changed their understandings of empowerment, self-advocacy, and mutual aid and assistance.

Empowerment Visualization

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Slides:

- “Empowerment Visualization” (slide 82)

Youth Workbook Materials:

- “Empowerment Visualization” (page 70)

Activity Instructions:

- Using the slide, ask students to “Imagine what it feels like when you feel powerful, confident, and masterful over your own life affairs. What situations in your life make you feel this way?”
- Have them jot down a few notes or pictures in the space provided in their workbooks.
- Ask a few volunteers to share their experiences.

Debrief:

- “Why is it important to feel empowered?”
- “What are some differences between situations that are empowering and those that are not?”
- “How might we help ourselves feel more empowered in settings that are disempowering?”
- “How can others assist us to become empowered and to solve our problems and needs?”

Module 5: Getting Help When You Need It

15 min

Purpose:

To learn about how to access health and mental health services and assistance, and to explore obstacles and strategies for seeking effective help and treatment.

Slides:

- “Communicating About Your Health” (slide 84)
- “Foster Youth Rights” (slide 85)

Resource Guide Materials:

- Materials under the “Accessing Medical Care and Understanding your Medications” and “Talking to Providers and Knowing your Rights” sections

External Sources:

- **“Know Your Healthcare Team”**
- Additional Materials can be found at [TeensHealth.org](https://www.teensofamerica.org/teenshealth.org)

Discussion:

(Using materials from Student Resource Guide)

- Coordinators should prepare and provide the following handouts to support a discussion of seeking help and accessing care: All materials under the sections entitled “Accessing Medical Care and Understanding your Medications” and “Talking to Providers and Knowing your Rights.”
- Discuss different types of doctors. We recommend using a handout or list, like the “Know your Healthcare Team” article (bodimojo.org).
- Discuss options for finding a doctor, using the “Health” handout from the Student Resource Guide. Take into account their options as foster care youth/MediCal recipients.
- Discuss access to MediCal and new rules under healthcare reform using the “A New Health Law Helps You!” handout from the Student Resource Guide.
- Discuss how youth may access mental health services on campus and in the local community (you may have to do some research in your area for this; see the Coordinator Toolkit for ideas).

Ask:

- “Who are good people to ask for help if you are having a physical or mental health problem?” (Responses will include different types of health professionals, as well as family, friends, etc.)
- “It is important to know what kind of doctor you need for different kinds of problems. Your primary care doctor can help and refer you, but it is good to be knowledgeable about these issues yourself.”
- “What about more informal assistance, from mentors and friends? How do we build a network of support? How do we choose mentors and friends who will support our health?”

Module 6: Empowering Ourselves

35 min

Purpose:

To introduce the theme of the “Hero’s Journey” (© 2010 Jerry Sherk, M.A.) as a way for students to look at their goals and life journeys, and to help students understand a written goal setting process (CHAMP, © 2012 Jerry Sherk, M.A.) related to their journeys.

Trainer Guide Materials:

- Guideposts of the Hero’s Journey (page 54)
- The Wizard of Oz: Guideposts of the Hero’s Journey (page 55)

Slides:

- “Set Your Goals the CHAMP Way” (slide 83)

Youth Workbook Materials:

- “CHAMP” Goal Setting (page 71)

Resource Guide Materials:

- Materials found under the “Goal Setting” category

The Hero’s Journey

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10 min

Introduce Activity:

- “At various times in the Basic Curriculum, we have talked about our own health and wellness through an analogy of a tree. Today we are going to look at our quest for health through another lens, called ‘The Hero’s Journey.’ This approach will help us to set more specific goals for improving our health and wellness. Those who continue with the Supplemental Curriculum will discuss your hero’s journey repeatedly, much as we have revisited your trees during the basic course.”
- “The concept of the hero’s journey started in mythology. These are stories of heroes who go out in the world and accomplish something great, and then return home.”
- “Those who have studied the stories of ancient and even modern day heroes have identified eight stages of the hero’s journey. Essentially, these are steps for success. Not only our lives, but many books and movies have the same steps or guideposts. The story of ‘The Wizard of Oz’ is helpful to illustrate these stages.”
- Read or summarize the attached “Wizard of Oz: Guide to the Hero’s Journey” narrative. Alternatively, if you believe another popular book or movie might be more resonant with students, you can describe the guideposts reflected within this work.
- Note: The Wizard of Oz narrative, along with some other materials related to The Hero’s Journey, will be provided to students in the Supplemental Curriculum; in this session, simply share the story and the stages of the journey illustrated. This will prepare them to try their hand at goal-setting using the CHAMP model.

Goal Setting: The CHAMP Model

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10 min

Introduce Activity:

Direct students to the CHAMP goal setting model and let them know that the essential steps of the hero's journey have been put into this simple goal setting model. Point out that "CHAMP" is short for champion—someone who is the best at doing something.

In this goal setting process, we use the CHAMP acronym:

C = Challenge or call to excellence (or goal).

H = Hurdles: Things that might stop you from getting to where you want to go.

A = Assets: Your personal strengths and outside resources.

M = Mentors: People with knowledge who can be of assistance.

P = Plan: Looking at the previous steps, what are the things you need to do to complete your goal? The "plan" is essential—look at the things you wrote down in "CHAM" and plan actions that will help you. For instance, if you wrote down a certain person under "M" for mentor, then in your "Plan" you would write down, "contact _____, a potential mentor."

Activity Instructions:

- "Let's practice setting a goal using CHAMP. You can choose any type of goal—a short-term or long-term goal. If you wish, you can set a wellness goal." Examples: Get on an exercise or meditation routine, improve eating habits, or lose 10 pounds.
- "I'd like each of you to choose a goal and then work through the steps on the CHAMP model. You have about 10 minutes. Any questions?" (Walk around and make sure everyone understands how to set goals using CHAMP.)

Debrief:

- Ask for volunteers to share their goals and the steps they have described on their CHAMP model.
- "The CHAMP goal setting model uses the main guideposts of the hero's journey. This model can help you achieve great things in your life. Studies have found that if you write down your goals, you will be much more likely to achieve them."
- "Keep your goal sheets in a prominent, visible place, such as in your day planner, on your refrigerator, by your bed, or on a mirror."
- Make as many copies of the blank CHAMP model as you want, and use the model to set other goals.
- You can also teach your friends how to use this goal setting model.

Thank students for their efforts with CHAMP and point out again that those students who continue on in the supplemental program will focus on the hero's journey; students can also plan to work on these on their own or with friends and other students.

Self-Advocacy in Health Care

15 min

Slide:

- “Communicating About Your Health” (slide 84)

Resource Guide Materials:

- Materials from the “Accessing Medical Care and Understanding your Medications” section.

External Sources:

- **“Communicating With Your Healthcare Provider”** (<http://teenmentalhealth.org/resources/entries/communicating-with-your-health-care-provider-what-every-student-should-ask>)

Introduction:

- “Sometimes people don’t like asking for help or seeking treatment because they feel weak in doing so. But actually, reaching out when you’re in trouble, and standing up for your needs and rights in physical and mental health settings, takes a lot of courage. It also means knowing how to speak on your own behalf, so that you get the best care and help available.”
- “This might be daunting or intimidating to deal with. What is difficult about speaking up for yourself with mentors, doctors, and other adults who are supposed to be there to help you? What has worked well?”
- “Let’s review some ideas for self-advocating, or standing up for yourself and what you need for your health.”

Discussion:

- Selecting a provider is an important part of self-advocacy - you should have a choice in who puts their hands on your body, and in who acts on your behalf.
- You should feel there is a “fit” between your needs and your provider’s skills and personality.
- The “Communicating with Your Healthcare Provider” handout gives some ideas about how to select a provider.

Slide Presentation: “Communicating About Your Health”

(Adapted from, “Communicating with Your Healthcare Provider,” TeenMentalHealth.org)

Directions:

- Using the slide provided, review the following four topics patients should communicate about with providers, and discuss why students would want to ask these questions:
 - 1. Diagnosis.** What’s the problem? How severe is it? What causes it? What are the risks?
 - 2. Treatment Options.** What choices do I have? Pros and cons of each? Are there natural solutions?
 - 3. Medication.** How will it help me? Are there side effects? What is the dosage? Are there dangers?
 - 4. Psychological Treatments.** What is involved? How will it help me? What are the alternatives? Why is this one best? What are the risks? How long will it last? What if it does not work?

Slide Presentation: “Foster Youth Rights”

Directions:

- The “Foster Youth Have Rights” handout, located in the “Talking to Providers and Knowing your Rights” section of the Student Resource Guide, has a great deal of information about these rights.
- If there is time, choose one or more additional handouts and go over some of the key points, or visit **CA Ombudsman’s office** (<http://www.fosteryouthhelp.ca.gov/default.htm>) for more youth rights information.
- Which rights do students say are most important to them, and why?
- Encourage students to keep this information handy in case they need it in the future.

Module 7: Assisting and Empowering Others

20 min

Purpose:

To explore different ways of supporting ourselves and our community, introducing mental health first aid, and tying together different aspects of wellness for individual and social health and healing.

Slide:

- Mental Health First Aid: “How You Can Help Someone In Crisis!” (slide 86). Note: Full Mental Health First Aid slides provided separately

Noticing If Someone Is In Crisis, Offering Help: Mental Health First Aid

MentalHealthFirstAid.org

10 min

Introduce Activity:

“No matter how strong we become alone, we are even stronger when we have others to help us over the humps. So it is worthwhile to think about how we can support each other’s wellness and health. This means how we can help others, accept their help, and also work together toward common goals. We are going to begin to explore these ideas by thinking about how we can help people in our lives that are having mental health problems or tough times in their lives.”

Directions:

- “Have any students ever had first aid training? When someone is having a medical emergency, what do you do?” [Responses should include call 911, call for help, or give first aid.]
- “What happens when someone has a mental health emergency?” [This question should be more difficult for students to answer; provide encouragement and acknowledge this when fielding responses from the class].
- “Just as someone can be trained to be a first aid responder, there are now trainings that allow you to be a mental health first aid responder. Today we will sample just a taste of this training, to get an idea of a good approach to use when someone you encounter is in crisis.”

Instructions:

- Using the slide and worksheet, review the ALGEE five step plan.
- Solicit examples of these steps from the class.
- Ask if anyone can share an experience in which they have received or provided this kind of mental health support from or for a friend or family member.

“How Can We Have a Positive Effect?: The Foster Youth Community Tree”

Supplies:

- Butcher paper with tree drawing
- Markers

Youth Workbook Materials:

- “How Can We Have a Positive Effect?: The Foster Youth Community Tree” (page 72)

Introduce Activity:

- “We are coming up on the end of today’s session, but first I’d like us to take a few minutes to brainstorm a list like we’ve all done in the ‘Tree that is Me’ exercise. Today I’d like us to quickly think about your ‘Community Tree.’ Specifically, the ‘Foster Youth Community Tree.’”
- Headings:
 - Ground (foundation)
 - Roots (nourishment)
 - Trunk (strength)
 - Branches (positive traits and qualities)
 - Knots in the tree (obstacles)
 - Leaves (balance)
 - Fruit (fruit of your life, or goals)
 - Sky (how you can pass on what you’ve learned)
- Note: You can either have a large drawing of the tree posted for all to see, or write the tree drawing headings down on a white board. Or, you can have one person write down the headings, and then record to read back later.

Activity Instructions:

- “As you look at these headings (or the drawing of the tree), I’d like you to answer the question, ‘How can we have a positive effect on the foster youth community tree?’ In other words, ‘How can we help each other and the next generation of foster youth to have a more positive health and wellness tree?’ So for example, for the ground, which is the foundation, how can you positively affect the ‘thoughts, beliefs, values, etc.,’ of this group?”
- “Also, because time is limited, if you all want to focus on 1 – 3 of the attributes of the tree, we can do that also. One example is, ‘How can we affect the knots—the obstacles—that foster youth are facing?’”
- Assist them in going through this process. Remind them of what each part of the tree represents if needed.

- When finished, read back the list of ideas they have created, affirm their good work, and let them know that in the supplemental and peer-to-peer group process there will be an opportunity to implement some of these (or other) ideas when the sessions focus on group projects.

Closure and Post-Test

Student Handout:

- CalMHSA Post-test

Talking Points:

- Thank students for their courage and thoughtfulness in undertaking the wellness work that has occurred.
- What was one thing that stood out?
- What did students learn from the “Tree That is Me” framework?

Activity Instructions:

- Suggest that having proper closure when relationships must end or change, or when we move onto a new phase of our lives, is important to our wellness. Ask if anyone has anything they would like to express before the group parts ways.
- Discuss ways in which your program can continue to be a source of support and a place for continuing connection with other foster care youth. Suggest other ways for youth from this course to stay in touch and support each other.
- Gauge interest in implementing the Supplemental Curriculum or an ongoing peer-to-peer group, but be careful not to promise this if resources are uncertain.

Administer CalMHSA Post-test.

Guideposts of the Hero's Journey

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Everyone is the hero, the main figure, and the character of his or her own life story. Each individual embarks on a personal hero's journey. A hero starts this journey in an "ordinary world," and while on this trek, tries to make it to the "special world" where the hero can do and experience something extraordinary. Those who have studied the hero's journey also know that there are common "guideposts" along the way. These guideposts include:

- **Call to Adventure:** This is the voice that consistently speaks to the hero to explain the heart's desire. The call could be: getting a college degree, finding true love, understanding oneself more fully, getting a well-paying job, buying a car or house, finding ways of helping others, and so forth.
- **Fear of the Call:** Fear is what consistently makes heroes hesitate. These fears often take the form of "I'm not..." Heroes might believe they are not smart enough, strong enough, tough enough, smooth enough, good enough, good-looking enough, lucky enough, etc.
- **Mentor:** Mentors are people the hero finds along the way, who see something within the hero and take an interest in the hero's journey. Mentors often see strengths that the heroes don't see in themselves; this belief and support helps the heroes to move beyond any fears that get in the way of success.
- **Threshold:** The threshold is the place where heroes begin to understand that they have one foot in the ordinary world and one foot in the special world. For example, in your own life, a threshold might have been on your first day of college, when you were sitting in class thinking, "These people are smarter than me. Can I really do this level of work?"
- **Practice:** These are the things the hero needs to do every day to be successful. For a student, it is "studying." For an athlete, it is "working out." For a person who has a job interacting with the public, it could be "providing good customer service."
- **Test:** Tests are the difficult things that the hero runs into on the journey, and consist of both "inner" and "outer" tests. For college students, this could literally mean "passing exams." Everyone also experiences tests that have to do with the "fear of the call" addressed earlier... "Am I big enough, tough enough, good enough, smart enough?" and so forth.
- **Fulfillment/Disappointment:** A hero's sense of fulfillment comes from the rewards experienced after reaching the journey's goal. This could take the form of a diploma, money, enhanced feelings of self-worth, and respect from others. Disappointment comes if the hero does not reach his or her goal, or if after reaching the goal the hero experiences a feeling of "is that all there is?"
- **Return:** The guidepost "return" reminds the hero that eventually it will be time to return to the ordinary world. Nothing lasts forever and all heroes must return to their beginnings, if for no other reason than to start the next challenge or "call to adventure." As the hero sets new goals, he or she will have to become a beginner all over again.

The Wizard of Oz—Guideposts of the Hero's Journey

The Hero's Journey pattern can be found not only in real life, but also in many popular books and movies. Let's look at *The Wizard of Oz*.

Note: In real life and in stories, these guideposts sometimes appear in different orders. For example, you can meet a mentor during any part of your journey.

- **Call to Adventure:** Dorothy's dog Toto is kidnapped, and as she gets him back, both she and Toto are lifted up by a cyclone and they go over the rainbow. Landing in the magical world of Oz, Dorothy quickly understands that her "calling" is to find her way back home.
- **Fear of the Call:** Dorothy has much to fear. To begin with, she isn't sure where she is or how to get home. The people of Oz, including witches, munchkins, and wizards, have unusual powers, and there are creatures like evil-looking flying monkeys. To top it off, the Wicked Witch of the West wants to destroy Dorothy.
- **Mentor:** Glenda the Good Witch is a mentor to Dorothy both at the start and the end of the story. The Scarecrow, Lion, and Tin Man are also mentors, as they help her to see her own qualities of intellect, courage, and heart.
- **Threshold:** The threshold is very clear in "The Wizard of Oz": when the house hits down in Oz, the film goes from black and white to color. Dorothy opens the door and looks out at a very different environment, exclaiming, "Toto, I don't think we're in Kansas anymore!"
- **Practice:** Dorothy's practice is her act of staying the course on the Yellow Brick Road and working through all the obstacles that the Wicked Witch throws her way.
- **Test:** Dorothy experiences many tests in her story, including when the Wizard of Oz asks her to bring him the broomstick of the Wicked Witch of the West. As Dorothy seeks out the broomstick, the Wicked Witch tries to destroy her and her friends. Dorothy passes her final test when she realizes that she has had the ability within herself to return home the whole time. All she has to do is to click her heels together three times and repeat, "There's no place like home."
- **Fulfillment/Disappointment:** Throughout her hero's journey, Dorothy experiences the disappointment of having her dog stolen, finding herself in a foreign land, and discovering that the great Wizard of Oz is a fraud. Her fulfillment includes making friends, overcoming tests, and finding that she has great strength within herself—including the knowledge of what it takes to return home.
- **Return:** Upon her return to her beginning point, like in so many heroes' journeys, Dorothy brings wisdom back with her. As she wakes up in her bed on her aunt and uncle's farm in Kansas, she looks up at her friends and family and says, "If I ever go looking for my heart's desire again, I won't look any further than my own backyard; because if it isn't there, I never really lost it to begin with!"

Customizing the Basic Curriculum

To customize this course, you can substitute individual exercises, entire modules, or class sessions, or you can develop your own new flow. The table below illustrates the structure we used in developing 90-minute sessions for the standard curriculum, which you can also use. As noted earlier, we suggest that the paired sessions in the standard curriculum (1 and 2, 3 and 4, etc.) be given a theme and designed as a single 3-hour content piece, even if you deliver the content as two 90-minute sessions. Approaching the curriculum this way means that odd-numbered sessions represent the start of new content areas, and even numbered sessions continue existing topics and themes. Remember, the logic we followed for this component was to start with a focus on daily wellness, then move into stress management and self-care, then delve deeper into mental health and critical teen issues, before finishing with a tour of the Five Steps to Wellness. Consider what logic you will follow.

| Possible flow (sessions 1,3,5,7) New content area | Possible flow (sessions 2,4,6,8) Continuing content area |
|---|--|
| <p>Icebreaker (get acquainted; active/fun; reflective/sharing; meditative/exercise) – 15-20 min.</p> <p>Introductory information and key concepts – 10-15 min.</p> <p>1 of each:</p> <ul style="list-style-type: none"> ● Artistic/self-reflective/meditative/physical exercise (different energy level than icebreaker) – 20-45 min ● Educational curriculum/activity (small group work, hands-on practicing and scenarios, class discussion, slide presentation, interactive exercise, Jeopardy-style game, etc.) – 20-40 min | <p>Icebreaker (of a different orientation than in the prior session) – 15-30 min</p> <p>Take It Home Reports – 5-10 min</p> <p>1 of each:</p> <ul style="list-style-type: none"> ● Educational curriculum/activity (small group work, hands-on practicing and scenarios, class discussion, slide presentation, interactive exercise, Jeopardy-style game, etc.) – 15-40 min ● Artistic/self-reflective/meditative/physical exercise (different energy level than icebreaker) – 20-40 min |
| Take It Home Options/ Closure – 5-10 min | Closure – 5 min |

As shown, we recommend you begin each class session with an icebreaker, which will help students get comfortable with each other and can also include content that will set the tone for the topic to be discussed that day. Icebreakers can be high or low energy, can just be for fun, or can include a specific lesson. They can involve either sharing or private personal reflection; vary them as much as possible. When introducing a new content area, it is important to have a brief discussion with students about the topic at hand and to define and discuss any key concepts or terms that are relevant. There is time in each 90 minute session for an experiential/self-discovery/interpersonal sharing exercise and a more educational game or activity. We found it convenient to offer students the Take It Home options at the end of each odd-numbered session and a chance for those who did an activity to share near the beginning of the following even-numbered session. Whatever content you choose to include, try to construct a flow that moves students through different energy levels and orientations. Think about easing students into touchier subjects and more personal sharing gradually, and consider ways to lighten up the energy after intense content.

Supplemental Curriculum

Sessions 9-14
(90 minutes each)

The Supplemental Curriculum: Purpose and Flow

For those sites that have available resources and enough youth who are interested in learning more, the Supplemental Curriculum goes deeper into the topics that were covered in the Basic Curriculum, and allows youth more opportunities to shape content themselves. It begins by engaging youth in fun and interactive exercises that center on daily wellness and self-care. In the vital area of stress management, the focus moves from discussing general strategies to practicing individualized methods of reducing stress. Next, students will be taught the relationship between early childhood traumas and mental illness, and how to assess their own mental health needs. Additionally, participants will learn how to locate and utilize mental health resources. Like the Basic Curriculum, the Supplemental piece emphasizes solutions for enhancing physical, mental, and spiritual health, and for reaching out and working together with other foster care youth. Where these ideas were merely discussed in the Basic Curriculum, here there are hands-on practice opportunities, activities that allow youth to engage with their communities, and much more in-depth exploration of topics.

Overarching Framework:

This part of the coursework is built upon the concept of “The Hero’s Journey” (© 2010 Jerry Sherk, M.A.). It begins by pointing out to students that we are all the hero of our own story. Beyond that, those who have experienced maltreatment of foster care and go on to share their stories should be considered heroes; this theme is revisited throughout the course. The Hero’s Journey focuses on the guideposts along the path that will help these youth to become more whole, while also finding ways of caring for others. Furthermore, “the CHAMP goal setting model,” (© 2012 Jerry Sherk, M.A.), which is based on the Hero’s Journey, will help students to look at and plan the next steps of their own life’s journey.

Youth Choices Built In:

Session 9 offers students the opportunity to discuss what they would like to get out of the course, and what types of activities they would like to do. The standard curriculum offered thereafter is presented as a finished product; this is simply so that you have a solid curriculum to work with if you and your students choose not to customize. But it is assumed, for the Supplemental Curriculum, that students will identify topics and activities in Session 9 they want to engage in that are not included in the standard flow. So even if you use the standard curriculum, expect to make some substitutions to what is already presented.

Organization of Materials:

All supplies and student materials needed for each module are listed in the order they are delivered. There are several modules within each session, and each pair of sessions (9 and 10, 12 and 13, etc.) has a single theme/topic/set of modules.

Additional instructions include:

- **The time allotted for each module** (sometimes suggested times are offered for activities within modules; in most cases, trainers are trusted to determine time flow within modules).
- **Detailed trainer notes and instructions** (additional content for trainers is found directly following the instructions for that session.)
 - All supplies, slides, student materials, and links to external materials:
 - Corresponding slides, Youth Workbook materials, and the contents of the Student Resource Guide are listed here in the order they are to be presented.
 - Slides and workbooks follow the same flow as these instructions.

- All materials in the Student Resource Guide are organized by topic. Each section represents a broad domain and includes several handouts on more specific topics. For example, the “Daily Wellness” section of the Student Resource Guide contains several handouts on topics such as diet and nutrition, sleep, and exercising. Here, we list all sections of the Student Resource Guide that contain information on relevant topics. In most cases, you can choose which of these handouts to provide and/or highlight in class. In a few cases, specific handouts are needed in order to have class discussions or to complete activities; this will be noted in the trainer notes for that module.
- External curricula and materials are also listed in this section, along with direct links and specific instructions.

Sessions 9 & 10

Wellness and Self-Care (6 modules + Take It Home Activities)

These sessions will introduce the supplemental course, allow students to set goals for furthering their journeys toward wellness, and revisit themes related to daily wellness and self-care.

Session 9 (Modules 1-3)

Purpose:

To break the ice among participants, get acquainted with one another, provide an overview of course, and engage in individual and group goal-setting to shape the course to the needs and interests of students.

Module 1: Welcome/ Introduction

40-45 min

Purpose:

To break the ice among participants, get acquainted with one another, provide an overview of the course, and set course ground rules.

Slides:

- “Who is Your Hero?” (slide 3)

Youth Workbook Materials:

- “Who is Your Hero?” (book 2, page 4)

Welcome:

As participants arrive, welcome them to the space and encourage them to get comfortable and ready to think about how to make improvements to their health and wellness.

Icebreaker / Get Acquainted: “My Hero”

Introduce Activity:

Show slide and direct students to the “Who Is Your Hero” worksheet in the workbook and go over the instructions.

Activity Instructions:

Have the students take a few moments to complete the worksheet, and then have them take turns sharing their responses.

Debrief:

- “What were some of the similarities among different people’s heroes and their qualities? Differences?”
- “What makes someone a hero?”
- “What might it be like to *be* a hero? Has anyone ever felt like one, even for a moment?”

- “When we were completing the Basic Curriculum, we mentioned that we would be focusing on the Hero’s Journey at times throughout the next few weeks. We talked about heroes during this activity, and will talk about them further in a few minutes.”

Overview of Course

Purpose:

To present a description of the purpose and format of the course using slides and workbook materials.

Slides:

- “Our Purpose Here” (slide 4)
- “Format of Course” (slide 5)
- “California Foster Youth: Wellness and Health Concerns” (slide 6)

Youth Workbook Materials:

- “Our Purpose Here” (book 2, page 4)
- “Why Should I Learn About Wellness and Self-Care?” (book 2, page 3-4)

Why Learn About Wellness and Self-Care?

- Wellness and health are important life skills.
- Students are experiencing a major transition during which health and mental health become key concerns. (Show slide on specific wellness concerns expressed by foster youth in California and discuss briefly.)

Course Goals:

- To increase knowledge and awareness of physical and mental health and its importance to your life.
- To increase access to wellness support and resources.

The Supplemental Course:

- Allows a chance to go in-depth with the topics that most concern students.
- Allows more opportunity for students to lead and shape the course themselves.

Course Format:

- Interactive
- Centered around the students
- Training, not treatment
- Voluntary sharing

Advice on How to Use and Keep Track of Materials:

- Decide ahead of time or brainstorm with students on the best way to keep track of books and materials.
- Will they be kept in the classroom or taken home?

- Are resources given as a bound guide, separate sheets, or binders?
- How can students make the most of the materials given?
- If a group project is to be undertaken, how will the associated materials be managed?

Activity: Setting Ground Rules

Supplies:

- Flip chart
- Markers

Slides:

- “Setting Ground Rules” (slide 7)

Introduce Ground Rules:

- Using the slide and a flip chart, suggest that the group sets ground rules so that students understand the limits of what is acceptable and what is not.
- Brainstorm rules together, with the understanding that you’re aiming for the smallest number possible.
- Make sure students understand the importance of participants feeling safe to share openly about themselves in this course.
- What kinds of rules for interaction will help students feel safe and encourage them to share?

Activity Instructions:

- Allow students to share the ground rules they would like to follow. Write their responses on a flip chart page or poster board that can be displayed at every class session.

Examples of Basic Rules:

- Respecting yourself, others, and the materials.
- Keeping confidential information confidential, such as students talking about their artwork.
- Limiting confidentiality for instructors.
- Supporting everyone in sharing what they wish about their creative expression without forcing participation.
- Being positive when providing feedback.
- Allowing only one person to speak at a time.

Debrief:

- Ask students if they feel they can live with the rules the group has created.
- Propose that the group adopt the rules, and that they apply them throughout the course.
- Encourage students to take the healthy risk of sharing with the group throughout the course.
- Honor each other’s dignity and privacy.
- Keep a copy of ground rules visible and at the ready should problems arise during future group sessions.

Module 2: The Hero's Journey

25-30 min

Purpose:

To introduce the overarching framework of the course, “The Hero’s Journey,” (© 2010 Jerry Sherk, M.A) and to practice individual goal-setting for health and wellness.

Brief Review of “Wellness Wheel” and Key Concepts

Slides:

- Key Concepts: “Health and Well-being” (slide 8)
- “Wellspring Wellness” Wheel (slide 9)
- Key Concepts: “Disease and Illness” (slide 10)

Student Workbook Materials:

- “Wellspring Wellness” Wheel (book 2, page 5)
- Glossary (book 2, pages 65 – 67)

Introduction to Aspects of Wellness:

- Present/revisit slide and revisit aspects of the wheel, using slide and workbook page.

Introduction to Key Concepts:

- “If we are going to talk about wellness and health, we need a language that we can all understand. In the back of your Student Workbook, you will find the glossary terms that we will use in this course.”
- “Some of these terms are ‘key concepts’ that form the basis of the class, so they will be discussed in a little more detail.”
- “It is worth having a vocabulary and understanding these concepts. It will help our discussions here, help you think about your experiences, and help you communicate better with doctors and other professionals.”

Discussion:

- Show the Key Concepts slides in the order that they appear: Health, well-being, and disease and illness. Ask students how this discussion has changed their understandings of health, wellness, and illness.

Debrief:

- Allow a moment for students to revisit their progress.
- Ask for volunteers to share any successes, insights, or challenges in any of these aspects of health.

Introduction: The Hero's Journey

Slides:

- “Set your Goals the CHAMP Way” (slide 11)
- “One Big Thing I Learned Today” (slide 12)

Student Workbook Materials:

- “Guideposts of the Hero's Journey” (book 2, page 6)
- “The Wizard of Oz: Guideposts of the Hero's Journey” (book 2, page 7)
- “Set Your Goals the CHAMP Way” (book 2, page 8)
- “The Hero's Journey Diagram” (book 2, pages 9-10)
- “One Big Thing I Learned Today” (book 2, page 11)

Introduction:

- In the Basic Curriculum, we used the metaphor of a tree to reflect our growth and healing. In this course, we want to get more specific about setting goals and plotting our direction through using the framework we explored briefly at the end of the Basic Curriculum, “The Hero's Journey.” We began thinking about the Hero's Journey and goals we'd like to set for ourselves in the last session of the Basic Curriculum using the CHAMP goal setting form.
- “During the last Basic Curriculum session, we used the story of the Wizard of Oz to talk about the hero's journey. For today, your workbook contains several pages of materials that illustrate and allow you to experiment with the eight stages of the Hero's Journey. These include the ‘Guideposts of the Hero's Journey,’ both generic and as applied to The Wizard of Oz, the ‘Circle Diagram of the Hero's Journey,’ and another copy of the CHAMP goal setting sheet.”

Key Points:

- We are all the heroes of our own stories.
- All of us are trying to do something special or extraordinary—to reach the top of the circle.
- About the circle: In your own journey, you will always end up back at the starting point, because every time you have a new goal or “calling,” you start a new journey.

Activity Instructions:

- Write the stages of the journey on the board. As a class or in groups of 3 – 5, ask students to discuss a popular book, movie, or fairytale to see if they can identify the guideposts for the journey. It would be best if you assessed a movie, book, or story that you were also familiar with. They can use the workbook materials to break their story down using the Hero's Journey.
- “Right now I'd like us all to use the CHAMP goal setting model again, which is based on the guideposts of the Hero's Journey.”
- Hand out a blank copy to each student, and then briefly go over the steps.

- “In the last session of the Basic Curriculum some of you practiced using this model, and today I’d like you to try it again. Last time you used a wellness goal, but this time you can set any type of goal you want—long term or short term. If you want to, you could even set your “Big Dream” goal, such as studying to become a teacher, making a lot of money, or helping foster youth. Do consider how your goal or dream supports your health and wellness.”
- Give students 12 minutes or so to work on their CHAMP goal setting forms.
- Ask each person to share his or her goal, and to talk about what he or she wrote down within the steps. If some students get stuck, ask other students for suggestions.

Debrief:

- Students can take the circle diagram of the journey home and work on setting their goals with it.
- Challenge students to come up with their own diagram (with their own steps), and share it with the class.
- “We will revisit the hero’s journey later on in the curriculum. ”

Module 3: Making this Course Our Own

15-25 min

Purpose:

To ascertain student preferences for the shape of the course and engage students in the design process of the course.

Supplies:

- Flip chart
- Markers

Slides:

- “How Can We Make This Course Our Own?” (slide 13)

Group Discussion and Goal-Setting for the Course:

- Using the slide, lead students through the questions.
- Record their answers on flip charts and use them to help you decide on content, student contributions, and leadership roles for the rest of the course.

Questions to Ask:

- “If you could walk away from this course knowing more about just one thing, what would it be?”
- “What kinds of activities do you most want to do in this course?”
- “What kinds of activities would you like to do, on your own or as a group, outside of class?”
- “What role would you like to play in designing and carrying out these plans?”

Discuss Topics:

“Of the topics listed by other California foster care youth, or others that concern you, which would you like to spend time discussing in class?”

Discuss Types of Activities:

Ask the group if they prefer class discussions, slide presentations, games like Jeopardy, in-depth reading and learning in groups, art and self-discovery activities, self-assessments and psychology tests, meditation, exercise, cooking, etc.

If the group is interested in a long-term project, use the instructions in your Peer-to-Peer Support Group Manual to give them some ideas about how a group project would work and what their focus could be. You may need to remove some of the suggested activities to make space for group project work. See further information about doing group projects in the section that follows these instructions (on customizing the Supplemental Curriculum).

Segue:

- Take It Home activity options
- “Session 2 will build on what we’ve discussed thus far, bringing focus to daily wellness and self-care.”

Take It Home Activities

Slides:

- “Take It Home Activities” (slide 14)

Student Workbook Materials:

- “Change a Habit for 7 Days!” (book 2, page 21)
- “Assemble your Medical/ Mental Health File” (book 2, page 22)
- Refer back to “Set Your Goals the CHAMP Way”

Resource Guide Materials:

- All handouts under the “Daily Wellness” Category

Directions:

- One of the goals for this course is to provide information students can take home that might help them in their journey toward wellness, as well as to give them a chance to build healthy habits in their everyday lives. Students have been given handouts with information and resources and options for fun and interesting activities they can do on their own, to build health and wellness habits.
- Take It Home options can be done throughout the time during which Sessions 1 and 2 are offered. There will be new Take It Home resources and activities provided for Sessions 3 and 4 (what you say here will of course depend on how you sequence the course).
- If students elect to work together on longer-term group projects such as those recommended in the Peer-to-Peer Curriculum, these may become the focus of Take It Home activities.

Take It Home Options:

Decide ahead of time whether and how you will provide materials from the Resource Guide. Use the Take It Home Options slide, and the instructions and worksheets provided in the student workbook, to explain the options for Take It Home activities provided for Sessions 9 & 10:

- **Change a Habit for 7 Days:** Learn a new physical activity or add one new food and take one away for a whole week.
- **Assemble Your Medical and Mental Health File:** Assembling one’s medical file can be challenging, especially if there have been a lot of placement and doctor changes. Having one’s medical paperwork in order and in one’s possession can really help in a medical or mental health emergency when patient records are otherwise difficult to access. It can also provide a way of empowering youth to take charge of their care. But locating files and reaching providers may be difficult, and a project like this could bring up issues and emotions for youth who feel dislocated from their past. Be prepared for this, and perhaps ask any students who choose this activity to let you know what they plan to do because they might need assistance.
- **Student’s Choice or Group Work:** Your students may like to devise their own take home activities or work on a group project. Be creative and allow students to come up with their own ideas. Remind them to continue working with goals on their CHAMP goal setting form or their Hero’s Journey Diagram. Ask if anyone would be willing to share their progress on a CHAMP goal or Hero’s Journey Diagram during the next session. Also ask if anyone has created their own version of the Hero’s Journey (their own steps) that they would like to share.

Session 10 (Modules 4-6)

Purpose:

To explore and build healthy daily habits and learn new ways to respond to stress.

Module 4: Get Active!

30 min

Icebreaker: “My Favorite Way to Play”

© 2008 Dustianne North, M.S.W., Ph.D.

20-25 min

Purpose:

To break the ice among participants, encourage healthy physical activity, and hear from students who did Take It Home activities.

Slides:

- “My Favorite Way to Play” (slide 16)

Introduce Activity:

- Use the corresponding slide to explain instructions and guide students into a circle formation.
- Ask students to think about their favorite ways to be active—working out, playing a sport, dancing, skipping, walking or hiking, jumping jacks, etc.
- Have them come up with a motion they can do for the group that represents their chosen activity.

Activity Instructions:

- Have the first student say his or her name and favorite physical activity or sport, and then ask him or her to create a unique motion or stance to show the activity.
- The next student repeats what the first said and the motion made, then adds his or her own name, activity, and motion.
- The last student in the circle has the task of remembering everyone's name, activity, and motion.

Debrief:

- “What new kinds of exercises and sports might you try, from what you've heard today?”
- “What else did this game teach us about ourselves and each other?”
- “How can we help each other be more active in our everyday lives?”

Take It Home Reports

10 min

Slides:

- “Take It Home Reports” (slide 17)

Directions:

Ask: Has anyone completed a Take It Home activity since last week?

Select 1-3 Students to share what they have learned:

- What did you do? What did you learn?
- Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?
- Did it help you learn to take better care of yourself?

Debrief:

Make the connection between this module and the Hero's Journey:

- “How do you think this information is related to the Hero's Journey?”
- “Do you think it specifically relates to any of the eight parts of the journey, and if so, why?” (Refer students to the worksheet).

Module 5: Self-care

30 min

Purpose:

To help students consider and develop healthy responses to various stressful situations.

Activity: “Bridging the Gap”

© 2007 Sarah E. Kremer, M.A., ATR-BC, adapted by Jerry Sherk

Supplies:

- Poster board
- Markers

Slides:

- “Bridging the Gap” (slide 18)

Introduce Activity:

This is an activity that asks you to quickly come up with strategies for dealing with stress. You can get support from other students if nothing quickly comes to mind.

Activity Instructions:

- Ask students to “create a bridge” by forming two rows facing each other (place the two rows six feet apart.)
- Ask for a volunteer to be the first to try to cross the bridge. Place the volunteer at one end—the goal is to reach the other end.
- Let the student know that you will call out potentially stressful situations. Each question starts with “What would you do if...” (see examples below). If the student responds with a good strategy, he or she will be able to take one step forward.
- If the student can’t think of a good strategy, he or she can ask other students to offer strategies, and if the student receives a good answer, he or she will still be able to take one step forward.
- The goal is for each person to make it all the way through and join the bridge at the end (and help in shouting out suggestions).

Examples of Stressful Situations:

“What Are You Going To Do If...”

- Your boyfriend or girlfriend breaks up with you?
- You go to class and find you have to take a test you haven’t prepared for?
- You spill a drink on your clothing on the way to school and can’t go home to change?
- Your friend accuses you of gossiping about him or her (and it’s true)?
- You find your bank account has \$200 less than you thought?

Debrief:

- “How was this exercise for you?”
- “Was it helpful to have suggestions from others when you got stuck?”
- “What does getting suggestions from others teach us? Sometimes we need to reach out to get ideas and suggestions when we don’t have the answers ourselves.”
- “Thanks for bridging the gap and for helping others to bridge the gap.”

Module 6: Daily Habits for Wellness

30 min

Purpose:

To further our understandings of healthy daily habits.

Wellness Puzzle OR Wellness Jeopardy II

Student Workbook Materials:

- “Wellness Puzzle” (slide 19)

Supplies:

- Jeopardy board materials (online game board, PowerPoint slide with index cards, or printed banner with index cards)

Trainer Guide Materials:

- “Wellness Jeopardy II” questions and answers. These are the same as in the online board plus additional options for customization and Double Jeopardy.

Slides: (use as needed)

- “Wellness Puzzle” (slide 19)
- “Wellness Jeopardy” (slide 20)
- “Jeopardy!” (slide 21)
- “Double Jeopardy!” (slide 22)
- “Final Jeopardy!” (slide 23)
- “Winner!” (slide 24)

Resource Guide Materials:

- Materials in the “Daily Wellness” section—provide minimum one copy per team, to use in the activity

External Sources:

- JeopardyLabs.com

Preparation:

Assess whether students are in the mood for in-depth learning and sharing about daily wellness, or whether they want to play Wellness Jeopardy. This is a key opportunity to allow youth to begin exercising choice in the curriculum.

Follow the instructions below for the activity selected.

Option #1: Wellness Puzzle

Introduction:

Using instructions on slide and in workbook, organize students into these six groups:

1. Diet and Nutrition
2. Lifestyle
3. Exercise
4. Sleep
5. Personal Hygiene
6. Accessing Medical Care

Activity Instructions:

- Each group selects an issue to discuss in more detail and completes the corresponding worksheet found in the following pages.
- Suggest that they are now experts on one piece of a wellness puzzle. Ask groups to share findings with the rest of the class, to complete the puzzle.

Debrief:

- “What have we learned here today?”
- “How do these different pieces of the wellness puzzle fit together? What are some key lessons?”
- “What new habits and activities will you incorporate into your routines?”

Option #2: Wellness Jeopardy II

Preparation:

We have created Wellness Jeopardy questions and answers for this activity, but you can also create your own. To create or access a game board, choose one of the following three options:

- **Interactive online game board.** We have created an online jeopardy board complete with questions and answers. This is the most convenient option to choose if you have online access in the classroom, a computer, and a projector. The online version has a scorekeeping feature. Visit <https://jeopardylabs.com/play/wellness-jeopardy23>
- **Non-interactive PowerPoint slide with index cards.** Generic Jeopardy, Double Jeopardy, and Final Jeopardy game boards are provided in your curriculum slides. Instructors can either read the questions and answers aloud or put the questions and answers onto index cards and tape them onto the board projected on the slide as the questions are revealed. You will need to prepare a score sheet for this delivery method.
- **Printed banner with index card questions and answers.** Instructors can order or create a printed banner to hang in the classroom. Questions and answers can be printed or written on index cards, and tape or Velcro can be used to attach the cards to the board as they are revealed. You will need to prepare a score sheet for this delivery method.

Introduction:

- “Are we all familiar with the game of Jeopardy? Today we are going to play a Jeopardy game that is focused on daily wellness concepts and facts. This game will demonstrate how much you already know about Daily Wellness and help you learn some interesting new information about topics such as:
 - Diet and Nutrition
 - Personal Hygiene
 - Exercise
 - Sleep
 - Lifestyle—Putting it All Together (this category is a mixed bag of questions from the previous categories, as well as some miscellaneous topics).”
- Answers to all Jeopardy questions can be found in the “Daily Wellness” section of the Student Resource Guide. Teams are allowed to use the Student Resource Guide during the game.

Activity Instructions:

(Note: Jeopardy normally employs a question as the answer style, but we employed a standard answer style to make facilitation easy and avoid confusion in the classroom).

- Divide the class into teams. Ask each team to either rotate turns or choose a team speaker.
- Have the teams alternate taking the first chance to answer questions.
- During a team’s turn, team members will discuss which category and difficulty level they want. The team speaker will announce the selection.
- When a question is posed, the team will have 30 seconds to discuss their answer, and then the team speaker will announce their answer. If the team’s answer is correct, the team receives the points indicated on the game board. If the answer is wrong, the other teams have a chance to answer and win those points.
- Instructors can either keep track of the score and time or ask a student to be the scorekeeper.
- Teams take turns answering questions until they have gone through the entire game board (in the interactive online version, point values will disappear once a question has been clicked on; you will need to cross off squares as they are used up when using a projected game board or a banner).

Additional Options:

- A **“Double Jeopardy”** (<https://jeopardylabs.com/> board can be created if you want the game to be twice as long. Although we have not created this board for you, we have provided an array of additional questions that you can use to build one (in this guide), or you can make up your own questions. These questions are worth double the points of single Jeopardy and are facilitated as a second round in the game.
- You can use one of the attached additional questions or create your own “Final Jeopardy” round. When the regular game is over, tell teams the category of the Final Jeopardy question. Have each team secretly discuss and write down the number of points they will wager. If they are correct, they win those points; if they are incorrect, they lose them.

Debrief:

- “What have we learned here today?”
- “What are some key lessons?”
- “What new habits and activities will you incorporate into your routines?”

Wellness Jeopardy Questions II Organized by Topic

Game (<https://jeopardylabs.com/play/wellness-jeopardy-ii2>)

To create a new game (<https://jeopardylabs.com/>)

Note: Questions with values assigned are already included in the game linked above. The additional questions are for you to design your own game, or you can make up your own questions.

Diet and Nutrition

100

Q: This vitamin helps blood clot, so cuts and scrapes can stop bleeding quickly.

A: Vitamin K

200

Q: Which foods are the best choices for providing the nutrients your body needs to stay healthy and grow properly?

A: Whole or unprocessed foods

300

Q: This vitamin is important for manufacturing red blood cells, but is not found in plant foods.

A: Vitamin B12

400

Q: Using these products can cause serious problems, like abnormalities in the salt and potassium levels in the body, which lead to problems with the heart's rhythm.

A: Laxatives or diuretics

500

Q: This is one indicator of dehydration, but it is not an early warning sign.

A: Thirst (means you already are dehydrated)

Additional Questions

Q: This type of vitamin can build up in your system to levels that can cause problems.

A: Fat-soluble vitamins

Q: This is a condition that occurs when someone loses more fluids than he or she takes in.

A: Dehydration

Q: One of the main causes of dehydration is what?

A: Gastrointestinal illness (stomach flu, diarrhea, vomiting)

Q: Feeling dizzy and lightheaded, having a dry or sticky mouth, and/ or producing less urine and darker urine are symptoms of what?

A: Dehydration

Q: True or false: You need eight glasses of water a day.

A: False; you just need enough to keep thirst at bay (your body needs more fluids if you're sick or sweating a lot).

Q: If you're playing sports or participating in a strenuous activity, how long are the intervals between which you should be drinking fluids?

A: 20 minutes

Q: If you faint or feel weak or dizzy every time you stand up (even after a couple of hours), you might be what?

A: Dehydrated

Q: What percentage of the brain is water?

A: 75%

Q: What percentage of blood is water?

A: 92%

Q: What substance helps convert food into energy in your body?

A: Water

Q: What can lead to heat exhaustion and possible heat stroke, which can be very serious—or even fatal?

A: Dehydration

Q: This illness is caused by over-hydration.

A: Hyponatremia

Q: Nutritionists say that this form of sugar is a major culprit in the country's obesity crisis.

A: High fructose corn syrup

Q: A can of soda contains approximately how many teaspoons of sugar?

A: Ten

Q: One national survey showed that teenagers on average ate how many teaspoons of sugar per day?

A: 34

Q: What kind of sugar does our body need and where do we get it?

A: Glucose; from fruits, veggies, grains, and dairy.

Q: True or false: Too much sugar can cause type 2 diabetes.

A: False; being overweight (possibly a result of eating too much sugar) is a main cause of type 2 diabetes

Q: Which four food types are represented in sections on the USDA's MyPlate?

A: Vegetables, fruits, grains, and foods that contain protein.

Q: According to MyPlate, how much of your plate should be fruits and vegetables?

A: 1/2

Q: According to MyPlate, how much of your plate should be grains and protein?

A: 1/4 grains, 1/4 protein

Q: What does MyPlate suggest you drink besides soda, sports drinks, and other sugary drinks?

A: Fat-free or low -fat (1%) milk and/or water

Q: Why is the vegetable portion the largest on the MyPlate graphic?

A: Because vegetables provide many of the vitamins and minerals we need for good health

Q: What does "eat your colors" mean?

A: Different colored vegetables provide distinct nutrients, so we should be eating a variety of veggies in many colors to get an array of nutrients.

Q: A colorful fruit cup is more than just pretty—what is it?

A: A nutrition powerhouse

Q: Most refined grains such as white flour have some of the nutrients, not fiber, added back after processing. What is this called?

A: Enriched flour

Q: These types of grains are more nutritious than refined grains and have lots of dietary fiber that can help you feel fuller longer.

A: Whole grains

Q: What kinds of food help the body build, maintain, and repair tissue?

A: Protein-rich foods

Q: Beside nourishment, what benefits every part of our bodies, including the mind?

A: Regular physical activity

Exercise

100

Q: Exercising decreases a person's risk to develop which cardiovascular diseases?

A: Type 2 diabetes and high blood pressure

200

Q: What type of exercise gets the heart pumping and quickens your breathing?

A: Aerobic

300

Q: This type of yoga is practiced in rooms that may be heated to more than 100°F (37.8°C)

A: Bikram yoga

400

Q: To reap the benefits of yoga, one must practice how often?

A: Regularly

500

Q: What percentage of muscles is water?

A: 75%

Personal Hygiene

100

Q: Dentists say that the most important part of tooth care happens where?

A: At home

200

Q: Which part of the body has the thickest skin?

A: Soles of our feet

300

Q: Hair grows everywhere on the human body except where?

A: The palms of the hands, soles of the feet, eyelids, and lips (any combination of these are acceptable answers)

400

Q: A part of the human body that heals back exactly as it was after an injury.

A: Fingertips/ fingerprints

500

Q: What cushions the body against injury?

A: Hair

Additional Questions

Q: Without these, we'd have a hard time scratching an itch or untying a knot.

A: Nails

Q: Without these in our skin, we couldn't feel warmth, cold, or other sensations.

A: Nerve cells

Q: Which layer of our skin has four layers of cells that are constantly flaking off and being renewed?

A: Epidermis

Q: What is the term for when you get cold and the muscles attached to your hair tighten up in an attempt to keep the body warm?

A: Goosebumps

Q: What are the white spots that sometimes appear on your fingernails?

A: Evidence of past trauma (like pinching your finger in a drawer)

Q: What is the skin behind the nail called?

A: The matrix

Q: What foot ailment is commonly found in adolescents and is more likely to occur during warm weather?

A: Athlete's foot

Q: This skin fungus causes ring-like lesions, but isn't a worm at all.

A: Ringworm

Q: What do you call tiny organisms that cause disease?

A: Germs

Q: Bacteria, viruses, fungi, and protozoa are all considered what?

A: Germs

Q: As invasive germs use up your nutrients and energy, most will produce waste products, known as what?

A: Toxins

Q: What causes the annoying symptoms of common colds or flu-like infections—such as sniffles, sneezing, coughing, and diarrhea—and can even cause high fever, increased heart rate, and life-threatening illnesses?

A: Toxins

Q: What is the best way to stop germs from getting into your body?

A: Washing your hands often

Q: How do you use the kitchen as an opportunity to get rid of germs?

A: Use proper food handling techniques

Q: What are the most important things that you can do to keep your teeth and gums healthy?

A: Brushing and flossing

Q: What is the minimum amount of time dentists recommend you brush your teeth per day?

A: Two minutes

Q: What action removes the plaque and particles of food between your teeth and under the gum line?

A: Flossing

Q: Eating sugar is a major cause of what dental ailment?

A: Tooth decay

Q: How long do experts recommend you wait between eating foods containing sugar?

A: Three hours

Q: 60% of 15 year olds will experience the first stage of gum disease, known as what?

A: Gingivitis

Sleep

100

Q: While exercise is not recommended before bedtime, many sleep experts believe that exercising during what time of day may actually help a person sleep?

A: Late afternoon

200

Q: How many stages does our brain pass in one sleep cycle?

A: Five stages (1, 2, 3, 4, and REM)

300

Q: What is the number of sleep cycles during an average night's sleep?

A: 4-5

400

Q: What are the most common triggers for frequent nightmares?

A: Emotional triggers such as stress or anxiety

500

Q: People with this sleep disorder may snore, have difficulty breathing, sweat heavily during sleep at night, and feel extremely sleepy or irritable during the day.

A: Obstructive Sleep Apnea

Additional Questions

Q: What should you do if you think you're getting enough rest at night but you still feel tired during the day?

A: See a doctor

Q: What does REM stand for?

A: Rapid eye movement; most vivid dreams occur at this stage

Q: People with this syndrome actually feel physical sensations in their limbs, such as tingling, itching, cramping, or burning. The only way they can relieve these feelings is by moving their legs or arms to get rid of the discomfort.

A: Restless Leg Syndrome (RLS)

Q: What helps people solve problems more creatively?

A: Getting enough sleep

Q: This can affect everything—from someone’s ability to pay attention in class to overall mood.

A: Sleep deficit (not getting enough sleep)

Q: Difficulty waking up in the morning, inability to concentrate, falling asleep during classes, feelings of moodiness, and even depression are all symptoms of what?

A: Sleep deficit (not getting enough sleep)

Lifestyle

100

Q: Foster youth have Medi-Cal benefits available until what age?

A: Currently, 21; starting in 2014, until 26

200

Q: True or false: You have the right to say no to any medications or treatment.

A: True

300

Q: Anti-depressants, anti-psychotics, mood stabilizers, and stimulants are all examples of what?

A: Psychotropic medications

400

Q: What is the term used for chronic trouble falling and staying asleep?

A: Insomnia

500

Q: Which bristle hardness is most recommended by dentists?

A: Soft bristles, to minimize damage to teeth and gums

Medical Care

100

Q: Who do you call if you need help with a health-related issue, or want more information about keeping your Medi-Cal benefits?

A: Office of the Foster Care Ombudsman

200

Q: What type of medical professionals have an advanced degree and work very closely with physicians to provide care for patients, but are not doctors themselves?

A: Nurse Practitioners

300

Q: This person specializes in the body's immune responses.

A: Allergist

400

Q: These are serious medications that can affect a person's mind, emotions, and behavior.

A: Psychotropic medications

500

Q: What does an oral/maxillofacial surgeon do?

A: Removes wisdom teeth

Additional Questions

Q: What are some symptoms of alcohol withdrawal?

A: Blackouts, anxiety, confusion, depression, and inability to concentrate.

Q: Stopping medications abruptly can lead to what effect?

A: Withdrawal or other serious side effects

Q: Why is it important to know what medications you are taking?

A: Because many psychotropic medications have side effects and can interact with other medications, even natural ones, in negative ways

Q: Why should you track your progress on medications?

A: To see if they are working well for you and your particular medical needs.

Q: What is the goal of treatment for alcohol and drug recovery?

A: Lessen withdrawal symptoms, prevent complications, and begin recovery

Sessions 11 & 12

Stress and Trauma, Coping and Recovery (6 modules + Take It Home activities)

These sessions will delve more deeply into stress management and coping techniques, and will allow students to explore the relationships among trauma, brain development, and recovery.

Session 11 (Modules 1-3)

Purpose:

To learn more about the effects of stress and trauma, the power of positive attitude, connections, and experiences to help us cope and recover.

Module 1: Introduction-Stress and Trauma, Coping and Recovery

30 min

Icebreaker: “Hum This!”

Slide:

- “Hum This!” (Supplemental slide 27)

Activity Instructions:

On small pieces of paper, write down the names of several well-known songs. Make sure you have an equal number of songs for the number of people in your group. For example, if you have nine participants, you might want to have the names of three songs, and you would write each song title on three separate pieces of paper.

Examples of Song Titles:

- “Crazy” by Gnarlz Barkley
- “Hey Ya” by Outkast
- “Thriller” by Michael Jackson
- “Girl” by Destiny’s Child
- “The Star-Spangled Banner”
- “Don’t Stop Believin’” by Journey
- “We Wish You a Merry Christmas”

Directions:

- “Without talking, walk around and hum your song so that others can hear you.”
- “When you find everyone who was given the same song, then practice humming it together for a while—the best you can. I will then ask you to hum it to the entire group.”
- “The larger group will then guess your song. When everyone is done, I will ask each group to choose another song, one that you all agree on, and then practice humming it.”
- “Then I will ask you to hum it to the larger group, and the group will guess what it is.”

Debrief:

- “How did you like this icebreaker?”
- “The main point of this activity was simply to have fun—and having fun is a great stress reducer. Even people on their hero’s journey need to laugh sometimes.”

Discussion: Key Concepts:

“Today, we will revisit stress management, and also build on what we learned about the brain by exploring trauma and recovery.”

Debrief:

- Make the connection between this module and the Hero’s Journey: “How do you think this information is related to the Hero’s Journey?”
- “Do you think it specifically relates to any of the eight parts of the journey, and if so, why?” (Refer students to worksheet.)

Module 2: Stress Management

30 min

Purpose:

To build a greater understanding of stress, and to explore the impact of attitude on stress and coping.

Review of Stress Module from Session 3

5 min

Slides:

- Key Concept: “Stress” (slide 28)
- “Review of Stress Module” (slide 29)
- Key Concepts: Coping and self-care (slide 30)

Slides/ Discussion:

“For those of you who were in the earlier class on stress, you will remember the main things we discussed.”

Using the “Review of Stress Module” slide, discuss these points with your students:

- “Everyone has stress. It’s a natural and normal thing to have. And stress is sometimes good.”
- “Stress adds up. We did a self-assessment where each stressor had a hypothetical stress value number. This helped us to understand that each individual stress has a ‘weight’ that contributes to our overall stress.”
- “There are many ways to reduce stress. Most experts believe that exercise is the number one stress reliever. Eating well is up there, too, and of course getting a good amount of restful sleep. We will discuss other strategies today.”
- “The last point we covered in the other stress class is: If you are able to talk to someone, while feeling safe, it can greatly help in reducing stress.”
- “Stress is different for everyone.”

Debrief:

- “Did any questions or thoughts come up as we went through the list?”
- “Does anyone want to share their thoughts?”

The Power of a Positive Attitude / Working with Our Thoughts

25 min

Youth Workbook Materials:

- The Work of Byron Katie (book 2, page 25)
- Eckhart Tolle’s *The Power of Now* (book 2, page 26)
- Glossary (book 2, pages 65-67)

Brief Discussion:

- Lead students through the following workbook materials: “The Work,” By Byron Katie, and *The Power of Now*, by Eckhart Tolle, in the Youth Workbook.

It’s All About Attitude

Youth Workbook Materials:

- A Tale of Two Women (book 2, page 28)
- The Rorschach Inkblot Test
- Half Full/Half Empty Activity (book 2, page 29)

Introduce Story/Activity:

- Provide students with the handout of the short story: “Two Women—Two Cities”
- “Today we are going to talk about how our attitudes affect how we see the world, and what we can do to change how we see things.”
- “You all have the handout ‘Two Women—Two Cities.’ Could someone please read the story?”
- “After they have finished, ask the group, ‘What points do you think this story brings up?’”

Discuss Story:

- “It was the same city in the story; the wise woman knew that it’s not the city (the world), but how you see the city (the world.)”
- “The first young lady saw the negative in all her experiences, and so the wise lady knew that she would take her past and overlay it on her future.”
- “The wise lady knew the second person would overlay positive experiences on her future life because she was a positive person.”

Debrief:

- “What does this have to do with you, your current situations, and how you view your future?”
- Field responses can include: Each of us has the same potential as the two ladies in the story. We can see the positive in everything, or the negative.

Inkblot Activity

Directions:

- Direct students to the image of the Rorschach Inkblot in their workbooks.
- “You have the handout with the inkblot at the center of the page. What do you see? This is a test that psychologists use to try and understand what’s going on in a person’s mind.”
- “As you can see, the image is just a blot on the paper, and so whatever you see, you are making it up in your mind—the blot was not made to represent anything.”
- “This is actually further proof that the world just is, and we put our own meaning onto it.”
- “What does this have to do with a person’s attitude about his or her circumstances, or with things that each individual experiences in his or her life (including their stress)?”
- Field responses might include: It’s not so much the world, as it is good and bad, but it’s what’s inside of us that really matters—it tells us how we see things.

Half Full / Half Empty Worksheet

Directions

- Direct students to the handout of the Half Full/Half Empty Glass in workbook.
- Ask them to look at the half full and half empty glasses on the handout. Ask them if they’ve heard this concept before, and to respond to the question that is on the handout: “What does this image have to do with an individual’s attitude?”
- Field responses, such as: Things just are—it’s how you feel inside that leads you to how you see things. And, the world can either be half full or half empty—how are you going to see it?

Discussion: How is this Related to the “Hero’s Journey”?

- “Heroes stay on task—and that means they aren’t taken off course every time some little thing comes up.”
- “Heroes are able to ‘respond’ instead of ‘react.’ They respond to what’s important, instead seeing the bad in everything and having a knee-jerk reaction to each little thing.”
- “Heroes generally maintain a good attitude about things—they don’t let the small stuff get them down—and this can include seeing the glass as half full.”

Module 3: Trauma, Development, and Recovery

30 min

Purpose:

To learn about how trauma affects brain development, and how positive attachments and experiences can help heal trauma and get development back on track.

Slides:

- Key Concepts: “Trauma” and “Development” (slides 34-35)
- “Dr. Denise Johnston” (slide 36)
- “The Brain: Trauma, Development, and Recovery” (slide 37)

Youth Workbook Materials:

- Optional: Print slides “The Brain: Trauma, Development, and Recovery” as a handout for youth
- “Guideposts of the Hero’s Journey” (book 2, page 6)

Slide Presentation: “Trauma, Development, and Recovery”

By Peggy Mcdermott; adapted by Dustianne North and Andrea Barrera

Preparation:

We recommend instructors practice the following two activities ahead of time.

Introduce Module:

- “We have discussed the power of positive thinking, which can help us deal with many situations and help us choose positive experiences, but what happens when something very traumatic and difficult occurs?”
- “Positive thinking is not always enough, since very shocking and damaging events can have a lasting effect. Still, though, we can find positive solutions that can help us heal trauma and move forward.”
- Using slides, review the following key concepts: Trauma and Development.
- Discuss Dr. Johnston’s quote: “Development is like baking a cake. Some people have had good things go into their cake. Some people have had other things go into their cake. If you look like what went into your cake, you are developmentally normal.”
 - “What does this tell us? Are people with negative behaviors and traits always ‘mentally ill’ or ‘abnormal’ or ‘crazy?’ How does this idea help us understand ourselves and troublesome aspects of our lives?”

Discuss and Display Slide Presentation:

- The next several slides are devoted to exploring how the brain develops, the systems that matter in terms of trauma, and the process by which these develop. Go through slides and discuss concepts.
- “The main point is that the brain develops from the inside-out. Early childhood experiences are important because they are formative, meaning that these experiences have a large impact on the way a person develops, because we are the sum total of our life experiences. We develop instinctual functions and responses first, then emotional ones, then rational thinking.”
- We have also learned more about the anatomy of the brain. Let’s get an even better picture of this with the following activity.”

Activity: “Fist for a Brain”

Introduce Activity:

“To show what we mean when we say that early childhood experiences are formative, we are going to do a quick activity using our fists to understand how the brain is built, and where our early childhood experiences are stored.”

Activity Instructions:

From the slide entitled, “Fist for a Brain”:

- “Extend both arms with palms open and facing down and lock your thumbs.”
- “Curl your fingers to make two fists.”
- “Turn your fists inward until the knuckles touch.”
- “While the knuckles are touching, pull toward your chest until you are looking down on your knuckles. This is the approximate size of your brain. The thumbs are crossed to remind us that the left side of the brain controls the right and vice versa. The knuckles and outside part of the hands represents the cerebrum (cortex) or thinking part of the brain.”
- “Spread your palms apart while keeping the knuckles touching. Look at the tips of your fingers; they represent the limbic or emotional system. Notice how the system is buried deep within the brain and how the fingers are mirror-imaged. This reminds us that most of the structures of the limbic system are duplicated in each hemisphere.”
- “The wrists are the brainstem where vital body functions (heartbeat, body temperature, blood pressure) are controlled. Rotating your hands shows how the brain can move on top of the spinal cord, which is represented by your forearms.”

Continue Slides/Discussion:

- “Now let’s discuss a little bit more about why traumas experienced during early childhood need more attention than later life experiences if we are attempting to heal them.”
- Review the slide entitled, “Amygdala.”
 - The limbic system: “...supports a variety of functions, including emotion, behavior, motivation, long-term memory, and olfaction. It appears to be primarily responsible for our emotional life, and has a great deal to do with the formation of memories.” (Wikipedia)
 - “When we are startled or shocked, the brain reacts differently than it does to other information, because the amygdala is triggered first, instead of the more rational neocortex.”
 - “Information moves from the inside of the brain out, instead of from the outside in. It is no coincidence that having strong emotional reactions is referred to as “flipping your lid”—since your brain essentially turns inside out!”

Activity: “Flipping Your Lid”

Directions:

- “To show what we just discussed, let’s do another hand exercise, much like Fist for a Brain.”
- Follow the directions beginning on the slide entitled, “Brain Development Activity.”
- Walk youth through the instructions on the slides; show visually how triggering the amygdala/limbic system first is literally like “flipping one’s lid”: rational thinking involves the cortex is an inward movement, and more emotionally-based reactionary thinking, or reacting to trauma, stems from the inside of the brain outward.

Continue Slides/Discussion:

- Review the slide entitled, “The Effect of Trauma on Development.”
 - “A trauma state can be ingrained into development if unhealed.”
 - “Since young children cannot yet prevent themselves from ‘flipping their lids,’ traumas that occur at a young age are felt strongly; we don’t have the ability to rationally understand what is happening to us when we are small, so we have intense limbic system responses to things at that age.”
 - “Early childhood is also a ‘sensitive period’ for brain development, so trauma at an early age has a more lasting effect. This can affect a variety of things in your life.” (see list on slide)
- Show “Compare These Images” slides
 - “We can actually see physical proof that trauma affects brain development!”
- Continue with slides
 - “But never fear, you can heal and recover... you can always get developmentally back on track, or put new, good things ‘into your cake’ as Dr. Johnston would say.”
- Plastic Fantastic—The Brain Has The Ability To Change! [go through slide]
- Resilience and Attachment [go through slides]
- Strategies: How to Restore Attachment When It’s Been Lost [slide]

Debrief:

- “Did these exercises and information help you understand the mind/ body connection?”
- “Does anyone want to share any thoughts or questions about the content here?”
- Make the connection between this module and the Hero’s Journey:
 - “How do you think this information is related to the Hero’s Journey?”
 - “Do you think it specifically relates to any of the eight parts of the journey, and if so, why?” (Refer students to worksheet.)

Take It Home Activities

Slides:

“Take It Home Activity Options”

Youth Workbook Materials:

- Byron Katie’s “The Work” Worksheet (book 2, page 36)
- *The Power of Now*, by Eckhart Tolle (book 2, page 26)
- “My Eco-Map,” by Dustianne North (book 2, pages 38-40)
- “Find or Create Your Own Relaxation Exercise!” (book 2, page 41)

External Materials:

- Relationships Activity: Liking Yourself (HRM video: Toxic Relationships Packet)

Take It Home Resources:

- Workbook handouts on “The Work” by Byron Katie
- “The Power of Now” by Eckhart Tolle
- Information in the “Stress and Stress Management” section of the Student Resource Guide

Take It Home Options:

Use the Take It Home Options slide and worksheets provided in the Youth Workbook to explain the options for Take It Home activities provided:

- **“The Work” worksheet**, based on the work of Byron Katie: Three copies of this are provided for students, because a main recommendation of Byron Katie is that people actually DO a worksheet when they are upset, not just understand the concepts.
- **“My Eco-Map”** (© 2011 Dustianne North): Students may need assistance understanding this activity, so become familiar with it and be prepared to explain it.
- **“Find or Create Your Own Relaxation Exercise!”**

Additional Options:

In addition to the three activities listed in the Youth Workbook, we recommend you provide a fourth option, which will strengthen the attention given in this curriculum to the importance of healthy relationships:

- Relationship activity: “Liking Yourself” (HRM Video)
- OR perhaps your students have selected to work on a group project

Also remind students to continue working on their CHAMP goal setting form.

Next session, students will be discussing songs or pieces of music that speak to them when they are having a hard day. A few students may play their selections for the class, so suggest they bring a piece of recorded music if they are interested.

Session 12 (Modules 4-6)

Purpose:

To learn more coping and self-care strategies, and to increase an understanding of specific mental illnesses.

Module 4: Self-Care Strategies

20 min

Purpose:

To introduce principles of self-care for integration into a daily wellness routine/ practice.

Icebreaker: “Music That Makes Me Feel Better”

Slides:

- “Music That Makes Me Feel Better” (slide 62)

Youth Workbook Materials:

- “Music That Makes Me Feel Better” (book 2, page 32)

Preparation:

A few participants may perhaps play their song for the group, if time and equipment allow; prepare them for this ahead of time.

Introduce Activity:

“You may not realize it, but if you enjoy listening to music, then you are already practicing one form of self-care! Let’s take some time to figure out why that is.”

Instructions (use slide and worksheet):

- “Write in your workbook at least three songs or pieces of music that speak to you when you are having a hard day.”
- “As we go around in a circle, share with each other one of your songs, and try to describe what it is about the song (lyrics, tone, rhythm, mood, etc.) that makes you feel good or helps you process and release negative emotions.”
- “As you listen and share, jot down some notes about the songs people discuss.”

Debrief:

- “Looking back at the above list of songs, what do they have in common, if anything? What do you think makes these songs helpful to people?”
- “What does this tell us about our emotions? About the value of music in our lives? Is there a downside?”

Take It Home Reports

5 min

Slides:

- “Take It Home Activities” (slide 64)

Directions:

Ask: “Did anyone do a “Take It Home activity” since last week?”

Select 1-3 students to share what they have learned, using the questions provided on the corresponding slide:

- “What did you do? What did you learn?”
- “Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?”
- “Did it help you learn to take better care of yourself?”

Debrief:

- Make the connection between this module and the Hero’s Journey:
 - “How do you think this information is related to the Hero’s Journey?”
 - “Do you think it specifically relates to any of the eight parts of the journey, and if so, why?” (Refer students to worksheet.)

Module 5: Coping Strategies

30 min

Purpose:

To help students to get the big picture that “good” and “bad” are not absolutes—sometimes when something “bad” happens to them, in the end it can wind up being a positive.

Turning Stressful Situations into Strengths—Strengths Finder Exercise

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Supplies:

- Poster board
- Markers

Slides:

- “Strength Finder Exercise” (slide 63)

Youth Workbook Materials:

- “Strength Finder Exercise (book 2, pages 33-34)

Introduce Activity:

- “I’m going to break you up into small groups and give each of you a handout called ‘Strength Finder Exercise.’”

- “At the top you will find inspirational quotes. In the left-hand column, you will see a number of negative life experiences. The right hand column has space for you to brainstorm with your group about strengths or positives that could come out of each of these negative life experiences.”
- “If you wish, create a list of additional negative life experiences and then the corresponding strengths and positives that could come out of them. These experiences can be from your own life, or you can make them up.”
- “Some of these experiences may seem totally negative so work together to develop strengths out of them.”
- “Please choose a recorder and put your findings on poster board. Be prepared to share with the larger group.”
- “For extra credit, your group could create an inspirational quote, using something along these lines:
 - Building strengths out of negatives
 - Overcoming obstacles
 - How to see the positive in the world
 - How to deal with negatives or hurdles
- “You have 10-12 minutes to come with your list and your quotes. Any questions?”

During Activity:

As they begin to work, observe the progress of each group. If they get stuck, give suggestions—one example is that each thing that has happened to them gives them the opportunity to build understanding and empathy for others in similar situations.

Debrief:

- Ask for a volunteer group to share. Divide the available time left, and instruct the volunteer on how long their presentation can be. E.g., “Each group has four minutes to share findings.”
- Affirm each group’s work and start the applause of appreciation after each group shares.
- After each group has shared, thank them all for their efforts. You may also want to make some general comments, such as:
 - “You are all really creative in how you turned the negatives into positives.”
 - “As I recall, you seem to have had some common experiences.” (If this is true)
 - “This gives me inspiration in my own life on how to look at my obstacles in a different light.”
- “To sum up, how we see the world is up to each of us—we can make it hard or easy on ourselves, or we can think about turning our obstacles—and the bad things that happen to us—into strengths.”

Module 6: Understanding Specific Mental Illnesses

40 min

Links to External Sources:

- Mental Health and High School Curriculum Guide on Understanding Specific Mental Illnesses, p. 71; TeenMentalHealth.org [use your licensed login to access these materials]

Jigsaw Puzzle Activity—Understanding Specific Mental Illnesses High School and Mental Health Curriculum

Dr. Stanley Kutcher, TeenMentalHealth.org

Activity Instructions:

- “Please turn to page 71 of your licensed copy of the Mental Health and High School Curriculum Guide on Understanding Specific Mental Illnesses for the instructions and materials for this activity.”

Debrief:

- “What did you learn here that surprised you? How does this information shed new light on things you have been told before?”
- “Is there any way in which this new information will change your approach to your own mental health? To how you interact with people in your life who have mental illnesses?”
- “How might this information benefit you when talking with mental health providers?”

Sessions 13 & 14

Empowering Ourselves and the Foster Care Community (6 modules + Take It Home Activities)

Purpose:

These sessions will empower students to apply lessons to their own lives, advocate for themselves and each other, and work together toward common goals of health and wellness.

Session 13 (Modules 1-3)

Purpose:

To encourage teamwork and self-advocacy, and to think holistically about how to apply the Steps to Wellness to one's particular life and needs.

Module 1: Teamwork!

20 min

Purpose:

To introduce a fun and energetic activity that fosters teamwork, and that can draw on students' creativity.

Slides:

- "Scavenger Hunt!" (slide 66)

Icebreaker: Purse and Backpack Scavenger Hunt

Activity Instructions:

- Break group into at least two teams and have the teams assemble so that they can work together.
- Read off 15 items of your choosing, one at a time, and give the teams 30 seconds to provide the item.
- Allow the teams some flexibility. For example, if they take a cell phone picture of a teammate with a red shirt on, this would count as a picture of someone in a red shirt.
- On the scorecard, mark down each item that they successfully deliver to you.
- At the end, tally up the score and declare the winning team.

Note: One of the main goals of doing this exercise is to show students that they can be creative in finding solutions, especially when they work together.

Module 2: Self-Advocacy

30 min

Purpose:

To empower students to advocate for themselves and navigate health care and mental health systems as independent adults.

Activity: “How to Talk with Providers Scenarios”

Slides:

- Key Concepts: 'Empowerment and self-advocacy (slides 67-68)
- “Scenarios! How to talk to a Provider” (slides 69-70)

Youth Workbook Materials:

- Scenarios: How to Talk with Providers (book 2, pages 43-44)

Resource Guide Materials:

- Materials in the “Accessing Medical Care and Understanding Medication” and “Talking to Providers and Knowing Your Rights!” sections

Links to External Sources:

- **Communicating With Your Healthcare Provider** (<http://www.teenmentalhealth.org/resources>)
Use the instructions and scenarios on slides and in workbook to introduce and facilitate the activity.

Introduce Activity:

- “Let’s look a little more at what it means to advocate for yourself with healthcare and mental health professionals.
- Remind students/ redistribute any and all materials from the resource guide related to talking to providers, knowing and exercising rights, etc.
- “We talked about these a bit during the basic curriculum. Now we have the chance to actually practice some skills, using scenarios.”

Activity Instructions:

- Have students work in small groups, each with a different scenario.
- Have them elect a recorder/spokesperson.
- “We will consider three scenarios in which someone is in need of help.”
- Have students answer the questions for each scenario and share their responses with the class.

Optional:

- If you have very extroverted or mature students, you can also try having two students role play some of the scenarios for other students. Have one play the helper and one play the help seeker.
- Review the scenario, and ask them to try not to break character until you say “freeze.” Tell them the scene begins when you say “action.”

- Other students are to watch and make notes. They are not to critique the students who are in front of the class, but to write down observations about how the provider is affecting the help seeker. They should also write down questions they might recommend the help seeker ask or things they might say to advocate for themselves.
- Remind them that the point of the exercise is not learning how to be a good provider, but learning to get better results as help seekers. So students playing the part of providers have license to play a “good” or a “bad” provider. Have fun with it!
- Say “action.” Allow the scene to play out until you run out of time or the actors run out of interesting things to say.
- If students are too shy to perform, you can also break them into threes: a helper, a help seeker, and an observer. The instructions are the same as above.

Debrief:

- Ask both actors how it felt to play that role, and what they got out of the experience.
- “What has this told us about how to advocate for ourselves?” Perhaps it is worth collecting their strategies and compiling them into a peer-devised list of tips for talking to providers, which they can keep for the future.
- “Throughout this coursework we’ve been talking about heroes. One of the definitions of a hero is someone who knows when to ask for help. Why? A hero is someone who is trying to do something difficult, and if he or she won’t ask for help, instead of reaching their goal, he or she falls behind. So, it’s a good thing to ask for help, and I’m glad you were able to practice.”

Module 3: Applying the Five Steps to Wellness

45 min

Purpose:

To revisit the five Steps to Wellness—self-care, self-monitoring, help seeking, self-advocacy, and assisting and empowering others—and to apply them to real-life scenarios.

Slides:

- “Putting it All Together! The Steps to Wellness (slide 71)
- “Walk in These Shoes: Instructions for Scenarios” (slide 72)
- “Scenarios: Putting it all together” (slides 73-74)

Youth Workbook Materials:

- Steps to Wellness (book 2, page 45)
- Walk in These Shoes: “Steps to Wellness” Scenarios (book 2, pages 46-47)

Introduce the Topic:

Review “Steps to Wellness,” using the slide:

1. Self-care
2. Self-monitor
3. Seek help and support
4. Self-advocate
5. Provide assistance and work with others for mutual benefit

Scenarios: “Walk in These Shoes”

Activity Instructions:

Use the instructions and scenarios in the slides and workbooks to facilitate the activity. Small groups will work with case scenarios to track a person’s self-care, self-monitoring, help seeking, self-advocacy, and ability to assist and empower others.

Directions:

- “How does one actually apply the Steps to Wellness strategies in a real life situation? Let’s consider two cases.”
- “In small groups, read the scenario assigned to you. Answer the questions for each scenario.”
- “Elect a spokesperson to share with the larger group what you all learned from your work together.”

Debrief:

- What did students think of using the steps in this way?
- “How will you apply the Steps to Wellness in your life?”

Take It Home Activities

Slides:

- “Take It Home Activities” (slide 75)

Youth Workbook Materials:

- “Resources in My Community” (book 2, pages 60-61)
- “Envisioning a Social Action” (book 2, pages 62-63)
- “Turning Your Inner Critic into Your Inner Cheerleader” (book 2, page 64)

Student Resource Guide Materials:

- Mental Health First Aid slides (provided separately)
- Materials in the “Accessing Medical Care and Understanding Medication” and “Talking to Providers and Knowing Your Rights!” sections

Take It Home Resources:

- Mental Health First Aid Slides/ worksheets (MentalHealthFirstAid.org)

- “Accessing Medical Care and Understanding your Medications” and “Talking to Providers and Knowing your Rights” sections of Student Resource Guide.

Directions:

Use the Take It Home Options slide and worksheets provided in the Youth Workbook to explain the options for the Take It Home activities provided:

Options:

- “Resources in My Community”
- “Envisioning a Social Action” (© 2009 Dustianne North)
- “Turning Your Inner Critic into Your Inner Cheerleader” (© 2007 Sarah E. Kremer, M.A., ATR—BC)

OR perhaps your students would like to devise their own Take Home activities, or have selected to work on a group project. Be creative and allow students to come up with their own ideas!

Remind the group that they have been focusing on the “Hero’s Journey.” Ask if one or more students would volunteer to search the Internet for a story of a current or former foster youth who has done something heroic for other foster youth. Ask the volunteer(s) to report back to the class about what the person did or is doing, and why they think this person is a hero.

Session 14 (Modules 4-6)

Purpose:

To encourage continued progress toward individual goals, as well as continuing ties, collective mutual aid efforts, and social actions among TAFY as the course comes to an end.

Module 4: Appreciation

20 min

Purpose:

To raise student self-esteem through positive feedback from their peers, and to encourage an appreciation of affirming relationships.

Supplies:

- Blank paper
- Pen/ Pencil

Slides:

- “What I Like About You”

Icebreaker: “What I Like About You”

10 min

Introduce Activity:

Sometimes, even a little smile can make someone’s day. When someone receives positive feedback, it can help him or her to look past their negative thoughts about themselves. Something so simple can make people feel so good!

Activity Instructions:

This activity may take place inside or, if weather permits, outside. Ask students to arrange their desks or themselves in a circle. Have students write their names at the top of a piece of paper. Ask the students to pass their papers to the person on their left. Everyone should now have a piece of paper with the name of the person to their right in their hands. Ask students to write one positive thing about the person whose name appears on the piece of paper, making sure to leave room for other students to do the same. This step should be repeated until each person gets their paper back. Ask students to take a moment to read through what the others wrote about them and reflect on what they like reading about themselves.

Debrief:

- Ask for volunteers to share what they liked reading about themselves, and why.
- What does this tell us about self-esteem?
- How can we get better at recognizing our strengths and supporting each other?
- Remember, someone with a mental health difficulty, or who is just having a bad day, may not have any physical signs. Consider that when you decide how to act toward people throughout your day.

Take It Home Reports

10 min

Slides:

- “Take It Home Reports” (slide 78)

Directions:

Ask: “Did anyone do a Take It Home activity at any time during the course that you would like to share?”

Select 3-5 students—more than usual since today is the last chance— to share what they have learned using the questions provided on the corresponding slide:

- What did you do? What did you learn?
- Was it fun, uncomfortable, difficult, boring, or a bit of all of the above?
- Did it help you learn to take better care of yourself?

Module 5: Working Together!

35 min

Purpose:

For students to consider the shared, and also different, needs and interests they have regarding their own empowerment. Building solidarity and trust among transitioning foster care youth is a foundational step toward potential mutual aid/assistance, collective advocacy, or social action efforts. Solidarity is built upon recognition of shared interests, needs, and common ground. Social capital, or material resources and assistance available through social networks, is also necessary for collective activities, and requires trust and mutual understanding.

Activity: “What Empowers Me and What I’d Like to See”

© Dustianne North, 2009

Slides:

- Key concept: Mutual aid/ assistance and social action (slides 79-80)
- “What Empowers Me” (slide 81)
- “What I’d like to See” (slide 82)
- “Question For the Class” (slide 83)
- “Set your goals the CHAMP Way” (slide 77)

Youth Workbook Materials:

- “What Empowers Me, What I’d Like to See” (book 2, page 50)
- “Mental Health First Aid” (book 2, pages 51-52)

Student Resource Guide:

- Mental Health First Aid slides

Links to External Sources:

- [MentalHealthFirstAid.org](https://www.mentalhealthfirstaid.org)

Introduce Activity:

- “In the basic curriculum, we did a brief visualization where we imagined what it’s like to feel empowered.”
- “We will do that again today, and this time that visualization will just be the beginning of a much more in-depth exercise to explore what we each need in order to further our personal empowerment.”
- “We will also consider others who we feel are lacking empowerment.”

Instructions:

- Go through each activity question. Have students jot down a few notes or draw pictures in response to the questions, but first tell them to put everything down, close their eyes, and take a breath before the initial visualization.
- “Imagine what it feels like when you feel powerful, confident, and masterful over your own life affairs. What situations in your life make you feel this way?”

- Allow 15 to 30 seconds for the visualization, encouraging students to continue breathing evenly and fully. Have them open their eyes and give another 1 – 2 min for them to write or draw and reflect. They will need a couple of minutes each to answer the remaining questions, as well.
- “Consider a situation in your life where you would like to feel more empowered.”
- “What it would be like if you were more empowered?”
- Consider others in the world that lack empowerment. Who would you like to see more empowered, and how so? Now ask students to pair up, and to share their thoughts and reflections with each other, and give them five minutes to discuss. Then ask them to consider:
 - “Did you find any areas of overlap, or commonalities, between you?”
 - “What do you notice about your differences?”
 - “Can you think of any ways the two of you could help each other with needs that are similar or shared?”
 - “Can you think of ways you can help each other, even where your needs are different?”

Debrief:

- “This exercise was meant to help us think about what things we can work on together that will serve us all, by looking for common ground in our needs.”
- “We also considered how we can assist each other despite our differences.”
- Ask any willing pairs to share: “What were some of the things you had in common with your partner? Differences? How did you think you might help each other with these needs?”

Ask the Whole Class:

- “Let’s brainstorm: What are some ways we could all work together as a class, or as the larger community of people raised or working in foster care, to empower ourselves and each other?”

“My Two Journeys”

5-10 min

Directions:

- “Even while we think about what we can do together, we must always keep our own personal goals, needs, and passions in mind.”
- “We will focus on the Hero’s Journey again for a few minutes. Remember the circular model of the journey. Each time you try to do something difficult, it requires another trip around the circle.”
- “Some experts say that each person takes at least two major journeys.”
- “The first journey is called ‘the journey of identity and security.’ You find out who you are, and how to make a living.”
- “The second journey is the ‘journey for others’—you find a way of helping others.”
- “To sum up, the first journey is for you. The second journey is for others.”

Optional:

- “There’s no way for you to know exactly what you will be doing in your future, but I’d like each you to think for a minute and come up with your two potential journeys, one for yourself, and one for others.”

- “You might want to give an example of your own process. (E.g. My first journey was becoming a teacher, and I know there’s some ‘giving back’ involved—but if I were to choose a second journey, one that’s totally for others, I would ‘_____’.)”
- Ask students to share about their two journeys.

Module 6: Helping Each Other

35 min

Purpose:

To learn more about providing mental health first aid using scenarios of real life situations. Mental health first aid is an important new type of mutual assistance: the more individuals in the community who know how to handle someone who is in crisis, the more people can help and rely on each other.

Slides / Discussion: Mental Health First Aid

Slides:

- “Mental Health First Aid Five Step Plan: ALGEE” (slide 84)
- “Instructions for MHFA Scenarios” (slide 85)
- “Scenarios 1, 2, and 3” (slides 86-88)

Youth Workbook Materials:

- Mental Health First Aid Five Step Plan: ALGEE (book 2, pages 51-52)
- Mental Health First Aid Scenarios (book 2, pages 53-58)

Links to External Sources:

- [MentalHealthFirstAid.org](https://www.mentalhealthfirstaid.org) (slides provided separately)

Activity Instructions:

- Use the slide and worksheet provided to re-introduce the topic of mental health first aid, and to review the basic five steps (ALGEE).
- “We talked in the basic curriculum about mental health first aid, and the five steps for dealing with mental health crises: ALGEE.” Remind students what each step means, and facilitate a brief discussion.

Optional:

You can select several of the additional slides provided, which we compiled from [MentalHealthFirstAid.org](https://www.mentalhealthfirstaid.org), to go into more depth about providing mental health first aid in response to key issues like suicide. You can also distribute some or all of the slides to keep for the future.

Activity: “How to Help Someone in Crisis” (Scenarios)

Introduce Activity:

“Let’s try putting these principles into practice!”

Activity Instructions:

- Have students work in small groups and assign a scenario to each. Have them elect a recorder/spokesperson and ask groups to answer the questions and work the ALGEE steps for each scenario, and then record their responses. Have them share their responses with the class.

Optional:

If you have very extroverted or mature students, you can also try having two students role play one of the scenarios for other students (it might be hard to complete two in the time allotted). Have one play the helper and one play the help seeker.

- Review the scenario, and ask them to try not to break character until you say “freeze.” Tell them the scene begins when you say “action.”
- Other students are to watch and make notes. They are not to critique the students who are in front of the class but to write down strategies they might try if they were in the helping role.
- Students playing the part of providers have license to be non-receptive to assistance, or to be difficult (though you might want to stay away from having them be aggressive or unstable; for that kind of activity, students would need far more training and practice.)
- Say “action.” Allow the scene to play out until you run out of time or the actors run out of interesting things to say.
- If students are too shy to perform, but want to try their skills, you can also break them into threes: a helper, a person in crisis, and an observer. The instructions are the same as above.

Debrief:

- Ask both actors how it felt to play that role, and what they got out of the experience.
- “What has this told us about helping people in crisis?”
- “How was this activity? What did you learn?”
- “Do you think you will try to help someone in the future, in this way?”
- “Can you think of ways you have already used mental health first aid principles in crisis situations?”
- “What concerns you about providing this kind of help?”
- “When should you go for help?”

Closure and Post-Test

Student Handout:

- CalMHSA Post-test

Directions:

Thank students for their courage and thoughtfulness in undertaking the wellness work that has occurred here.

- “You are all heroes!”
- “What do you remember most about the coursework?”
- “What struck you most about the ‘Hero’s Journey?’”

Optional:

If you are comfortable doing so, discuss the legend of the wounded healer, below.

“The Legend of the Wounded Healer”

“Have any of you heard about the legend of the wounded healer? We’ve been talking about heroes during the supplemental curriculum, and a wounded healer is a type of hero that’s very important in any society. The legend of the wounded healer comes from our common tribal ancestry, as all humanity used to live in tribes. In this tradition, it was said that a person in the tribe who had something traumatic happen to them—an illness, or a bad experience—would at some point decide to leave the tribe to search for ways of self-healing. This wounded person may have sought out wise people from neighboring tribes to ask them how to overcome whatever it was he or she was facing. Or maybe the person undertook a difficult physical quest, such as digging a hole in the ground in the wilderness and starving themselves until an answer came in a vision. However the knowledge was gained, the individual would then return to the tribe and become of service, helping others to find ways of healing themselves. In some ancient cultures, the wounded healer was called a medicine man or woman.

The legend of the wounded healer is alive today in all of you. Many of you have experienced traumas while you were young. Many of you may have been hurt deeply in life. But through helpful processes, including coursework like this, you are healing yourselves. And as you heal yourself you are learning how to heal others—and as you help others, you truly become a hero. So I thank you for the work you have done, and all the work you will do in the future—for yourself and for others!”

Suggest that having proper closure when relationships must end or change, or when we move onto a new phase of our lives, is important to our wellness. Ask if students have anything they would like to express before the group parts ways.

Discuss ways in which your program can continue to be a source of support and a place for continuing connection with other foster care youth. Suggest other ways for youth from this course to stay in touch and support each other. Gauge interest in ongoing peer-to-peer groups, with the potential to take on an exciting group project—but be careful not to promise this if resources are uncertain.

Administer CalMHSA Post-test.

Customizing the Supplemental Curriculum

Similar to what was provided for the Basic Curriculum, the table below illustrates the structure we used in developing 90-minute sessions for the standard Supplemental Curriculum. Again, paired sessions share a theme and are designed as single three-hour content pieces. Remember, the logic we followed for this component was to start with a focus on daily wellness and self-care, then to delve deep into stress, coping, trauma, mental illness, recovery, and finally to cover the Five Steps to Wellness in detail. Consider what logic you will follow.

| Possible flow (sessions 9, 11, 13) | Possible flow (sessions 10, 12, 14) |
|---|--|
| <p>New content area</p> <p>Icebreaker (get acquainted; active/fun; reflective/sharing; meditative/exercise; personal goal-setting) – 10-30 min</p> <p>Introductory information, key concepts, group selection of content, individual goal-setting – 15-30 min</p> <p>1 or 2 of the following:</p> <ul style="list-style-type: none"> ● Artistic/self-reflective/meditative/physical exercise – 20-45 min ● Educational curriculum/activity (small group work, hands-on practicing and scenarios, class discussion, slide presentation, interactive exercise, Jeopardy-style game, etc.) – 20-60 min ● Work on long term group project – 15-60 min <p>Take It Home options / Closure – 5-10 min</p> | <p>Continuing content area</p> <p>Icebreaker (of a different orientation than in the prior session) – 15-30 min</p> <p>Take It Home Reports, group selection of content – 10 min</p> <p>Any 2 of the following:</p> <ul style="list-style-type: none"> ● Artistic/self-reflective/meditative/physical exercise – 20-45 min ● Educational curriculum/activity (small group work, hands-on practicing and scenarios, class discussion, slide presentations, interactive exercise, Jeopardy-style game, etc.) – 20-60 min ● Work on long term group project – 15-60 min <p>Closure – 5 min</p> |

Icebreakers of differing orientations, and reviewing key concepts and terms (in odd numbered sessions), are recommended similar to within the Basic Curriculum. There is time in an odd-numbered supplemental session for one or two different types of activities, ranging from 15 to 60 minutes each, before turning to the Take It Home options. For even numbered sessions, following “Take It Home” reports, we suggest offering two additional types of activities before adjourning. Remember to construct a flow that moves students through different energy levels and orientations, and to be considerate of the emotional states activities may produce. To allow students to choose content at this stage, you can involve them in customizing ahead of time or wait until the time provided for this discussion in your standard Supplemental Curriculum, Session 9.

Finally, you have the option to engage students in group projects as a way to support and empower each other. These take several sessions and possibly work outside of class time for those with enough interest. Projects can be aimed at furthering the health and well-being of group members, at giving back to others, or

toward advocacy and social change. Extensive instructions, project ideas, and tips for developing and facilitating these projects are outlined within the Peer-to-Peer Support Group Manual, or go online and do a search using terms like “foster youth projects,” “foster youth advocacy groups,” or “wellness projects.” And of course, you can always ask your students for their ideas. Note that a few of the projects suggested in the Peer-to-Peer Support Group Manual use technology to allow youth to tell their stories, but if your group doesn’t have the time or resources necessary to use these technology tools, they may not be a good fit for the supplemental course. If you do take on a group project, consider selecting lessons that relate to and enhance your group’s project when customizing class sessions.

