

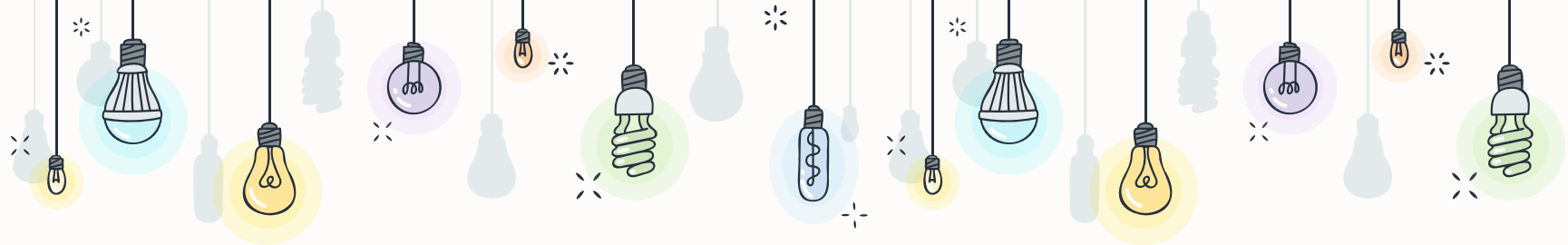
MENTAL HEALTH PRESENTATION

9th Grade

ACTIVATOR WARNING

The following presentation involves content that may be activating or triggering, including topics of mental health, mental illness, suicide, trafficking, substance use, and physical and emotional abuse. If you or someone you know is struggling with the content or with related situations, please contact any of the following supports:

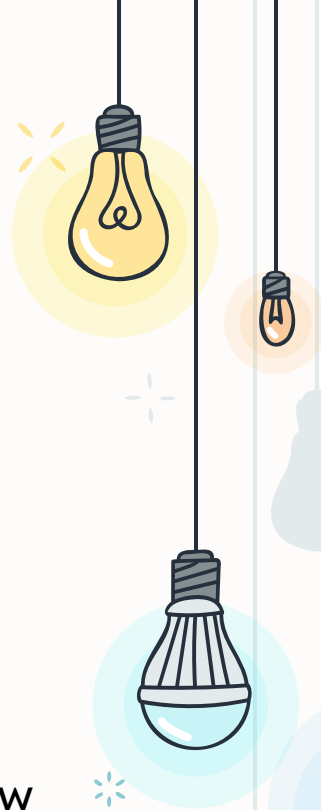
- Trusted Teacher/Adult
- Certified School Counselor
- Social Worker
- District Mental Health Counselor



MENTAL HEALTH & WELLBEING

INTRODUCTION TO HEALTH

- Health goes beyond physical health
 - Includes their mental and emotional health
- Be aware of your own health and wellbeing
- Think about friends, family, and people you know
- Important that we all understand and have compassion when someone is struggling with physical or mental health and know how and when to get help



KEY VOCABULARY - MENTAL HEALTH & WELLBEING

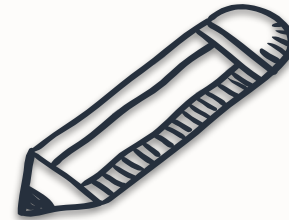
- **Health:**
 - A person's mental and physical condition; measure of wellbeing
- **Mental Distress:**
 - The emotional response to daily challenges that results in thoughts, feelings, and actions; mental distress can signal a person to develop or use strategies to face challenges
- **Mental Health:**
 - A person's emotional wellbeing that affects thoughts, feelings, and actions
- **Mental Health Problems:**
 - The stronger or more intense emotional response to greater life challenges; help and support may be needed from a trusted adult
- **Mental Illness:**
 - Extreme difficulty or changes in thoughts, feelings, and actions that lasts over time and interferes with daily activities; a medical condition that requires diagnosis and help from a qualified helping professional



KEY VOCABULARY, CONTINUED

- **Mental Wellbeing:**
 - Being able to handle the stressful and unexpected things that happen in daily life; managing thoughts, feelings, and actions positively
- **Physical Health:**
 - The health or condition of your body
- **Physical Wellbeing:**
 - Physical wellbeing is more than just the health of your body; physical wellbeing includes the lifestyle choices that promote and enhance physical wellness

- **Stress:**
 - Feeling worried or uneasy about something
- **Stressor:**
 - The event or circumstance that makes you feel stressed



MENTAL WELLBEING

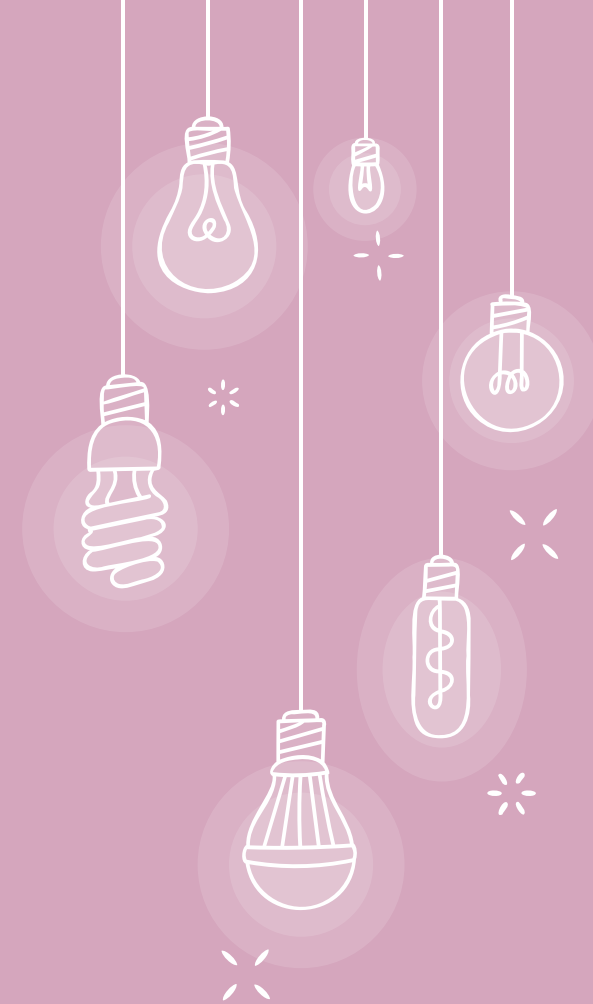
- Mental health includes:
 - Sense of self-esteem and self-confidence
 - Identify, express and regulate emotions
 - Set and achieve goals
 - Recognition of one's creative skills
 - The ability to expand knowledge and skills
 - Feel and show empathy for others
 - Create and maintain satisfying relationships

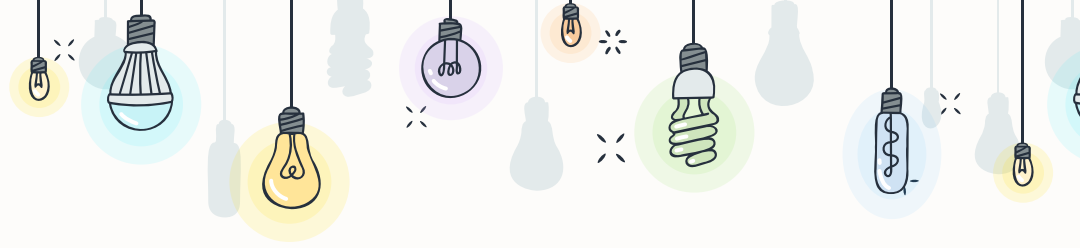
- Good Physical Health
 - Physical Illness
- Good Mental Health
 - Mental Illness



STATES OF MENTAL HEALTH

- Everyone goes through a range of emotions and mental health states
- Stressful events/situations can generate a reaction
- Difference between temporary emotional reaction and a mental health concern/mental illness





MENTAL DISTRESS

- We face situations that trigger different thoughts, feelings and emotions.
- Imagine having a big project due soon
 - Causes you to have negative thoughts like 'I can't handle this.'
 - May feel upset or anxious
 - May be a physical reaction like butterflies in your stomach, sweating, tense muscles, or shedding a few tears
 - Reactions may result in your avoiding the situation OR they may help you to get busy
- Uncomfortable but not debilitating
- Includes daily experiences everyone has to deal with
- Signal to use or develop strategies to face or solve the challenge
- Successfully dealing with stressors helps to develop good mental health

MENTAL HEALTH PROBLEMS

- Stressor bigger or more intense than what we face in our daily lives
 - Ex. a death in the family or a serious illness
- May result in more severe reaction and cause mental health problems
 - Stronger emotions such as sadness, anger, grief, or anxiety
 - May generate negative thoughts, such as 'I can't handle this,' 'Why did this have to happen to me'
 - May be physical reactions such as not being able to eat or sleep, or eating and sleeping too much
 - Daily activities may be affected
- May need to seek help from school counselors, medical professionals, and other trusted adults
- Teenagers are often more likely to share their concerns with a peer
- Seeking help from a trusted adult or helping professional may be needed to deal with mental health problems





MENTAL ILLNESS

- More serious medical condition
 - More complex and involved than mental distress or mental health problems
 - Should not be taken lightly or ignored
- Serious physical health condition requires a medical professional to diagnose, mental illness must be diagnosed by a qualified professional
 - doctor, psychiatrist, or mental health clinician
- Disordered thoughts, feelings, emotions, and actions are more extreme and last for a longer time
 - Panic attacks, depression, generalized anxiety, or illnesses including schizophrenia or bipolar disorder
 - Can be difficult to think clearly
 - May feel hopeless or helpless
 - May have thoughts of self-harm or suicide
 - Friends and family may notice changes in emotions and behaviors
- Important to seek help

MENTAL STAGES EXAMPLE

- Mental Wellbeing

- “You study your notes and review the textbook. You feel confident and comfortable that you know the information pretty well. You’re a little nervous, but you’re just going to try your best.”

- Mental Distress

- “When you think about the important test, you feel anxious or nervous. When you begin to study, you may feel overwhelmed and more nervous - so you may procrastinate or obsess and over-prepare. As you continue to study, you gain more confidence that you understand the material. Most negative feelings subside when the test is over.”

EXAMPLE, CONTINUED

- Mental Health Problem

- “The thought of the upcoming test is very overwhelming. You feel like you do not know how to handle the situation. Your friend offers to study with you, but even thinking about the test makes you feel anxious and makes your stomach hurt. You go to talk to the school counselor about your concerns. With the school counselor, you work on breathing techniques that help you relax. You use these techniques to help you when studying and before taking the test. This helps the negative feelings subside.”

- Mental Illness

- “When you think about the test, you feel like you cannot breathe and your heart is beating quickly. You feel restless, your thoughts are racing, and you have difficulty concentrating. Your head begins to pound. Your arms and fingers feel numb. Your doctor diagnoses that you have panic attacks and works with you on a treatment plan.”



IDENTIFYING MENTAL HEALTH CONCERNS & MENTAL ILLNESS

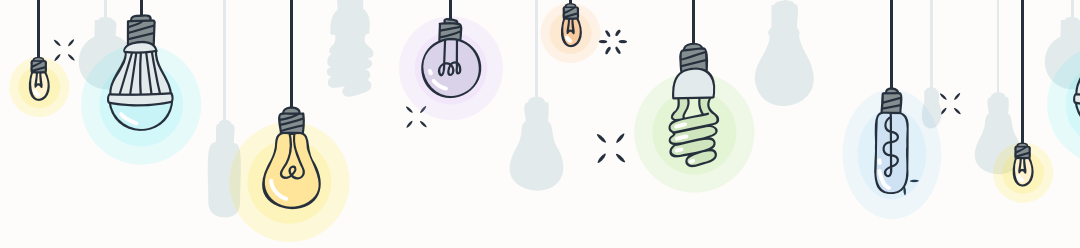
- “Many different types of mental illnesses
 - Just like many kinds of physical illnesses
- Some mental health concerns and mental illnesses are more common in teens
- Important to know general information about different mental health conditions
 - Remember that you cannot and must not assume everyone who displays a symptom of mental health concern has mental illness
 - Qualified professional must make the diagnosis



SYMPTOMS OF COMMON MENTAL ILLNESS

- **Anxiety Disorder:**
 - Feeling extremely afraid, worried, or uneasy about a situation or thing.
 - Feelings are intense - interferes with daily activities
- **Bipolar Disorder:**
 - Mood or emotional disorder causing extreme mood swings
 - From an extremely happy or good mood to extremely sad, overwhelmed, or low mood
 - More extreme than usual ups and downs
- **Conduct Disorder:**
 - Extremely destructive behaviors toward people, animals, property
 - Includes failure to follow rules and comply with requests
 - Running away or skipping school
- **Depression:**
 - Overwhelming feelings and emotions that include sadness and irritability for an extended period
 - Daily activities can be impacted
 - Sleeping
 - Eating
 - Attendance

SYMPTOMS, CONTINUED



- **Eating Disorder:**
 - Distorted body image
 - Results in dangerous, abnormal, extreme eating behaviors
 - Results in improper nutrition
- **Schizophrenia:**
 - Serious mental illness
 - Disconnection between thoughts, emotions, and behaviors
 - Causes withdrawal from reality and relationships, delusions and living in a fantasy world, Difficulty thinking, speaking, or interacting in an organized way
- **Suicide:**
 - Not a mental illness
 - May result from mental illness
 - Second leading cause of death in youth age 10 - 24
 - Defined as self-inflicted behavior with the intent to die
 - Suicidal ideation or ideology
 - thinking about, planning for, or considering suicide.

DIAGNOSING MENTAL HEALTH CONCERNS

- Mental health concern or mental illness must be diagnosed by a professional
- Everyone may experience some of the symptoms of mental health concerns/mental illnesses under certain circumstances
 - For most, these symptoms subside
- There is a cause for concern based on the intensity and duration of the symptoms
- While it is important to recognize mental health concerns, you are NOT qualified to diagnose a mental illness
- If you are concerned, seek help from a mental health professional or trusted adult
- If you or someone you know is in immediate danger, call 911 right away

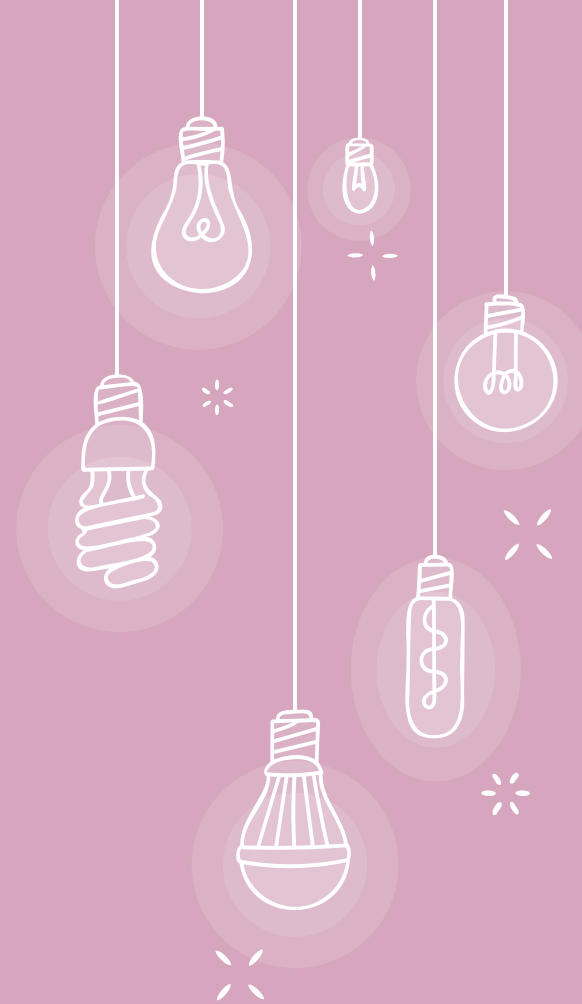


IDENTITY

- Not set in stone, but is constantly evolving
- Sometimes think identity is based on one part of life or on one thing that they do
 - 'I am a soccer player'
 - 'I am a student'
 - 'I am a little sister'
- Identity is based on many different things.
- Often jump to conclusions or make assumptions about someone based on what we think we know about their lives

REFLECT

- Identity is composed of many different aspects
 - Belief system and values
 - Likes and dislikes
 - Personality
- Knowing only one thing about someone does not allow for a full understanding of who that person is.
- **What are the problems with defining someone's identity based only on a mental health concern or mental illness?**





UNDERSTANDING THE STIGMA

STIGMA

- Can affect how think about and deal with mental illness
- Important to understand how our thoughts and attitudes, and the thoughts and attitudes of others, influence how we approach mental illness



KEY VOCABULARY - STIGMA

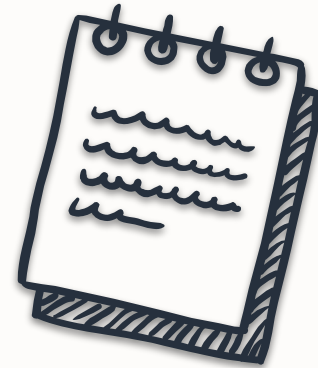
- **Health:**
 - A person's mental and physical condition; measure of wellbeing
- **Mental Distress:**
 - The emotional response to daily challenges that results in thoughts, feelings, and actions; mental distress can signal a person to develop or use strategies to face challenges
- **Mental Health:**
 - A person's emotional wellbeing that affects thoughts, feelings, and actions
- **Mental Health Problems:**
 - The stronger or more intense emotional response to greater life challenges; help and support may be needed from a trusted adult
- **Mental Illness:**
 - Extreme difficulty or changes in thoughts, feelings, and actions that lasts over time and interferes with daily activities; a medical condition that requires diagnosis and help from a qualified helping professional



KEY VOCABULARY, CONTINUED

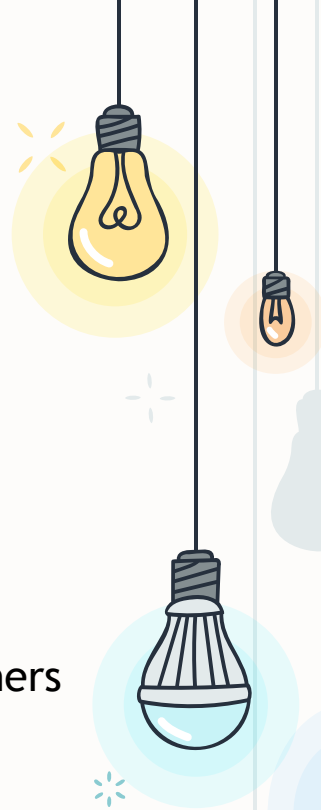
- **Mental Wellbeing:**
 - Being able to handle the stressful and unexpected things that happen in daily life; managing thoughts, feelings, and actions positively
- **Physical Health:**
 - The health or condition of your body
- **Physical Wellbeing:**
 - Physical wellbeing is more than just the health of your body; physical wellbeing includes the lifestyle choices that promote and enhance physical wellness

- **Stigma:**
 - A negative or disapproving attitude or belief that can cause people to avoid or fear something; usually a result of lack of knowledge or understanding



STIGMA AND MENTAL ILLNESS

- **Stigma**
 - A negative or disapproving attitude or belief that can cause people to avoid or fear something
 - Usually a result of lack of knowledge or understanding.
- **Mental health is often stigmatized.**
 - When diagnosed with a physical illness, do we judge or blame the person?
 - When diagnosed with a mental illness, have you or have you seen others judge or blame the person?
- **There are often predetermined thoughts, ideas, and judgements about mental illness which are untrue and can be harmful**
 - Usually a lack of knowledge or understanding



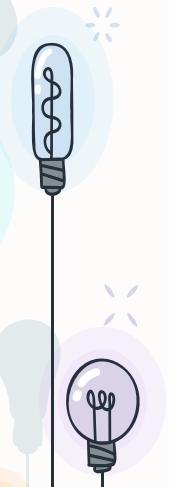
EFFECTS OF STIGMA

- Can result in negative and discriminatory thoughts, attitudes, and actions toward people with mental illness
- May cause people to be reluctant to talk about or share any mental health concerns
- May prevent someone from seeking and receiving needed help due to misinformation, fear, or embarrassment



DECREASING THE STIGMA

- Some people feel ashamed or afraid due to Stigma
 - May be reluctant to talk about mental health and avoid seeking help
 - Essential to decrease stigma associated with mental illness
- Decreasing the stigma can begin by:
 - Talking openly about mental health
 - Education to better understand mental health and mental illness
 - Being conscious of language
 - Encourage equality between physical and mental illness
 - Show compassion for those with mental illness
 - Choose empowerment over shame
 - Be honest about treatment



ACCEPTANCE AND STIGMA

- Begins with lack of understanding and knowledge
 - Lead to spread of misinformation
- What if you had to talk to someone or explain to the class about mental health? Would you feel comfortable?
- What do you need to know to help decrease the stigma surrounding mental health and increase your comfort level and the comfort level of the person or people you are sharing with?

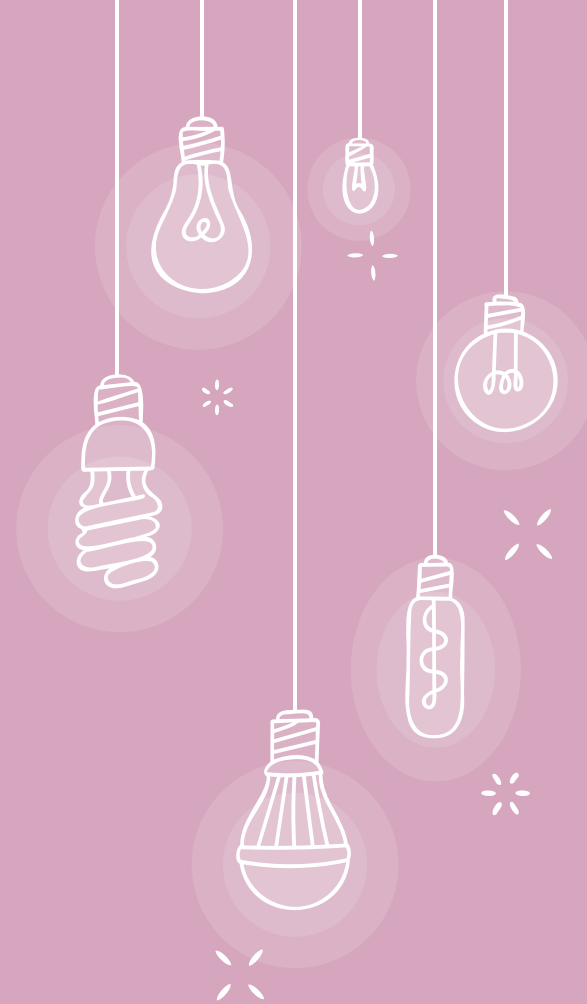
- Ways to Decrease Stigma
 - Knowing the facts and understanding mental illness
 - Be aware of your own thoughts and opinions about mental health and mental illness.
- More open and honest you can be, more likely you are to decrease stigma

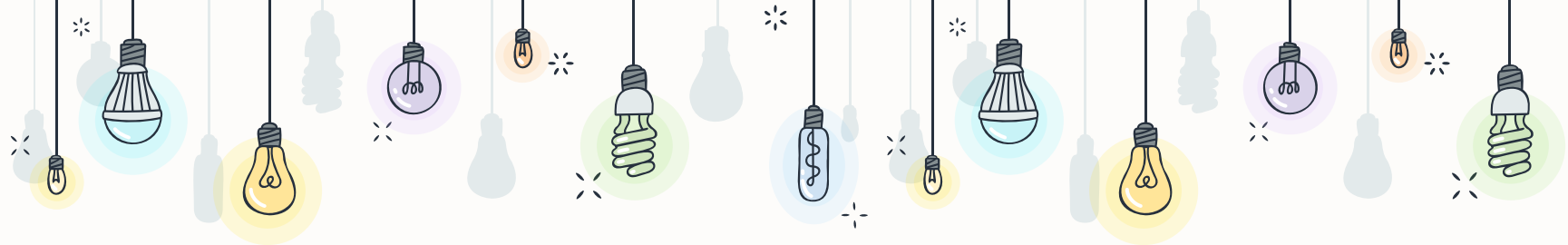
REFLECT

"Sadly, too often, the stigma around mental health prevents people who need help from seeking it. But that simply doesn't make any sense."

-Michelle Obama, former First Lady of the United States

- If stigma prevents people from seeking needed help for mental health issues, how can decreasing the stigma increase the likelihood someone accesses needed help?





STATE OF MIND

INTRODUCING STATES OF MIND

A decorative header at the top of the slide features several hanging lightbulbs of various colors (yellow, blue, green, purple) and styles (incandescent, compact fluorescent, LED). Some lightbulbs are glowing, and there are small starburst symbols around them. In the background, there is a faint silhouette of a person's head.

- State of mind is how you feel and includes your mood and emotions
 - How you think and act will be influenced by how you are feeling.
 - Will have a bearing on how we handle each situation
 - Differences between mental wellbeing, mental distress, mental health problems, and mental illness.
- Mental illness can have a variety of causes
 - Causes a disturbance in thinking, emotions, and/or behaviors
 - Causes can be genetic, biological, or environmental

KEY VOCABULARY - STIGMA

- **Health:**
 - A person's mental and physical condition; measure of wellbeing
- **Mental Distress:**
 - The emotional response to daily challenges that results in thoughts, feelings, and actions; mental distress can signal a person to develop or use strategies to face challenges
- **Mental Health:**
 - A person's emotional wellbeing that affects thoughts, feelings, and actions
- **Mental Health Problems:**
 - The stronger or more intense emotional response to greater life challenges; help and support may be needed from a trusted adult
- **Mental Illness:**
 - Extreme difficulty or changes in thoughts, feelings, and actions that lasts over time and interferes with daily activities; a medical condition that requires diagnosis and help from a qualified helping professional

KEY VOCABULARY, CONTINUED

- **Mental Wellbeing:**
 - Being able to handle the stressful and unexpected things that happen in daily life; managing thoughts, feelings, and actions positively
- **Physical Health:**
 - The health or condition of your body
- **Physical Wellbeing:**
 - Physical wellbeing is more than just the health of your body; physical wellbeing includes the lifestyle choices that promote and enhance physical wellness

- **Stigma:**
 - A negative or disapproving attitude or belief that can cause people to avoid or fear something; usually a result of lack of knowledge or understanding



HELPING ACROSS STATES OF MIND

- Different states of mind:
 - Mental wellbeing
 - Mental distress
 - Mental health problems
 - Mental illness
- When you or someone you know is struggling in ANY state of mind, you need to seek help
- It is not your responsibility to fix things, it is your responsibility to get help



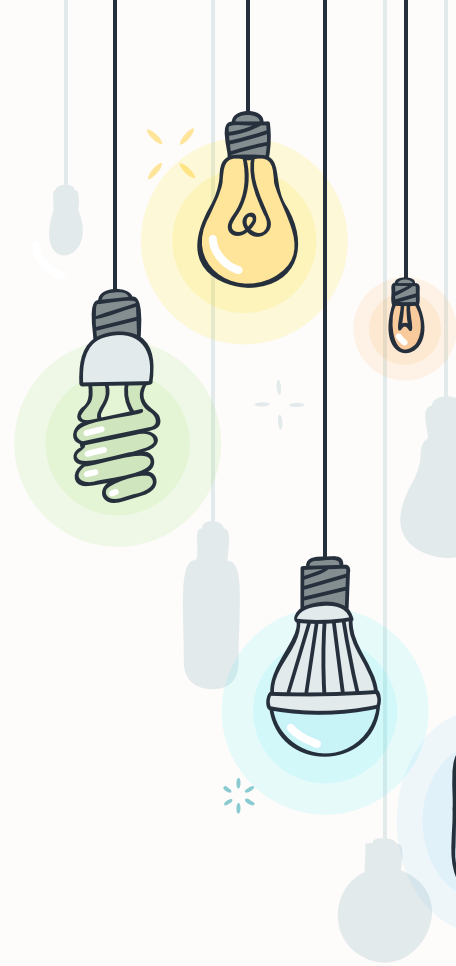


MENTAL STATE REVIEW

- **Mental Wellbeing:**
 - Being able to handle the stressful and unexpected things that happen in daily life; managing thoughts, feelings, and actions positively
- **Mental Distress:**
 - The emotional response to daily challenges that results in thoughts, feelings, and actions; mental distress can signal a person to develop or use strategies to face challenges
- **Mental Health Problems:**
 - The stronger or more intense emotional response to greater life challenges; help and support may be needed from a trusted adult
- **Mental Illness:**
 - Extreme difficulty or changes in thoughts, feelings, and actions that lasts over time and interferes with daily activities; a medical condition that requires diagnosis and help from a qualified helping professional

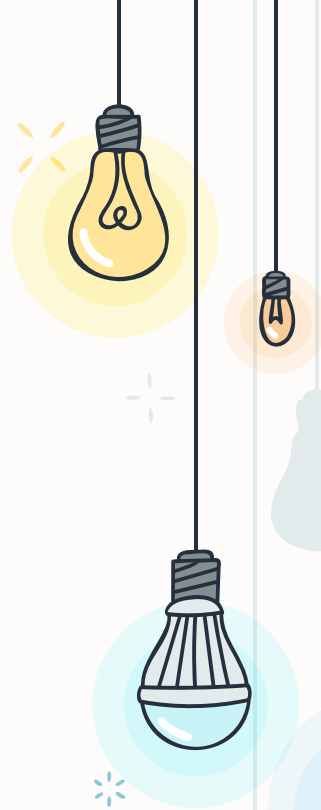
EXAMPLE 1

- Yesterday you had an argument with a good friend. You keep thinking about what happened and it makes you feel sad and worried.
- Mental Distress
- Talk to your friend, talk to a parent, talk to a sibling



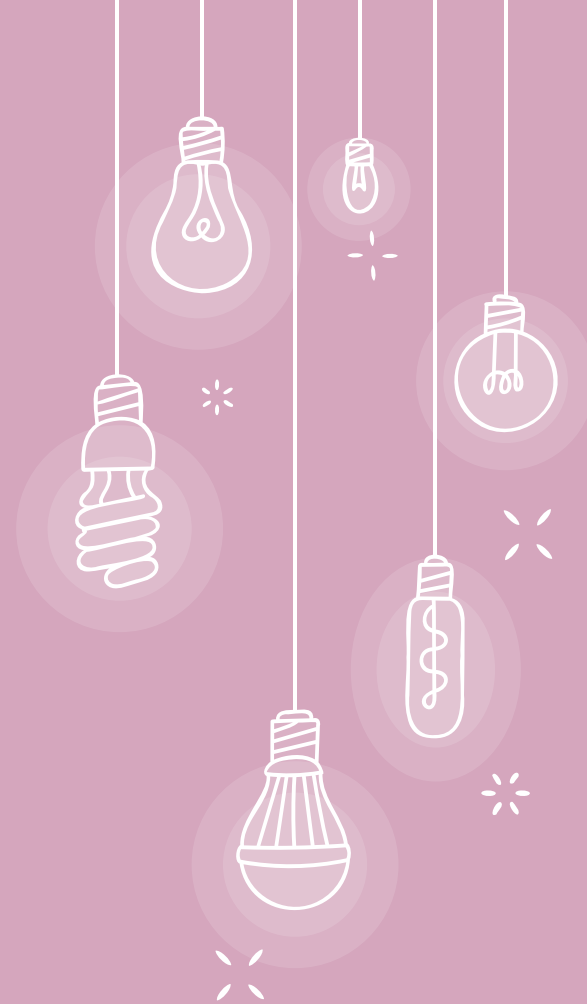
EXAMPLE 2

- A member of your basketball team stops coming to practice. He has not been hanging out with his friends on the weekends for the past month. When you ask him about it, he tells you he just doesn't see the point of playing basketball anymore and he just doesn't care.
- Potential Mental Illness
- Tell a trusted adult, seek professional help



EXAMPLE 3

- For the past several weeks you have been feeling disconnected. You have no motivation. It is a struggle to wake up and get out of bed. You just want to stay in your room.
- Mental Illness - it has gone on for several weeks
- Tell a trusted adult, seek professional help



CAUSES OF MENTAL ILLNESS

- We like to answer the ‘why’ questions
- Why did I get a good grade on my Biology test?
 - Because I studied for three days.
- Why did I get in a fight with my brother?
 - Because I took his headphones without asking
- Why did I get a cold?
 - Because everyone else in my family is sick and I was around their germs.
- Not all answers are clear and precise
- Involves instability or disturbances in thinking, emotions, and/or behaviors
- May occur due to:
 - Disruptions in the function of the brain
 - Genetic factors
 - Environmental factors
- Can affect adults, children, and teens from all backgrounds
- NOT caused by personal weakness, poverty, evil spirits, or poor nutrition



HOW THE BRAIN IS INVOLVED IN MENTAL HEALTH

- Intricate and involved network of cells and neurochemicals
- Essential for parts of the brain to communicate and work together
 - Controls what a person thinks, feels, and how they behave
- When pathways are disrupted and parts are not able to communicate with other parts, thoughts, feelings, behaviors can be affected
- May experience problems that interfere with daily life and thoughts, emotions, and behaviors
- Negative thoughts, extreme emotions, or unusual behaviors do not always signal mental illness
- Everyone experiences normal or expected reactions to life events
 - Feeling anxious about moving
 - Feeling grief after a death
 - Fear about a hurricane
- Reactions are temporary and diminish in time
- Cause for concern based on the intensity and duration of the reaction

NOTICING DURATION

- Everyone has emotional ups and downs
- It is okay to get upset, to be sad, or react emotionally to events and situations
- Cause for concern when the disruption of emotions, thinking, and behaviors is sustained and intense
- Always seek help in those circumstances



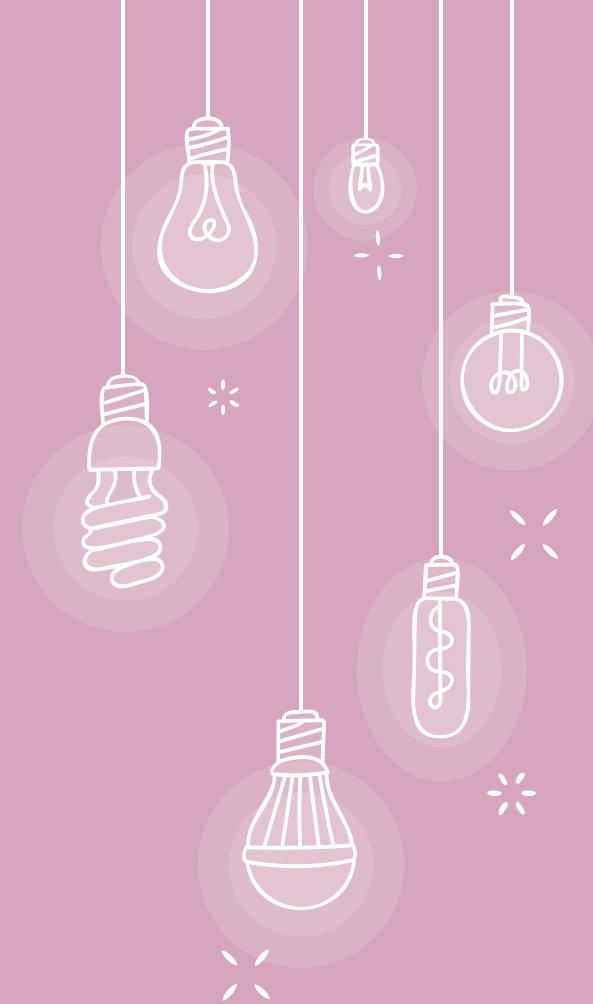


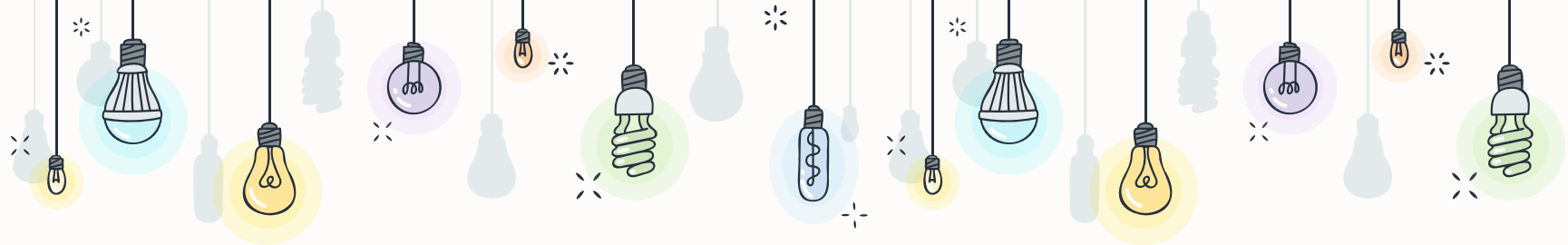
MONITORING MENTAL WELLBEING

- We should also take time to check on our mental wellbeing
- One way is to be aware of how we react to different activities and events.
- Reactions can be positive and productive or destructive and negative
- Someone might feel worried about a big test they will take in a week.
- **Positive Reaction**
 - Complete the study guide
 - Make flash cards
 - Review the notes
- **Destructive Reaction**
 - Yell “Can’t you see I’m studying? I don’t have time to play with you!”
 - Get high after school instead of studying

REFLECT

- Monitoring physical and mental health is an important part of overall well being
- Consider the following emotions:
 - Angry
 - Excited
 - Nervous
- Identify positive reactions for these emotions.
- How do these positive reactions help with your wellbeing?

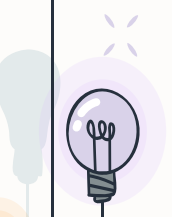




SEEKING HELP

INTRODUCTION TO WARNING SIGNS

- Red Flags - warning signs that indicate a mental health concern.
- Not a diagnosis and do not determine if a person does or does not have a mental illness
- Warning signs that there may be a problem
- We have a responsibility to help the person in need
- Will explore warning signs of suicide
- May notice the warning signs in a friend, a classmate, a neighbor, family member, or within yourself
- If you have a concern, go to a trusted adult or mental health professional to get help.
- If you live with someone or have a friend struggling with a mental health concern, may need help and support to know how to deal with these unique challenges
- Important to consider your needs as well



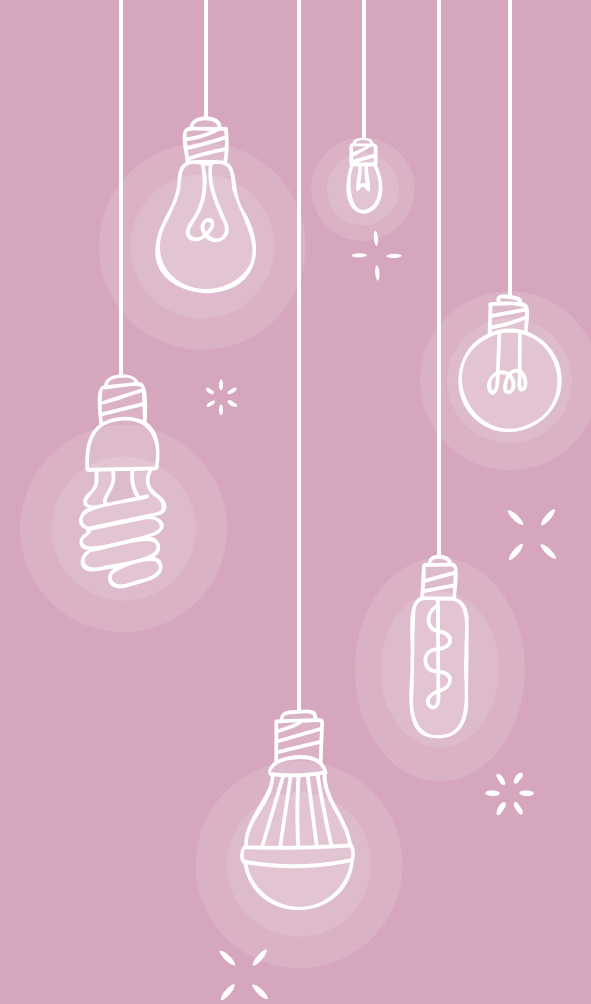
WHEN TO SEEK HELP

- Feeling very sad or down for more than 2 weeks
- Feeling very scared or afraid for no reason, sometimes with racing heart or fast breathing
- Not eating, throwing up, losing a lot of weight
- Extreme mood swings that cause problems in relationships
- Drastic changes in behavior, personality or sleeping habits
- Extreme difficulty paying attention, sitting still, and finishing schoolwork
- Feeling extremely worried and fearful, causing inability to complete daily activities
- No longer being interested in the activities and things someone used to like
- Trying to harm or kill oneself or making plans to do so
- Behavior that is out-of-control or dangerous that can cause harm to self or others
- Using and abusing drugs or alcohol

CHECKING IN WITH OURSELVES AND OTHERS

It is important to:

- Seek help for others
- Check in on ourselves
 - Supporting others comes with its own challenges





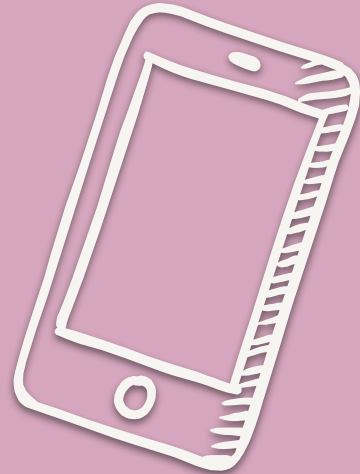
ACT - ASK, CARE, TELL

- Peers are often in the best position to notice emotional or behavioral changes in a friend
 - Essential to show support and help your friend get help - even if they ask you not to tell an adult
 - A.C.T. - Ask, Care, Tell, is a way to show support and get help for a friend
- **ASK:** You haven't been acting like yourself, you seem really irritable and angry. Is everything okay?
 - **CARE:** Wow, it sounds like you are going through a lot.
 - **TELL:** We need to talk to someone who can help. Let's go talk to the counselor at lunch.
-
- **ASK:** It scares me when you talk about dying.
 - **CARE:** I really care about you and I don't want you to do anything or hurt yourself. We need to get help right away.
 - **TELL:** I'm calling the Suicide Crisis line

TIPS FOR USING ACT

- Friends can be supportive by staying in touch
 - Don't be afraid to call or text a friend who is struggling with mental health issues
 - Include your friend in activities that will enhance wellbeing
 - Avoid being judgmental
 - Do not use dismissive language such as, "This is no big deal," "You'll get over it,"
 - Important to seek help from a trusted adult or mental health professional when there is a mental health concern

- A friend may not want to get help
- Important to go to a trusted adult even if a friend resists the help



SUICIDE PREVENTION

- Suicide is a very real and serious problem
 - Number of things that can cause a teen to be suicidal or die by suicide
 - Must all be aware of the causes and warning signs of suicide, and how to get help
- Some causes of teen suicide include:
 - Result of mental illness such as depression or bipolar disorder
 - Result of alcohol or drug use/abuse
 - Overwhelming feeling of distress or agitation
 - Perfectionism; feeling you are not perfect
 - LGBTQ+ youth who may feel rejected
 - Anxiety
 - Low self-esteem
 - Academic difficulties
 - Lack of support from family/friends
 - Trauma stemming from abuse



RESOURCES FOR SUICIDE PREVENTION

- Many causes of suicide and it is a very complicated issue
- If you or someone you know has thoughts or plans about suicide, you must seek help immediately
- All threats and warning signs must be taken seriously
- Below are some options for seeking support for yourself or others:
 - Family member
 - Friends
 - School counselor
 - Crisis hotline
 - Suicide hotline

National Suicide Hotline:
1-800-SUICIDE (784-2433)

National Alliance on Mental Illness (NAMI):
800-950-6264 or text NAMI to 741741

National Suicide Prevention Lifeline:
1-800-273-TALK (8255)

Project Safe Place:
1-888-290-7233

ASSESSING THE RISK

- Important to be aware of the warning signs that someone is at risk of dying by suicide
- May include changes in feelings and behaviors
- Important to seek help if there are any warning signs
- If any of the statements apply to you or someone you know, there is a risk of suicide
- Do not overlook the risks - seek help!

1. I frequently think about death or dying.
2. Sometimes I feel like everyone would be better off without me.
3. I have considered how I would kill myself.
4. I have purposely tried to hurt myself.
5. I don't feel good about myself, I am not worth anything.
6. My sleeping has changed. I don't sleep well / I sleep all the time.
7. I feel differently. My mood, personality and behavior have changed.
8. My eating habits have changed.
9. I feel like I am losing control.
10. I don't think there is any hope for the future.

NOTICE THE S.O.S.

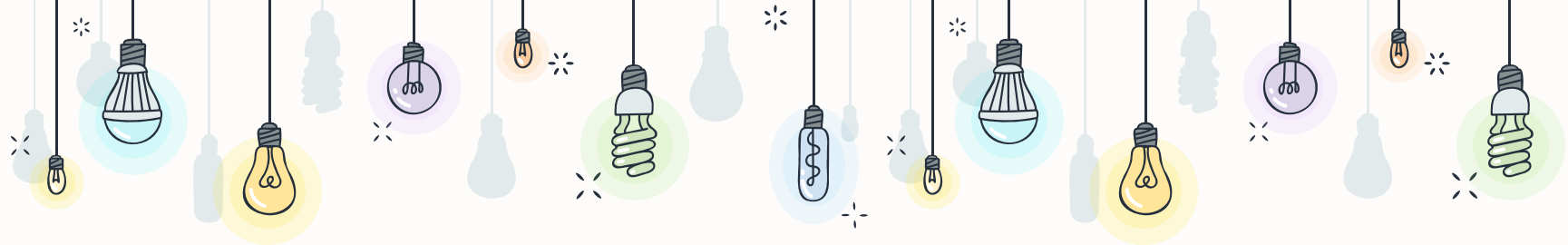
- When Signs of Suicide or "S.O.S.," you need to seek help
- Teens more likely to share their thoughts and feelings with a friend
- Friends and classmates may notice the warning signs that someone is at risk
- It is not your responsibility to try to fix things
- Need to tell a trusted adult or helping professional - even if your friend asks you not to



HELP IS AVAILABLE

- It is important to seek help for yourself or others if you are struggling with finding the joy in everyday life.
- It is ok not to be ok!
- Help is available- there is no need to feel helpless, hopeless, or alone.

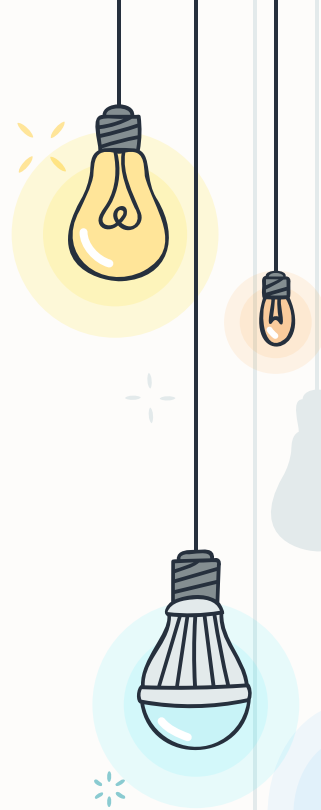




ADDICTION

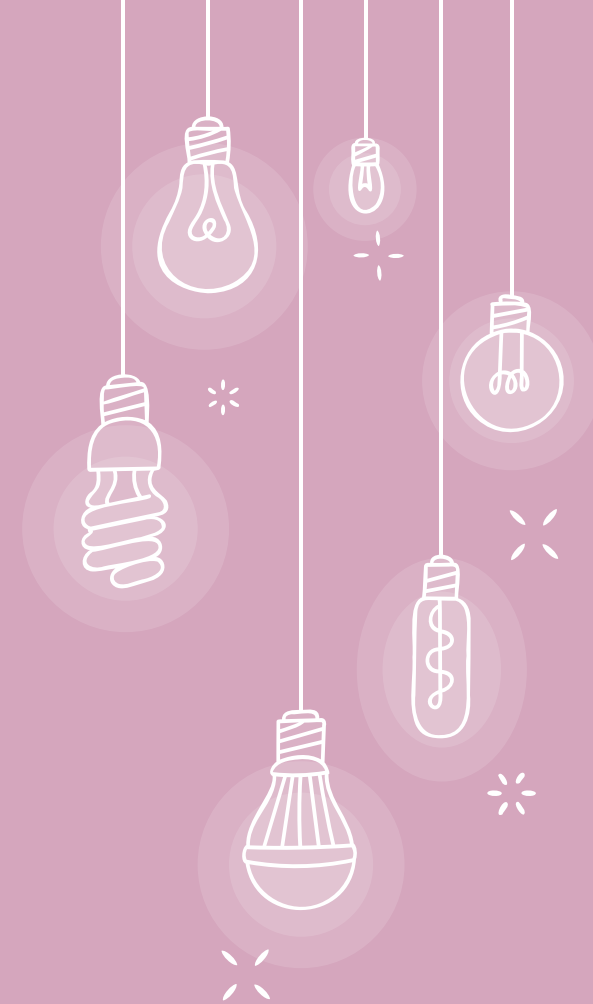
INTRODUCTION TO ADDICTION

- How trying and using drugs affects your body and your development
- Process of becoming addicted to drugs
- Consequences of addiction
- How drug use could affect your life
- Importance of setting goals and making healthy choices



KEY VOCABULARY

- **Addiction:**
 - To be physically and mentally dependent on a substance and unable to stop using that substance without adverse physical and/or mental effects
- **Consequence:**
 - The result or effect of the choices you make



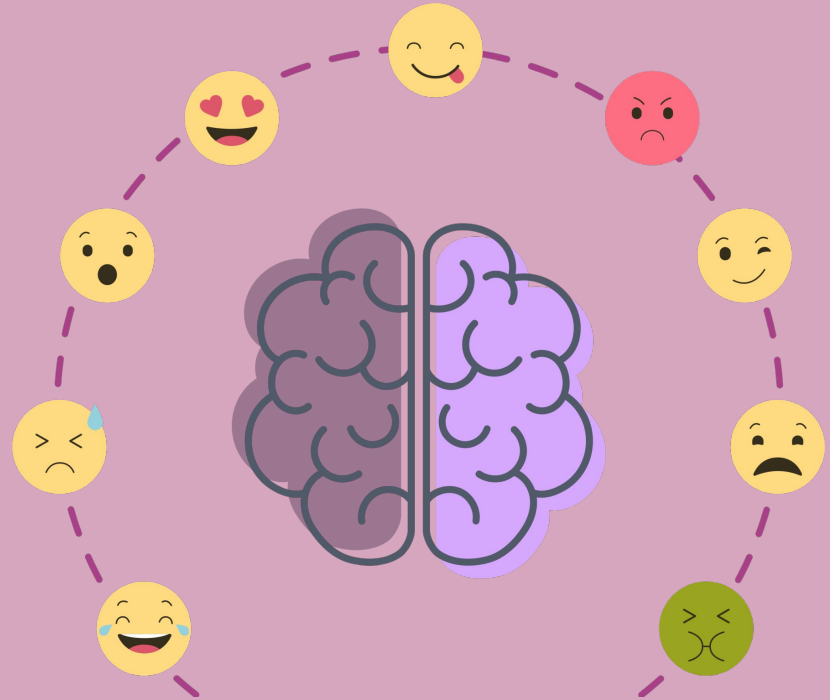
DANGERS OF DRUG USE

- Drug and alcohol use and abuse in teens is dangerous because the brain and the body are still developing
 - Effects of drug use on teens can be far more significant than in adults
- When developing brain and body are damaged, may not be repaired
- All drugs affect the brain
 - Might slow things down, speed things up, reduce inhibitions, or numb pain
 - Some make a person feel things that are not real or see things that are not there



DRUG USE AND EMOTIONS

- 'Pleasure centers' in the brain
- When you do things you like pleasure centers send a signal and you feel happiness, joy, pleasure, relaxation
- When drugs are used repeatedly, reset the brain's pleasure centers
- Without the drugs, everyday activities no longer bring happiness and joy
 - Feelings are replaced with feelings of hopelessness and sadness



DRUG USE AND PHYSICAL CONSEQUENCES

- **Brain Development**

- Lower intelligence
- Slower thinking and processing of information
- Slower reaction time
- Difficulty performing simple tasks
- Decreased impulse control
- Impaired judgement
- Difficulty learning and retaining information
- Impaired memory
- Mental disorders and mental illness

- **Physical Development**

- Reduced growth rate
- Lower bone density
- Organ damage including heart & liver
- Disruption to brain development

- **Physical Health**

- Cancer
- Heart Disease
- Lung Disease
- Weakened Immune System
- Disease - Hepatitis, HIV (intravenous drugs)



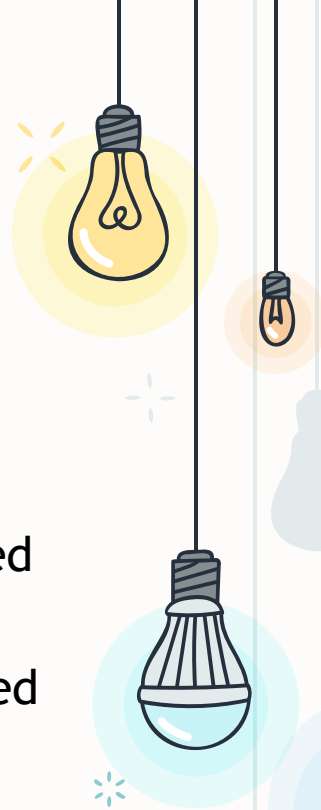
DRUG USE AND SOCIAL CONSEQUENCES

- **School and work**
 - Decreased importance of school/work
 - Decreased performance in school/work
 - Inability to focus
 - Failing grades and failing classes
 - Being fired from work
- **Legal Problems**
 - Purchase, possession, or selling drugs
 - Being under the influence of drugs
 - Driving under the influence
 - Stealing to obtain money to buy drugs
- **Problems with Relationships**
 - Ignoring obligations
 - Changing peer groups
 - Disconnecting with previous activities
 - Increased aggression
 - Stealing money for drugs
 - Inability to enjoy activities unless high
- **Financial Problems**
 - Money needed to purchase drugs
 - Money needed for legal expenses
 - Housing may be denied after drug convictions
 - Medical bills from treatment or medical issues caused by drug use

DID YOU KNOW?

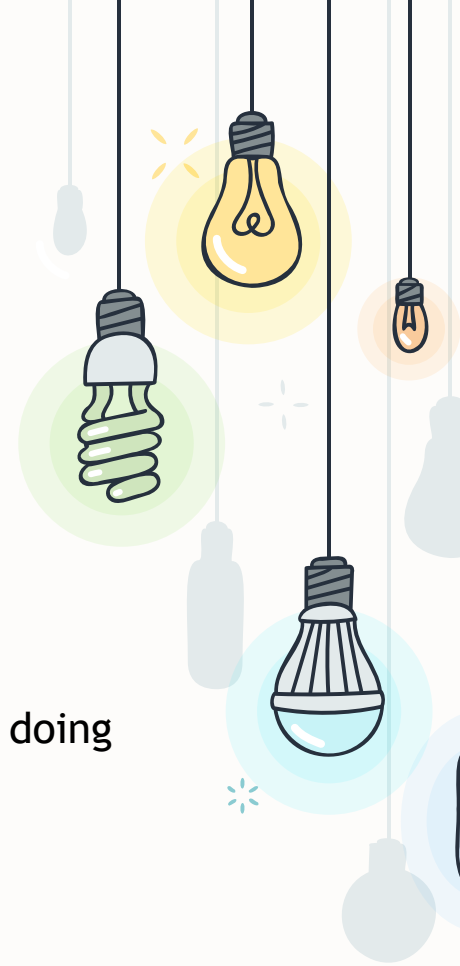
According to the CDC:

- Alcohol, marijuana, and tobacco are substances most commonly used by adolescents
- By 12th grade, about 66% of students have tried alcohol.
- About 50% of 9th through 12th grade students reported having used marijuana
- About 40% of 9th through 12th grade students reported having tried cigarettes
- Among 12th graders, close to 20% reported using prescription medicine without a prescription



WHY TRY AND USE DRUGS?

- Teens have heard the risks and dangers, still try and use drugs
- Why do teens experiment with drugs, alcohol, or nicotine even though there are so many dangers?
 - Peer pressure
 - To fit in
 - Their friends are doing it
 - Because they want to feel older or do what the older kids are doing
 - Because they are curious
 - To ease physical or emotional pain
 - Tried it and liked how it felt



SHORT TERM VS LONG TERM CONSEQUENCES

- Consequence:
 - result or effect of the choices you make
- If you pick up a rattlesnake, what are the chances it will bite you?
 - Because of the immediate consequences, you do not pick up a rattlesnake
- If vaping made you immediately have serious lung issues, would that change your decision to vape?
- Common to believe that “It won’t happen to me.”
- Important to understand that you are equally at risk of the consequences of drug use and abuse as anyone else



CHOICES AND CONSEQUENCES

- **You have a big test coming up**
- **Choice:** To study and prepare
 - **Consequence:** Feeling prepared and doing well on the test
- **Choice:** To spend the evening playing a video game with friends
 - **Consequence:** Feeling anxious about the test and getting a bad grade

- Every day we make lifestyle choices
- Result in consequences
- Decision to try and use drugs, alcohol, or nicotine will have consequences
- One consequence can be addiction

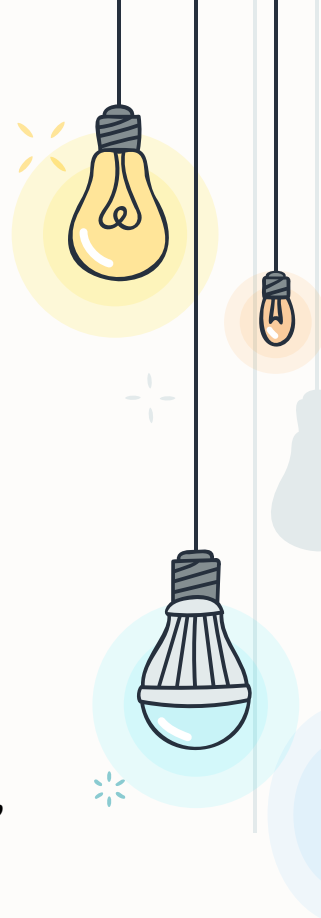
ADDICTION

- **Addiction:**
 - To be physically and mentally dependent on a substance and unable to stop using that substance without adverse physical and/or mental effects
- **Possible addictions include:**
 - Drugs
 - Alcohol
 - Caffeine
 - Nicotine- Tobacco or Vaping
 - Video Games
 - Cell phone - Social media



STAGE 1 - TRYING

- When a person tries or experiments with a drug for the first time
- May be due to:
 - Pressure from friends and/or trying to fit in
 - Curiosity about what it is like
 - To be rebellious
- Most people can stop using on their own at this stage
 - If the drug is being used in response to a problem or to “feel better,” help is needed



STAGE 2 - USING

- When a person continues to regularly use the drug because of how it makes them feel
- Use becomes predictable, part of daily life or under specific circumstances
- Drug interacts with the brain
 - Changes can last hours, days, weeks, months



STAGE 3 - MISUSING

- When a person continues to use the drug, despite harm it is causing
- Can develop **tolerance**
 - requiring more and more of the drug to get the same effect
- May begin to show changes in behavior, engage in risky behaviors
- May begin using the drug at times that are inappropriate
- Can lead to failure to take responsibility for obligations
- Tolerance is a sign of misuse and a red flag of addiction



STAGE 4 - ABUSING

- When the person must continue using the drug
 - mental and/or physical dependence
- Without the drug, person can experience withdrawal:
 - Feel anxious,
 - Sick
 - Physical reaction
- Person believes the drug is needed to feel normal, use the drug at times that are not appropriate
- Substance abuse treatment program may be needed to stop using the drug



STAGE 5 - ADDICTION

- Person is unable to stop using the drug
- Need for the drug is overwhelming
- Can result in:
 - health problems
 - money problems
 - relationship problems
- Person often denies that they have a problem with drugs
- Person may do whatever is needed to get more of the drug,
 - Puts them at risk
- Requires the help of a professional addiction treatment program



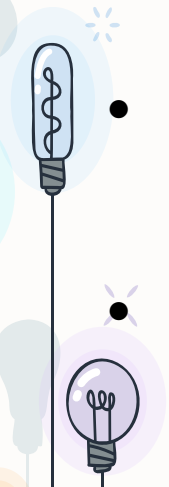
THE BRAIN AND ADDICTION

- If you want to quit badly enough, you just need to put your mind to it, right?
- Wrong
- There are important mental and physical aspects of addiction that are more complicated than simply deciding to stop
- Continued use of drugs significantly affects the brain which can lead to addictions



THE BRAIN AND ADDICTION, CONTINUED

- Drug causes release of dopamine
 - Dopamine causes feelings of pleasure
 - Brain remembers pleasant feelings and desires to repeat them
- Brain is wired for survival
 - Cause brain to place the drug at same level of survival as food and water
- Changes in brain result in loss of good judgement, inability to make good decisions, inability to control behavior
- Think the drug is needed to feel normal
- Addiction causes the desire and craving for the drug to be most important
- Drug is more important than family, friends, school, work, health, and even happiness
- Addiction is so strong that it interferes with the ability to recognize that an addiction has developed and that the drugs are controlling a person's life



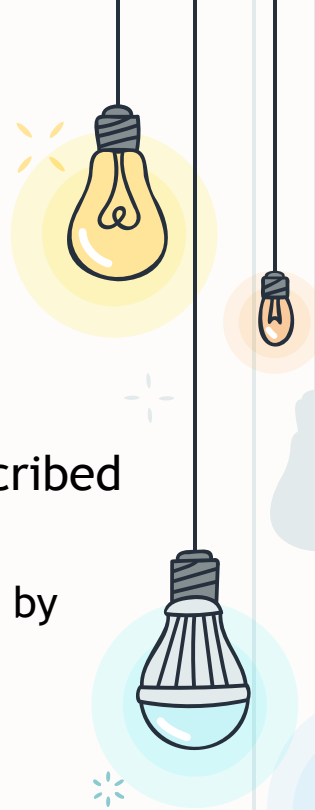
PRESCRIPTION DRUG ABUSE

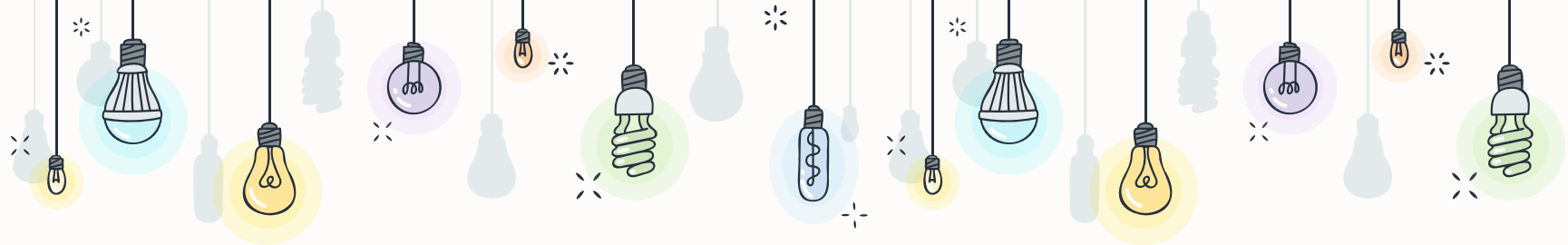


- Intended to be used under the care of a doctor, for a legitimate medical need, in the correct dosage
- Misuse/abuse of prescription drugs is both illegal and unsafe
- Many reasons teens misuse these drugs
 - Think it is no big deal because they're not illegal
 - Okay because a doctor prescribed it
 - Easier to get than illegal drugs
 - Think it will be fun and harmless, help them study, or help them fit in
- Reality is all drugs affect the brain.
- Misuse/abuse of any drug can cause physical and mental health problems
- When a doctor prescribes a medication to a person, many things are taken into consideration
- Doctor also explains things to avoid, how to safely use medication, and how long to utilize it
- Prescription drug may be safe for one person and dangerous for another

PRESCRIPTION DRUG MISUSE FACT SHEET

- **Fact:** Taking someone else's prescription drug is never safe
 - Can be dangerous and cause serious health problems - even unintended death.
- **Fact:** You should never take a prescription drug that was not prescribed for you
 - Should be taken for legitimate medical reason, in the proper dosage, by the person they were prescribed for, under the care of a doctor.
- **Fact:** The three most common drugs misused and abused by teens are marijuana, alcohol, and prescription drugs

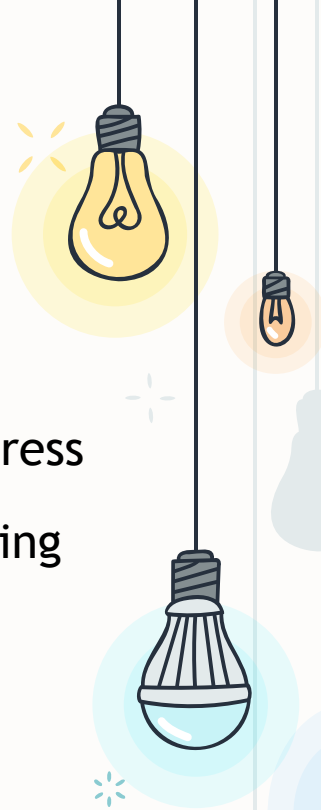




WELLBEING

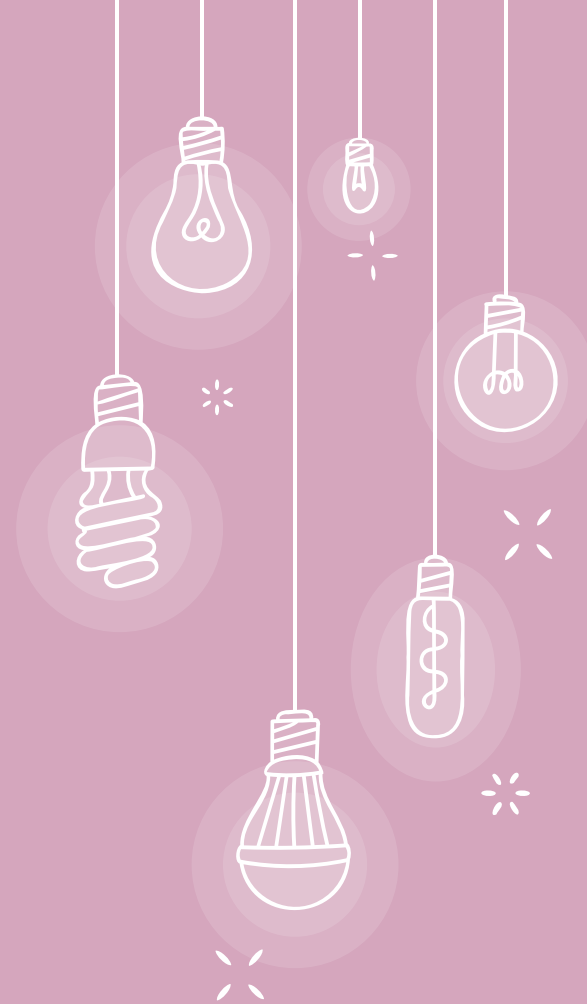
INTRODUCTION TO WELLBEING

- We all face challenges in our daily lives, important to learn how to manage stress
- Learn about and practice activities that can be used to manage stress
- How lifestyle choices can impact your physical and mental wellbeing
- Determine how to set personal goals to enhance your wellbeing



KEY VOCABULARY - WELLBEING

- **Resilience:**
 - The ability to cope with and “bounce back” from life’s challenges and traumatic events
- **Stress:**
 - Feeling worried or uneasy about something
- **Stressor:**
 - The event or circumstance that makes you feel stressed



MANAGING STRESS

- There are events in everyone's lives that can be stressful, so it is important to learn how to manage stress.
- Get relaxed: relaxation exercises, breathing exercises, and mindfulness activities
- Get creative: explore drawing, writing, or music
- Get moving: try yoga, exercise, dance, or taking a walk
- Get outside: try an outdoor activity
- Get with friends: talk to a friend or trusted adult
- Get help: reach out to a friend or trusted adult and ask for help

BREATHING TO RELAX

- Research has shown that inhaling for three seconds and then exhaling for five seconds can trigger the calming portions of the brain.
- We'll try this together.
- To fully benefit from the breathing activity, the inhale should fill the lungs completely and the exhale should push all of the air out of the lungs.

A serene landscape featuring a calm lake in the foreground, reflecting the surrounding forest and mountains. The water is still, creating a clear mirror image of the trees and the distant peaks. The sky is a soft, pale blue, suggesting a clear day. The overall atmosphere is peaceful and relaxing.

RELAXATION ACTIVITIES - MUSCLE RELAXATION



RELAXING WORDS

- Think of a word that you find pleasant or relaxing, such as peace, beach, sun, calm, forest, or breeze.
- With each exhale, you will silently say the word to yourself.
- When feeling stressed or tense you can say the word to yourself to trigger a calming response.

RESILIENCE

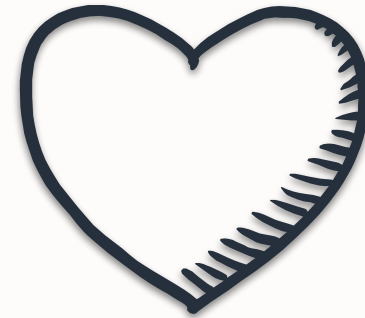
- Resilience - the ability to cope with and 'bounce back' from life's challenges and traumatic events
- Some people may be born with resilience, but everyone can build their resilience
- Qualities of resilient teens include:
 - High self-esteem
 - Ability to ask for help
 - Belief that their actions can make a difference for the better
 - Support from a caring adult in their lives



BUILDING RESILIENCE

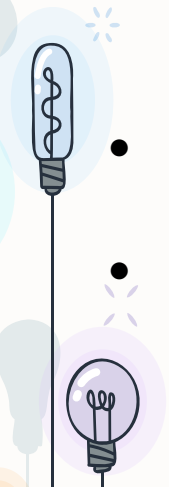
- Internal and external factors play a role in how we cope
- Internal Factors
 - Making healthy lifestyle choices
 - Understanding I can't control everything but can ask for help when I need it
 - Practicing gratitude
 - Setting and achieving goals in spite of difficulties

- External
 - Having a loving caregiver
 - Having a counselor at school that really listens
 - Having a best friend
 - Positive influence from teammates
 - The love of a pet



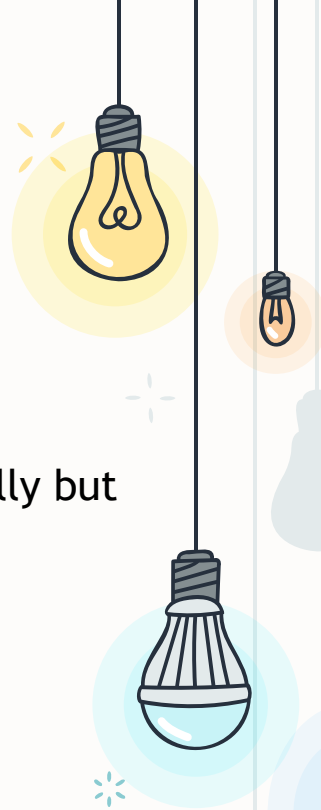
MORE WAYS TO BUILD RESILIENCE

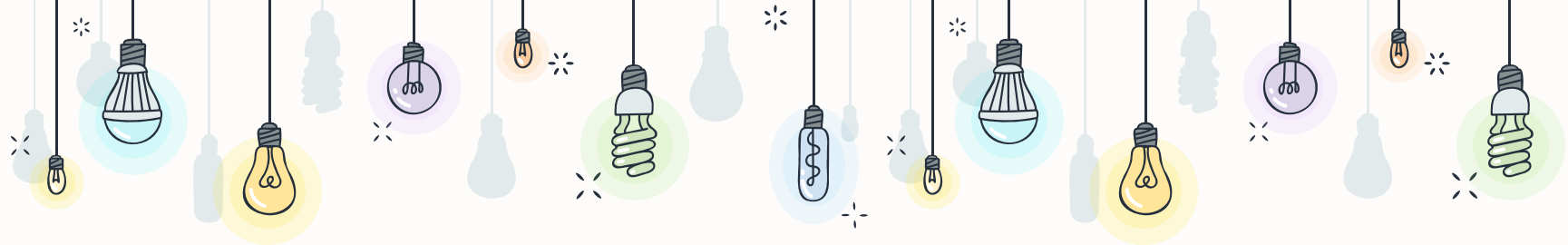
- Write your own narrative with a positive outcome
 - Write the positive story of your future and the people who want to help you succeed
- Feeling supported, loved, cared for, and accepted
 - Consider important people in your life that increase your wellbeing - interact with and get support from these people
- Participate in the things you enjoy
 - Attend an art show or go to a sporting event
- Share the activities you enjoy with the important people in your life
- Get active
 - Play a game or sport
- Find activities that are calming, positive, and supportive
- Talk to trusted friends and adults
- Don't be afraid to ask for help
- Make healthy lifestyle choices
 - Avoid substance abuse, drugs, alcohol, smoking, vaping
- Set goals
 - Find people who can help you work to achieve them



CENTERING - IMAGINARY VACATION

- Helpful to take a moment to relax and “center yourself” so you don’t become too overwhelmed
- Take an imaginary vacation
 - There are times we want to “get away” - may not be able to physically but we can take an imaginary vacation
- Imagine where you would go if you could go on a dream vacation.
- Who would be with you?
- What would you be doing?
- Taking an imaginary vacation can be a good way to manage stress and relax your system





HUMAN TRAFFICKING

INTRODUCTION TO TRAFFICKING

- When someone is recruited, hidden, or transported against their will for services and the financial gain of another person
- "Modern-day slavery"
- Important to identify unsafe situations and unhealthy relationships
- Using personal power to maintain balance of power will help you stay safe



KEY VOCABULARY - HUMAN TRAFFICKING

- **A.C.T.:**
 - Ask, Care, Tell.
- **Balance of Power:**
 - How power is shared by people in a relationship.
- **Coercion:**
 - Maintaining control and making someone do something against their will by using threats and intimidation
- **Force:**
 - Maintaining control and making someone do something against their will by using violence
- **Fraud:**
 - Maintaining control and making someone do something against their will by using false promises and lies
- **Human Trafficking:**
 - When someone is recruited, hidden, transported against their will for services and the financial gain of another person



KEY VOCABULARY, CONTINUED

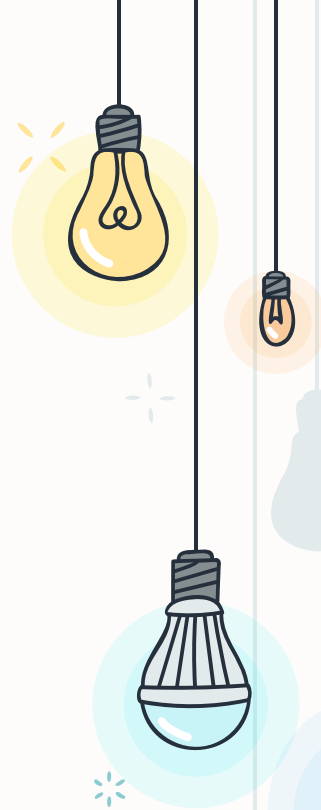


- **Personal Power:**
 - Tools we have to help us make safe decisions to help ourselves and others
- **Safe and Unsafe Relationships:**
 - Safe relationship - balance of power where healthy boundaries protected; relationship is positive, rational, productive, and supportive
 - Unsafe relationship - imbalance of power; results in one person being controlled and manipulated by another; boundaries not respected, resulting in a negative relationship
- **Trauma Bond:**
 - A bond rooted in survival instinct; the victim is made to feel they cannot survive without the protection and support of the abuser, making it very difficult for the victim to leave. The trafficking victim loses their sense of self, adopts the worldview of the abuser, and takes responsibility for the abuse.

TARGETING - SOCIAL MEDIA

Traffickers use many popular social media sites and digital devices to contact potential victims

- Human traffickers groom victims
 - May start by scouting victims through social media sites
 - Use a variety of techniques to manipulate the victim
 - Trap the victim and use them for financial gain
- Often post false ads promising easy money as a way to find vulnerable victims who can be tricked, trapped, and trafficked
- Cell phones and social media are also used to maintain control
 - Will pretend to be the victim and send messages to friends and family claiming that everything is okay and that the victim is safe



TARGETING - MALLS, HANGOUTS, BUS STOPS

- Find victims in the places where kids spend time:
 - Malls
 - Movie theaters
 - Fast food restaurants
 - Bus stops
- Know that a teen who is alone may be more vulnerable
- Look for teens who respond to their attention, who are homeless, or who need money
- Build a relationship, make false promises, and trap the victim



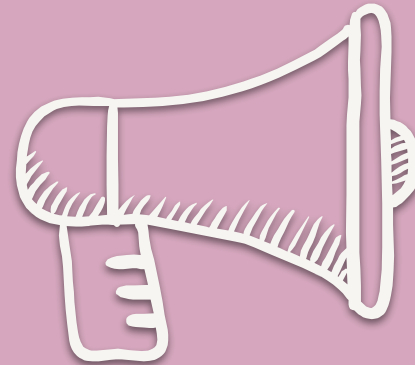
TARGETING - PEER RECRUITERS

- May find a victim at a local hangout or online
 - Starts giving the victim attention and gifts
 - May begin to act like a boyfriend or girlfriend
 - Introduces victim to the trafficker; victim is trapped and trafficked
- Will befriend the victim and offer drugs and alcohol
 - Maintain control through access to the drugs and alcohol
 - Use threats of telling parents or other important adults
 - Fear of getting in trouble or addiction to drugs keeps victim trapped
- May trick victims by showing off expensive clothes, fancy shoes, pretty nails, and hair
 - Recruiter offers to introduce the victim to a friend who will do the same for them
 - Gifts and attention are soon replaced with demands from the trafficker

RISK FACTORS

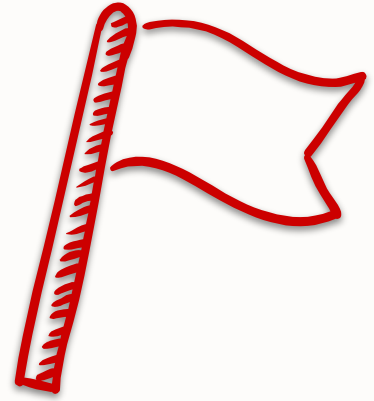
- Running away from home
- Needing money or living in poverty
- Dropping out or skipping school
- Lack of job opportunities
- Low self-esteem
 - May be more easily taken in by the lies and manipulation of traffickers
- Social isolation
 - Limits who you turn to for help and who will notice that you may be in an unsafe situation
- Substance abuse - using drugs and alcohol

- Traffickers look for victims who are not going to tell
- Using your voice and personal power is an important way to protect yourself



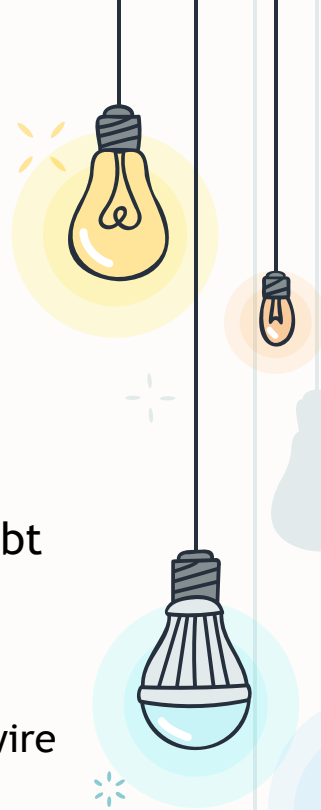
RED FLAGS OF TRAFFICKING

- Appears fearful or anxious
- Overly submissive, nervous, or tense
- Lack of eye contact
- Displays unusually anxious behavior or appears fearful at the mention of law enforcement
- Appears to be in poor health; doesn't seek medical attention
- Appears undernourished or malnourished
- Shows signs of physical and/or sexual abuse
- Has marks indicating physical restraint or confinement
- Branding or tattoos with a name or nickname



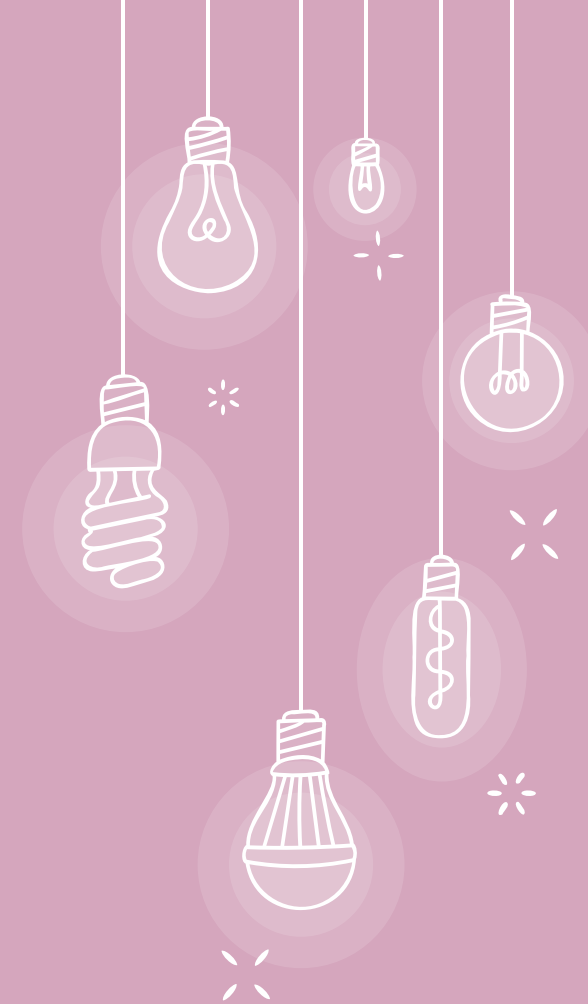
LIVING AND WORKING CONDITIONS

- Unable to leave or to come and go when you want
- Working for little or no pay, or paid only with tips
- Working extremely long and/or unusual hours
- Not allowed to take a break
- Working with excessive restrictions
- Owing employer large amounts of money; being unable to repay the debt
- Recruited with false promises regarding the type or work, living conditions, and working conditions
- High security measures at the work site and/ or the living locations,
 - Boarded up or covered windows, security bars, security cameras, barbed wire fences
- Signs of drug addiction
- Being forced into sexual situations



GETTING HELP

- Tell a trusted adult
- Call the National Human Trafficking Resource Center (NHTRC) Hotline at **888-373-7888**
- Text HELP to “BeFree” (**233-733**) to be connected with the NHTRC Hotline
- Call the Florida Abuse Hotline at 800-96-ABUSE (**1-800-962-2873**)
- Call 911 to reach local law enforcement
- Call the US Department of Justice at **888-428-7581**



ASK CARE TELL

- **A.C.T.**
 - **Ask** when we observe something of concern in a friend.
 - **Care** about our friend by responding without judgement and with support when that friend discloses something unsafe or when we are concerned about a friend's safety
 - **Tell** a trusted adult or helping professional.
- You must involve a trusted adult and either accompany that friend when you tell an adult or tell an adult yourself if the friend feels as though they cannot tell

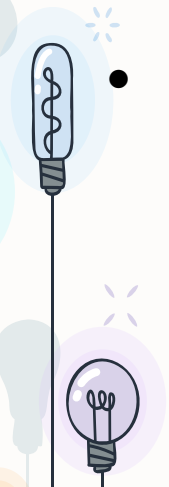
CONTROL

- Exert control by removing victim's freedom
- Control:
 - Money
 - Food
 - Personal identification
 - Living conditions
- Often provide illegal drugs to victims, maintaining control through access to drugs



EMOTIONAL AND PSYCHOLOGICAL MANIPULATION

- Trauma bond.
- Natural desire to have relationships; relationships create bond
 - Healthy relationships - positive and productive bonds
 - Unhealthy relationships - destructive or “trauma bonds”
- Intentional Process
- Starts by filling the need of the victim
 - Secrecy and isolation creates dependence
- Take control by managing money, victim’s time, and providing drugs, food, shelter
- Victim becomes dependent on the abuser
- Abuser manipulates victim’s behavior - convinces them to do things for love
 - In the beginning, the victim may be willing to please the abuser
 - In time, emotional, physical, and sexual abuse are used to maintain control



OTHER FORMS OF CONTROL



- **Emotional Abuse**

- Humiliation in front of others
- Belittling, name calling
- Convincing victim no one cares
- Blaming victim for their circumstances
- Making victim feel guilty about their current circumstances

- **Physical Abuse**

- Slapping, punching, kicking, strangling
- Brands, tattoos, burns, scarring
- Exposure to dangerous chemicals
- Withholding food and water
- Creating an addiction to drugs
- Providing or withholding drugs

- **Sexual Abuse**

- Forced sexual situations
- Used as punishment
- Treating the victim as an object for monetary gain
- Convinces the victim that unhealthy sexual dynamics are normal

- **Economic Control**

- Creating a debt that cannot be repaid
- Keeping the money the victim earns
- Denying access to money or providing only a small allowance

CONTROL, CONTINUED

- Isolation
 - Keeping the victim confined
 - Relocating the victim frequently
 - Accompanying victim in all public places
 - Convincing the victim not to trust others
 - Denying/restricting access to friends and family
 - Restricting access to school
- Intimidation
 - Harming other victims
 - Abusing pets in the presence of the victim
 - Using or displaying weapons
 - Destroying property and possessions
- Coercion and Threats
 - Threats to harm the victim and the victim's friends and family
 - Threats to tell of the victim's actions that will cause shame
 - Threats to report the victim to the police
- Denying
 - Minimizing the abuse or exploitation
 - Denying any responsibility for the illegal acts
 - Denying that there was exploitation or abuse
 - Blaming the victim for the trafficking situation

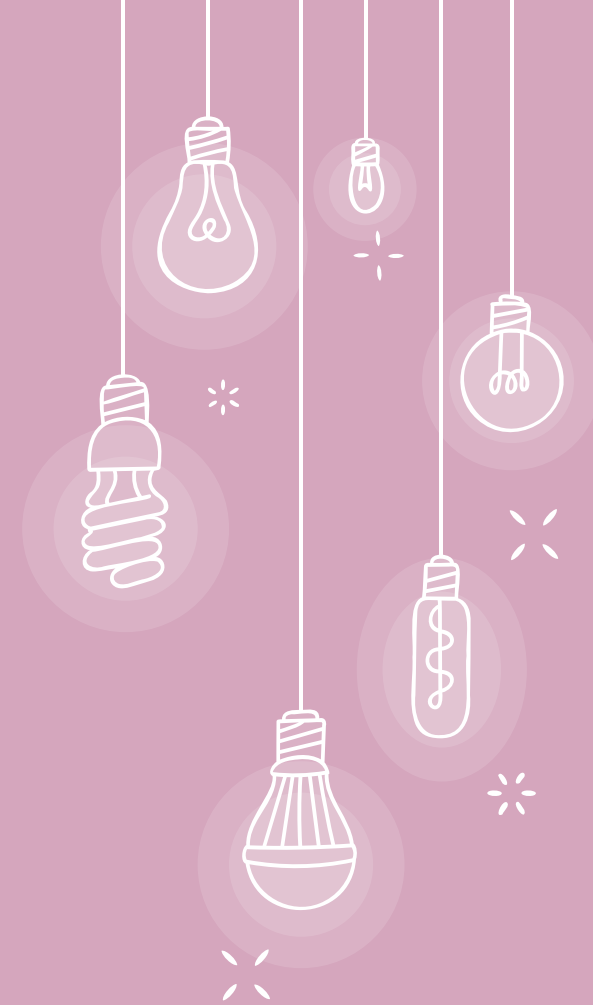
RIGHTS, RESPONSIBILITIES, AND CONTROL

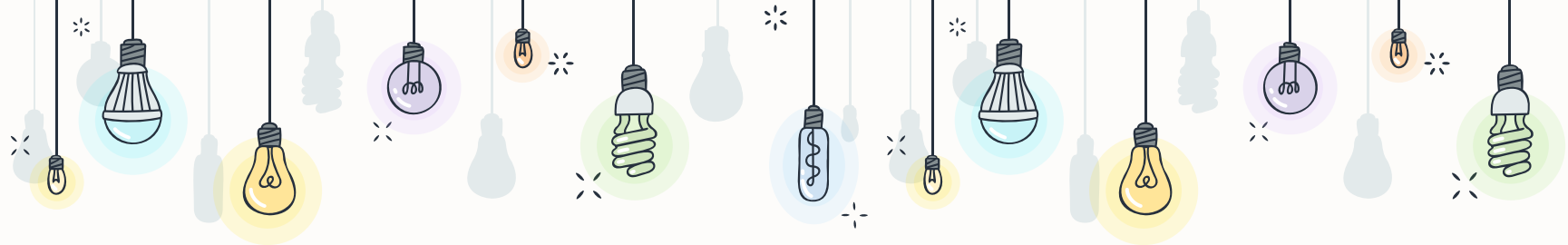
- What do you think you have the right to expect to preserve your freedom?
- I have the right to
 - My personal choices
 - Be treated with respect and dignity
- I have the responsibility to
 - Protect myself and others when I know of an unsafe situation by seeking help from a trusted adult
 - Realize when someone is using force, coercion, or fraud to control me or others
- I am in control of
 - How my body is used
 - Saying no when someone is trying to use me



REFLECT

- **If you were in a vulnerable situation that could make you a target for human traffickers, what steps could you take to protect yourself?**



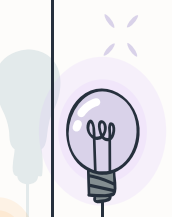


CHARACTER

RESILIENCE THROUGH ADVERSITY

- Ability to adapt to difficult situations
- When stress, adversity or trauma strikes, you experience anger, grief and pain, but able to keep functioning
- Being able to reach out to others for support is a key part of being resilient

- Tips to improve your resilience
 - Get connected
 - Make every day meaningful
 - Learn from experience
 - Remain hopeful
 - Take care of yourself
 - Be proactive

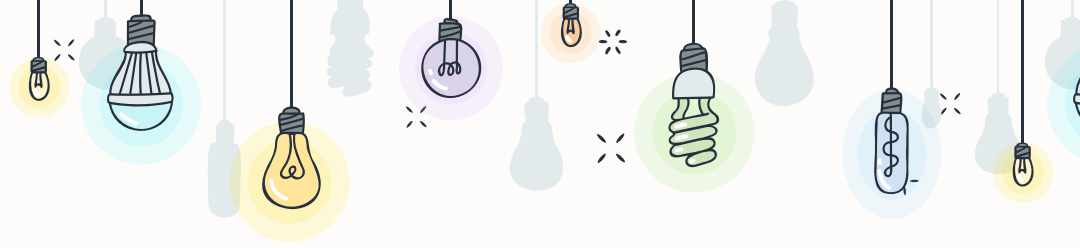


EMPATHY, PERSEVERANCE, GRIT, GRATITUDE, AND RESPONSIBILITY

- **Empathy**
 - When students are aware of and able to understand the feelings of others
- **Grit**
 - Strength of character to **persevere** through any situation and work towards achieving goals
- **Gratitude**
 - Feelings of thankfulness and appreciation for the kindness and generosity of others
- **Responsibility**
 - Ability to be prepared, reliable and accountable for decisions and actions

GRIT AND PERSEVERANCE

- Grit is passion and **perseverance** towards long-term goals
- A goal is the object of purposeful effort
- Reaching a goal requires **focus** and **effort**
- Writing down your goals makes you more likely to achieve them
 - includes creating an action plan and a system to hold yourself accountable
- **Action Plan**
 - A formal sequence of steps that guide you toward a goal.
- **Accountability**
 - The fact and understanding that you are responsible for something.
- You alone are accountable for your effort and focus



SETTING GREAT GOALS

- **G**oal's Name
 - Describe your goal in 5 words or less
- **R**eason for Your Goal
 - Every GREAT goal has a “why” that gives it purpose and direction
- **E**fforts Required
 - How are you going to achieve your goal? List 4 specific steps that you will take today, tomorrow, next week, and beyond
- **A**ccountability Partner
 - When you tell someone about your goal, it becomes real. List 1 or 2 people you will share your goal with
- **T**imeline for Your Goal
 - Today is your starting point. When do you want to achieve your goal?

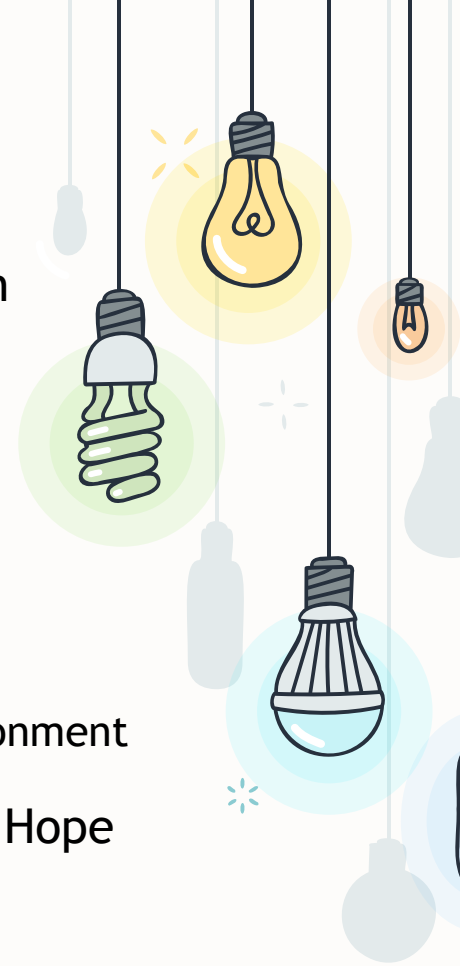
EXPRESSING GRATITUDE

- One of the simplest ways to demonstrate caring to other individuals
- Added benefit of raising our happiness levels, making us more productive and healthier
- Long-term benefits of expressing gratitude are only felt if we make expressing gratitude a habit

- Gratitude Journal
 - Journal about what we are grateful for over the previous 24 hours and why
- 3 Gratitudes
 - Share three things we are grateful for each day
- Random Act of Kindness
 - Spend two minutes writing an e-mail or making a phone call praising or thanking someone for something they have done

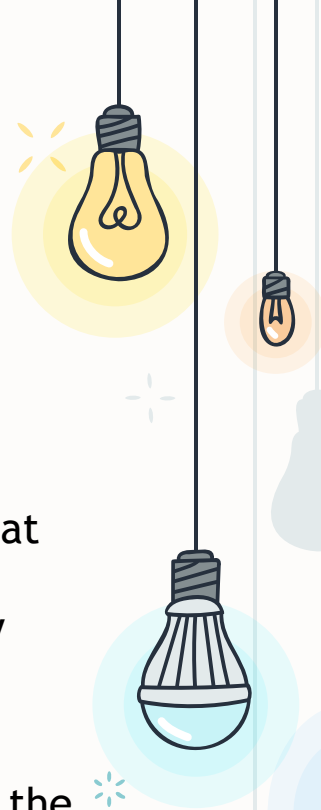
MENTORSHIP

- Opportunity for a student to receive guidance and direction
- Hope Ambassadors - clubs for student volunteers to mentor peers and help create kind and compassionate school environments.
- Examples of Hope Ambassadors clubs work in schools and communities
 - Participating in service projects
 - Volunteering in school and/or community organizations
 - Leading school activities that promote resilience
 - Peer-to-peer mentor supports to build a positive school environment
 - Facilitating activities that support productive conversations
- Seek the guidance of a teacher or counselor to help start a Hope Ambassadors club at your school



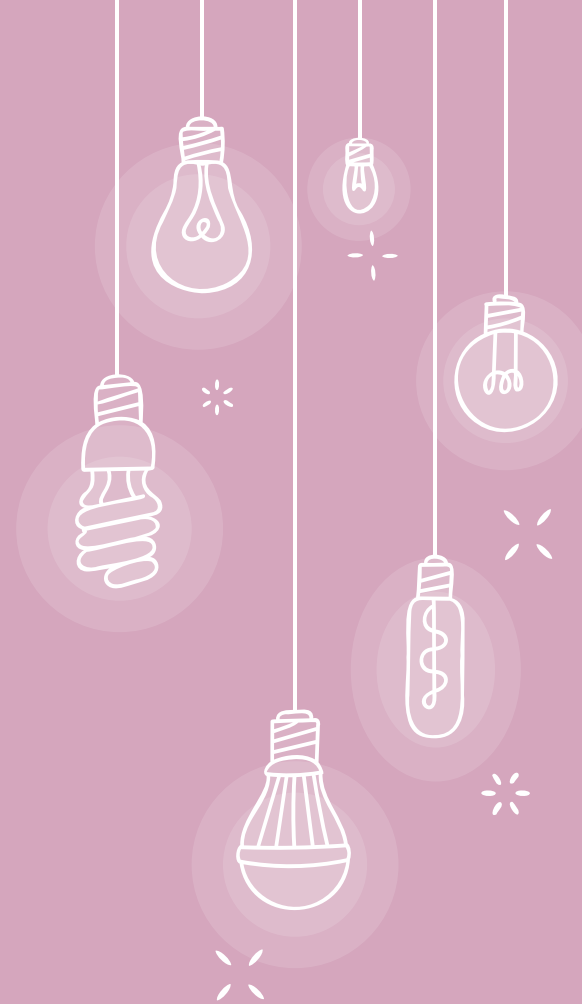
CITIZENSHIP & VOLUNTEERISM

- Responsibilities of citizenship
- Things citizens may not have to do, but **SHOULD** do to make their community and the world around them a better place
- Citizens should be informed
 - Know what's going on around them, who elected leaders are, and what they're doing
 - Can be done by paying attention to the media, like newspapers or TV news
- Citizens should be involved
 - Voting for leaders who share their values, but also by contributing to the common good: **volunteering**, helping out, and donating their time or money

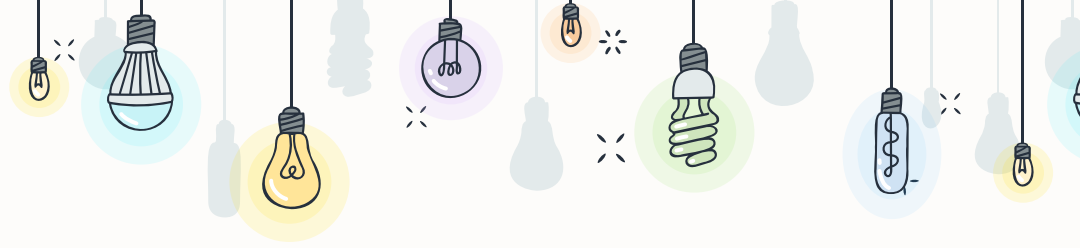


WHOSE PROBLEM IS IT?

- **First step always begins with you**
 - Can the problem be resolved by citizens alone, volunteering their time or resources? Some problems can, and some can't
- **Other issues require the help of government, or are government's responsibility**
 - If the roads are full of potholes, a government agency, like a highway authority or transportation commission, would be responsible
 - Your role would be contact the right agency and pressure them to do a better job!
- **Responsibility of the state or federal government of the United States**
 - If you have an issue with healthcare legislation, that's a job for the federal, or national government
- **Think of problem-solving as a series of steps. Begin with your own efforts, if possible, and work your way up from there!**



HONESTY & INTEGRITY



- **Honesty**
 - Ability to be truthful in both their words and their actions
- **Integrity**
 - Being strong enough to do what you know is right
 - Knowing the difference between right and wrong and choosing to do the right thing, even when difficult
 - Includes honesty and responsibility
- **For Example:**
- Matt and his friends went to the movies. His friends snuck in the side door without paying. Should Matt sneak in, too?
- To act with honesty and integrity, he would **NOT** sneak in, as it is against the rules and dishonest



TECHNOLOGY

TECHNOLOGY



- **Negative Effects of Social Media**

- Distraction
- Sleep disruption
- Exposure to negative interactions
- Heightened risk of depression and anxiety symptoms
- Decrease in life satisfaction

- **Addiction**

- Compulsive need to spend a great deal of time on the internet, to the point where relationships, work, and health suffer
- Impulsivity and poor self-regulation can lead to internet addiction

- **Misinformation and Permanency**

- The information people post on the internet is not always accurate
- Misinformation can influence beliefs and behaviors
- Digital permanence- any information or pictures you post online can be saved and accessed forever

- **Cyberbullying**

- Pattern of repeatedly sending or spreading threatening or mean messages, rumors or embarrassing photos by electronic methods

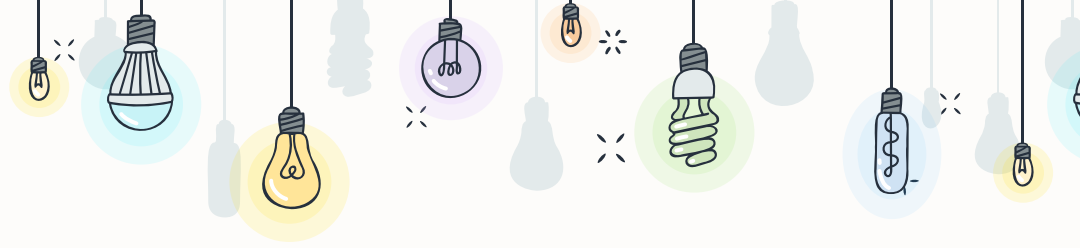
TECHNOLOGY



- How to maintain personal security
 - Only add people you know and verify that they are who they say they are
 - Keep strong passwords
 - Never post personal details

- How to report suspicious behavior
 - Each social media platform has its own user support
 - SafeOC
 - P3 Campus APP
 - Speakout Hotline
 - 800-423-TIPS

TIMING



9th: 136:57 [2hr 16 min 57 sec]

- Title and Activator: 1:25
- Mental Health and Wellbeing: 15:07 + 5:00 [reflect]
- Understanding Stigma: 6:24 + 5:00 [reflect]
- State of Mind: 10:44 + 5:00 [reflect]
- Seeking Help: 10:14 + 4:00 [resources]
- Addiction: 16:59 + 4:00 [resources]
- Wellbeing: 11:07 + 5:00 [reflect]
- Human Trafficking: 15:38 + 5:00 [reflect] + 4:00 [resources]
- Character: 12:19