

Your Thoughts Matter

Navigating Mental Health



NAME

AGE *(as of January 1 of the current year)*

COUNTY

CLUB NAME

ADVISOR



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



Authors

Jami Dellifield, MA, Extension Educator, Family and Consumer Sciences, Ohio State University Extension

Amanda Raines, MS, Program Assistant, 4-H Youth Development, Ohio State University Extension

Reviewers

Kate Ertl, 4-H Volunteer, 4-H Youth Development, Ohio State University Extension

Vicky Hartzler, LISW-S, Associate Director, Mental Health and Recovery Boards of Wayne and Holmes Counties

Liz Henrich, MA, Associate CEO, Ohio Association of County Behavioral Health Authorities

Molly Hunt, Member, Ohio 4-H Teen Advisory Council and 4-H Health Hero, 4-H Youth Development, Ohio State University Extension

Pam Montgomery, LPCC, LSW, Extension Educator, 4-H Youth Development, Ohio State University Extension

Kathy Yokum, OCPC, LPCC-S, Prevention Administrator, Office of Prevention and Wellness, Ohio Department of Mental Health and Addiction Services

Production Team

Kerri McTigue, Graphic Designer

Jane Wright, Curriculum Manager, 4-H Youth Development, Ohio State University Extension

Susie Young, Asst. Editor, 4-H Youth Development, Ohio State University Extension



All photos in this book are from Thinkstock.

Copyright © 2019, 2018

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility.

Contents

| | |
|--|----|
| Note to the Project Helper | 2 |
| Member Project Guide | 3 |
| PROJECT AREA: What Is Mental Health? | |
| Activity 1: Defining Mental Health | 6 |
| Activity 2: Know the Numbers | 8 |
| Activity 3: Investigating Impact | 10 |
| Talking It Over | 13 |
| PROJECT AREA: Mental Health Behaviors and Disorders | |
| Activity 4: Anxiety | 14 |
| Activity 5: Depression | 16 |
| Activity 6: Self-Harm | 18 |
| Talking It Over | 20 |
| PROJECT AREA: Stigma | |
| Activity 7: Think Before You Speak | 21 |
| Activity 8: Media Messages | 24 |
| Talking It Over | 26 |
| PROJECT AREA: Self-Help and Resources | |
| Activity 9: Exploring Resilience | 27 |
| Activity 10: Helping Others | 30 |
| Talking It Over | 32 |
| Glossary | 33 |
| Answer Key | 35 |
| Sources | 36 |
| Summary of Learning Outcomes | 37 |



NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of mental health.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

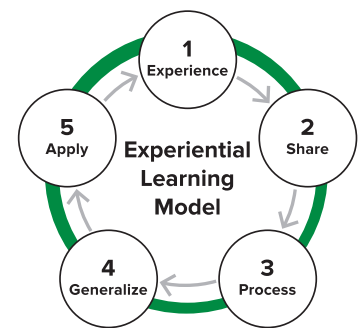
1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Key Elements, please refer to the *Ohio 4-H Volunteer Handbook* available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about mental health.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are recorded on the accompanying pages. The member then (2) **shares** what he or she did with the project helper and (3) **processes** the experience through a series of questions that allow him or her to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*
©1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed

Member Project Guide

Welcome to the *Your Thoughts Matter* project! *Your Thoughts Matter* is designed for advanced-level youth who are interested in learning more about mental health, why it is important to overall well-being, and steps that promote more positive understanding and action. The following interesting topics await you:

- What mental health means and its impact on those around us
- The differences among some common but serious mental health disorders
- How society communicates about this issue in casual speech and in the media
- Self-help and becoming part of the solution

This project is meant to be educational and proactive. It is **NOT** intended to be a resource for those in crisis. If you or someone you know is struggling with a mental health issue, please seek adult or professional help immediately.

The amount of time to complete each activity varies. Some activities require internet access and research, creativity, craft materials, someone to talk to, journaling, or even movie time. Before you begin, take a moment to read the entire activity and, if necessary, make plans for its completion. This project is easily completed within one year.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

PROJECT GUIDELINES

Step 1: Complete all **ten** activities and all of the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all ten** activities and all of the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

| Activities | Date Completed | Project Helper Initials |
|--|----------------|-------------------------|
| PROJECT AREA: What Is Mental Health? | | |
| 1. Defining Mental Health | | |
| 2. Know the Numbers | | |
| 3. Investigating Impact | | |
| Talking It Over | | |
| PROJECT AREA: Mental Health Disorders | | |
| 4. Anxiety | | |
| 5. Depression | | |
| 6. Self-Harm | | |
| Talking It Over | | |



| Activities | Date Completed | Project Helper Initials |
|---------------------------------------|----------------|-------------------------|
| PROJECT AREA: Stigma | | |
| 7. Think Before You Speak | | |
| 8. Media Messages | | |
| Talking It Over | | |
| PROJECT AREA: Self Help and Resources | | |
| 9. Exploring Resilience | | |
| 10. Helping Others | | |
| Talking It Over | | |

Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to mental health.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

| Plan to Do | What I Did | Date Completed | Project Helper Initials |
|---------------|--|----------------|-------------------------|
| Demonstration | Shared with club members information about mental health (i.e. definitions, prevalence, how to help) | 5/5/YR | J.D. |
| | | | |
| | | | |
| | | | |
| | | | |

Step 3: Leadership and Citizenship Activities

Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about mental health.
- Help another member prepare for his or her project judging.
- Host a workshop to share tips about mental health.

- Encourage someone to enroll in a mental health project.
- Arrange for a mental health professional to speak to or visit your club.
- Plan your own leadership/citizenship activity.

| What I Did | Date Completed | Project Helper Initials |
|---|----------------|-------------------------|
| Invited a mental health counselor to speak to our club. | 6/12/YR | J.D. |
| | | |
| | | |
| | | |
| | | |

Step 4: Project Review

All finished? Congratulations! After you've completed the activities in this book you are ready for a project review. This process will help assess your personal growth and evaluate what you have learned.

Use this space to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future. Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county's project judging.

Now, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county's project judging.



1 Defining Mental Health

Have you ever thought you know what a word or phrase means only to find out you've been using it completely wrong? Like any medical field, **mental health** has a lot of words and phrases that are easily misunderstood. Just what is mental health?

Words in **bold** throughout this book are defined in the glossary.

What to Do

Take a look at the chart below. You have probably heard or even used these words and phrases and have a general idea of what they mean. Fill out the second column with your definition of the term. Try writing down what you would say if a friend asked you, "What does this mean?"

Next go to **youth.gov**, choose Mental Health from the Youth Topics drop-down menu, and click on Go. Now click on Key Terms to find official definitions. Write the definitions in column three. Some definitions are lengthy. Shorten them to the basic concepts if needed.

Finally, compare your definitions with the official ones. If your definition is correct or similar to the official definition, give yourself a star in the last column. If you learned that you are using the word or phrase incorrectly, make a note of the difference.



| Term | My Definition | Youth.gov Definition | Comparison |
|-------------------------------|---------------|----------------------|------------|
| Mental health | | | |
| Mental illness | | | |
| Recovery | | | |
| Interventions | | | |
| Positive mental health | | | |

Check your responses with the Answer Key on page 35.

More Challenges

Share what you've learned about these definitions with your family or club members by giving a talk or creating a video or flyer.

RESOURCE

Youth.gov is a U.S. government website that helps you create, maintain, and strengthen successful youth programs. Find the tools to get a program up and running, including how to find funding.



Background

Health is an important part of 4-H. After all, an entire H is devoted to it! Nutrition, exercise, and avoiding unhealthy choices such as smoking are part of good health. Mental health is an important part too because it affects all aspects of daily living. Successful performance of mental function leads to being productive, enjoying relationships, and coping well with change and adversity. Having **positive mental health** does not mean everyone is stress-free or happy. It means being able to still function when facing a challenging time.

When someone feels physically ill, knowing when to take an over-the-counter medication, when to rest, and when to go to the doctor can be the key to **recovery**. The same is true for mental health. Sometimes a person becomes stressed or sad and cannot handle daily activities. If this continues for longer than three weeks, the next step is to seek help from a mental health professional. **Psychologists** and **psychiatrists** are doctors who treat **mental health disorders**. A family doctor would prescribe an antibiotic for an infection. Similarly, mental health doctors would help those facing mental health disorders by creating a plan that leads to recovery.



Did you know?

Mental health counselors and psychologists help patients by offering therapy and support groups. These types of support are called **interventions**. Psychiatrists are medical doctors who specialize in mental health. They use the same support methods as well as prescribing medication to mental health patients.

LEARNING OUTCOMES

Project skill: Writing definitions of mental health terms Life skill: Processing information Educational standard: NHES 1.5.1: Describe the relationship between healthy behaviors and personal health. Success indicator: Compares own definitions with official ones



Summary of Learning Outcomes

| Activity | Project Skill | Life Skill | Educational Standard* | Success Indicator |
|--|--|-------------------------|---|--|
| Project Area: What Is Mental Health? | | | | |
| 1. Defining Mental Health | Writing definitions of mental health terms | Processing information | NHES 1.5.1: Describe the relationship between healthy behaviors and personal health. | Compares own definitions with official ones |
| 2. Know the Numbers | Mentally organizing national statistics | Visualizing information | NHES 1.2.2: Recognize that there are multiple dimensions of health. | Creates a visual representation of mental health-related statistics |
| 3. Investigating Impact | Interviewing a mental health professional | Thinking critically | NHES 1.8.6: Explain how appropriate health care can promote personal health. | Gathers information from a mental health professional about mental illness |
| Project Area: Mental Health Disorders | | | | |
| 4. Anxiety | Keeping a worry journal for one week | Keeping records | NHES 7.8.2: Demonstrate health practices and behaviors that will maintain or improve the health of self and others. | Evaluates journal for patterns and effectiveness |
| 5. Depression | Assessing mental health-related scenarios | Solving problems | NHES 5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations. | Determines appropriate response to adolescent behavior |
| 6. Self-Harm | Creating a resourceful flyer for peers who may need assistance | Communicating | NHES 1.5.5: Describe when it is important to seek health care. | Posts flyers in high-traffic areas |
| Project Area: Stigma | | | | |
| 7. Think Before You Speak | Listing phrases using mental health slang | Managing yourself | NHES 2.8.2: Describe the influence of culture on health beliefs, practices, and behaviors. | Evaluates slang that could be offensive |
| 8. Media Messages | Logging mental health references from media sources | Processing information | NHES 2.12.5: Evaluate the effect of media on personal and family health. | Evaluates effects of media messages |
| Project Area: Self-Help and Resources | | | | |
| 9. Exploring Resilience | Testing resilience of various objects | Understanding systems | NHES 1.12.3: Analyze how environment and personal health are interrelated. | Determines resilience of everyday items |
| 10. Helping Others | Gathering mental health resources to benefit your community | Communicating | NHES 1.5.5: Describe when it is important to seek health care. | Creates a promotional tool to help others who need mental health information |

* The educational standards cited here are from the National Health Education Standards (NHES) from the Centers for Disease Control and Prevention's School Health Education Resources (SHER). They are available in their entirety by visiting cdc.gov/healthyschools/sher/standards/index.htm.

