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What About Your Health?

**Directions:** Think about the dimensions of health and answer the questions.

**Physical health**
What’s something you do to have good physical health?

---

**Emotional health**
What’s something you do to have good emotional health?

---

**Social health**
What’s something you do to have good social health?

---

**Spiritual health**
What’s something you do to have good spiritual health?
Emotional Health Quiz

Directions: Read each question and answer it honestly. Score your quiz. Then answer the question at the end.

1. When you make a mistake or fail at something, what thoughts tend to go through your mind?
   a. Next time I’ll do better. At least I learned something.
   b. I can’t do anything right. I’m just a big loser.
   c. It wasn’t my fault.

2. When you do well at something, which of these things are you most likely to think?
   a. I’m proud of myself.
   b. I’m so much better than everyone else.
   c. That was just luck. I’m sure next time I’ll fail.

3. When you do something nice for someone, what thoughts tend to go through your mind?
   a. I’m glad I helped make someone happy.
   b. I can’t believe the person I was nice to wasn’t more grateful.
   c. I can’t wait for the person to be nice to me in return.

4. When someone makes you angry, which of these things are you most likely to do?
   a. Talk to the person to let him or her know how I feel.
   b. Talk about the person behind his or her back.
   c. Yell at the person and call him or her names.

5. When you need help with a project, what do you tend to do?
   a. Ask someone for help.
   b. Get mad because I need help.
   c. Don’t do the project.

6. When someone puts you down, what do you usually do?
   a. Ignore the person.
   b. Try to fight the person.
   c. Talk about the person behind his/her back.

(continued)
Emotional Health Quiz
(continued)

7 When someone gives you a compliment, what do you usually do?
   a. Say, “Thank you.”
   b. Ask what the person wants in return.
   c. Think the person is lying.

8 When you do something embarrassing, what do you usually do?
   a. Laugh at myself.
   b. Blame someone else for what I did.
   c. Try to get someone else to do something embarrassing too.

9 When you are stressed, what do you usually do?
   a. Try to find a way to relax or talk to a friend.
   b. Ignore the stress.
   c. Yell at people around me.

10 When you see someone make fun of a classmate, what do you do?
    a. Defend the person and try to make him/her feel better.
    b. Feel sorry for the person, but don’t say anything.
    c. Join in making fun.

Scoring
Give yourself 10 points for every “a” response and 5 points for every “b” or “c” response. Use the key to rate your emotional health.

90–100 Your emotional health is very good. You can learn how to keep it that way.
70–85 Your emotional health is good and you have room to make it even better. You’ll learn ways to improve it in this class.
50–65 You’ll have lots of chances to improve your emotional health in this class. Ask your teacher for extra help.

What’s 1 thing you learned about your emotional health?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Improving My Emotional Health

**Directions:** Think about a person who you think is a role model for emotional health. Then answer the questions.

1. Describe at least 3 traits of good emotional health:
   1. 
   2. 
   3. 

2. Explain why you think your role model has good emotional health. What are at least 2 things this person does or says that show he or she has good emotional health?
   1. 
   2. 

3. What emotional health trait do you want to improve for yourself?

4. What 2 specific steps will you take to improve this trait?
   1. 
   2. 

**Self-Check**

- [ ] I described 3 traits of good emotional health.
- [ ] I explained 2 ways my role model shows good emotional health.
- [ ] I listed a trait I want to improve.
- [ ] I described 2 specific steps I can take to improve this emotional health trait.
Relationship Case Studies

Directions: Read each case study. Then list the healthy and unhealthy qualities in each relationship.

Case Study 1: Shelly and Maria

Shelly has always been very popular. Maria was glad when Shelly asked if she’d come over and help her with some homework. Since then, Shelly has asked Maria for help on a lot of homework assignments. Yesterday, Shelly asked Maria to do her homework for her. Maria really likes Shelly and is scared that if she doesn’t do Shelly’s homework, Shelly won’t be friends with her anymore. But Maria also doesn’t want to cheat. So Maria told Shelly she would be happy to help with homework, but she won’t do it for her. Shelly got mad and asked Maria to leave. But the next day at school, Shelly told Maria that she was wrong. Shelly said she was sorry and still wanted to be friends.

- Healthy Qualities
- Unhealthy Qualities

Case Study 2: Jess and TJ

Jess and TJ met on the track team. Jess admired how good TJ was at sports, and TJ enjoyed Jess’s sense of humor, so they became friends. But lately Jess isn’t having as much fun with TJ. TJ teases Jess all the time about not being as fast or strong as other members of the team. One day after track practice, TJ hid Jess’s clothes in the locker room when Jess was in the shower. When Jess got upset, TJ just laughed and told Jess not to be such a baby. The next day, TJ acted like nothing had happened. Jess is scared to stop being friends with TJ, because Jess has seen TJ be really mean to other kids on the team who TJ doesn’t like.

- Healthy Qualities
- Unhealthy Qualities
My Healthy Relationships

Directions: Think about what you've learned today about relationships. Then answer the questions.

1) Explain how each of these things would be different in a healthy versus an unhealthy relationship.

How do people communicate?

Healthy Relationship: ____________________________________________________________

____________________________________________________________________________

Unhealthy Relationship: _________________________________________________________

____________________________________________________________________________

How do people act toward each other?

Healthy Relationship: ____________________________________________________________

____________________________________________________________________________

Unhealthy Relationship: _________________________________________________________

____________________________________________________________________________

How do people feel about themselves?

Healthy Relationship: ____________________________________________________________

____________________________________________________________________________

Unhealthy Relationship: _________________________________________________________

____________________________________________________________________________

(continued)
2. Think about a healthy relationship you have in your own life (or one you have seen or read about). Describe at least 3 qualities this relationship has, and describe at least 2 benefits you get from this relationship and other healthy relationships in your life. Be specific.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Self-Check
☐ I explained the qualities of healthy and unhealthy relationships.
☐ I described at least 3 qualities of a healthy relationship.
☐ I described at least 2 benefits of healthy relationships.
## Communication Skills Checklist

**Directions:** After the communication practice, check the box that best describes how well the speaker and listener demonstrated good communication skills.

### Practice Session 1

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person spoke at a time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker used clear language to share feelings and thoughts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker used a tone of voice, body language and facial expressions that matched the message.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker invited the listener to respond.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener paid attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener asked questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener acknowledged what the speaker said.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener used body language and facial expressions to show he/she was listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
# Communication Skills Checklist

(continued)

## Practice Session 2

<table>
<thead>
<tr>
<th>Speaker's Name</th>
<th>Listener's Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person spoke at a time.</td>
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<tr>
<td>Listener asked questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener acknowledged what the speaker said.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listener used body language and facial expressions to show he/she was listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are at least 2 ways you could improve your communication skills? Be specific.

1. 

2. 

### Self-Check

- [ ] My partner and I practiced the skills.
- [ ] I rated myself and my partner on each of the skills.
- [ ] We compared our answers.
- [ ] I described 2 ways I could improve my communication skills.
<table>
<thead>
<tr>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
</tr>
<tr>
<td>Amazed</td>
</tr>
<tr>
<td>Angry</td>
</tr>
<tr>
<td>Annoyed</td>
</tr>
<tr>
<td>Apathetic</td>
</tr>
<tr>
<td>Attractive</td>
</tr>
<tr>
<td>Bored</td>
</tr>
<tr>
<td>Brave</td>
</tr>
<tr>
<td>Comfortable</td>
</tr>
<tr>
<td>Confused</td>
</tr>
<tr>
<td>Daring</td>
</tr>
<tr>
<td>Dejected</td>
</tr>
<tr>
<td>Depressed</td>
</tr>
<tr>
<td>Despairing</td>
</tr>
<tr>
<td>Determined</td>
</tr>
<tr>
<td>Disappointed</td>
</tr>
<tr>
<td>Eager</td>
</tr>
<tr>
<td>Edgy</td>
</tr>
<tr>
<td>Embarrassed</td>
</tr>
<tr>
<td>Empathetic</td>
</tr>
<tr>
<td>Envious</td>
</tr>
<tr>
<td>Excited</td>
</tr>
<tr>
<td>Fascinated</td>
</tr>
<tr>
<td>Frightened</td>
</tr>
<tr>
<td>Frustrated</td>
</tr>
<tr>
<td>Gloomy</td>
</tr>
<tr>
<td>Grateful</td>
</tr>
<tr>
<td>Guilty</td>
</tr>
<tr>
<td>Happy</td>
</tr>
<tr>
<td>Helpless</td>
</tr>
<tr>
<td>Hopeless</td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>Indifferent</td>
</tr>
<tr>
<td>Infatuated</td>
</tr>
<tr>
<td>Inspired</td>
</tr>
<tr>
<td>Jealous</td>
</tr>
<tr>
<td>Joyful</td>
</tr>
<tr>
<td>Liked</td>
</tr>
<tr>
<td>Lonely</td>
</tr>
<tr>
<td>Mad</td>
</tr>
<tr>
<td>Nervous</td>
</tr>
<tr>
<td>Optimistic</td>
</tr>
<tr>
<td>Patient</td>
</tr>
<tr>
<td>Pleased</td>
</tr>
<tr>
<td>Proud</td>
</tr>
<tr>
<td>Puzzled</td>
</tr>
<tr>
<td>Rejected</td>
</tr>
<tr>
<td>Relaxed</td>
</tr>
<tr>
<td>Relieved</td>
</tr>
<tr>
<td>Sad</td>
</tr>
<tr>
<td>Satisfied</td>
</tr>
<tr>
<td>Self-conscious</td>
</tr>
<tr>
<td>Shy</td>
</tr>
<tr>
<td>Silly</td>
</tr>
<tr>
<td>Sympathetic</td>
</tr>
<tr>
<td>Tense</td>
</tr>
<tr>
<td>Tired</td>
</tr>
<tr>
<td>Troubled</td>
</tr>
<tr>
<td>Unhappy</td>
</tr>
<tr>
<td>Unsure</td>
</tr>
<tr>
<td>Unwanted</td>
</tr>
<tr>
<td>Useless</td>
</tr>
<tr>
<td>Worried</td>
</tr>
</tbody>
</table>
Expressing Feelings

Directions: Read the story assigned to your group, then answer the questions.

Story 1

Sam just got back a math test with a D on it. Sam thought the test had gone well and feels surprised and angry about the bad grade. Sam is also worried because Dad is going to be mad. Sam decides to skip school for the rest of the day and go home. At home, Sam plays video games all afternoon, trying to pretend that the bad math grade didn't happen.

Story 2

Sasha was just online and saw that a few classmates have posted a rumor about Sasha that isn't true. Sasha feels embarrassed and angry and decides to get back at these classmates by posting worse rumors about them. Sasha also told several friends to post rumors about these people too.

1. Do you think Sam/Sasha expressed the feelings in a healthy or unhealthy way? Why?

2. What is a healthy way Sam/Sasha could express the feelings?

3. How does the unhealthy expression of the feelings hurt Sam/Sasha and others?

4. If Sam/Sasha expressed feelings in a healthier way, how would it help Sam/Sasha or others?
My Feelings

Directions: Answer the questions based on what you’ve learned.

1 Why is it important to be aware of your own feelings? Give an example.


2 Why is it important to be aware of other people’s feelings? Give an example.


3 What are at least 3 healthy ways to express feelings?


4 Describe an unhealthy way to express a feeling and explain how it could negatively affect you and someone else. Be specific.


5 Now describe a healthier way to express the feeling and explain how it could positively affect you and someone else.


Self-Check

☐ I explained why it’s important to be aware of my feelings and gave an example.
☐ I explained why it’s important to be aware of others’ feelings and gave an example.
☐ I described at least 3 healthy ways to express feelings.
☐ I described how an unhealthy way to express a feeling could negatively affect me and others.
☐ I described how a healthier way to express the feeling could positively affect me and others.
Dealing with Troublesome Feelings

**Directions:** Use the following steps to complete this activity sheet.
- In column 2, describe a situation in which a person your age might feel each of the feelings listed in column 1.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troublesome Feeling</td>
<td>Possible Situation</td>
</tr>
<tr>
<td>Worry</td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Loneliness</td>
<td></td>
</tr>
</tbody>
</table>
Dealing with Troublesome Feelings
(continued)

**Directions:** (continued)
- In column 3, describe how a person could deal with or express each feeling in a healthy way.
- In column 4, write the name of a person you could talk to if you experienced each of these feelings.

<table>
<thead>
<tr>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could you deal with this feeling in a healthy way?</td>
<td>What adult could you talk to about this situation? Why would that person be helpful?</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Getting Help for Feelings

Directions: Answer the questions based on what you’ve learned.

1. Describe 3 signs that show a person should ask for help with troublesome feelings.
   1. 
   2. 
   3. 

2. If you had a friend who was showing signs of anxiety or depression, what would you advise your friend to do?
   
   
   
   
   

3. Write 3 ways you could ask for help for yourself or a friend.
   1. 
   2. 
   3. 

Self-Check
   - I described 3 signs that show a person needs help with feelings.
   - I wrote advice to a friend.
   - I wrote 3 specific things I could say to ask for help.
Understanding Grief

Directions: Think about what you learned today, then answer the questions.

1. Describe a situation in which someone your age might experience grief.

2. What are at least 3 feelings a person might experience when going through the grief process?
   1. 
   2. 
   3. 

3. Your friend was very close with his or her uncle Jim. A year ago, Uncle Jim found out he had cancer, and last month he died. Your friend has many feelings and doesn’t know how to deal with them. What are at least 3 specific things your friend can do to help deal with the grief in a healthy way?
   1. 
   2. 
   3. 

4. You just found out that a friend's older brother died in a car crash. What would you say to your friend?

Self-Check
- I described a situation in which someone might experience grief.
- I described at least 3 feelings a person going through grief might have.
- I suggested at least 3 things to do to deal with grief in healthy ways.
- I wrote what I could say to a friend who was grieving.
Who's Stressed?

Directions: Read the 2 stories. Then answer the questions.

▶ Jamal's Story

Jamal's science teacher gave the class an assignment to work with a partner and come up with an experiment related to the environment. Jamal was a little nervous because he'd never done anything like this before, but he thought the project would be challenging and interesting. He couldn't wait to meet with his science partner to talk about their ideas for an experiment. He was a little confused on some of the steps they would need to take to complete the project, so he decided to meet with his science teacher to get his questions answered before they began.

▶ Madison's Story

Madison was just given an assignment from her science teacher to work with a partner and come up with an experiment related to the environment. She felt so stressed. She didn't know where to start. She'd never had to do an assignment like this before. Madison overheard her friends talking about different ideas for their experiments. She tried talking to her partner but when he didn't have any ideas either she got mad at him. Madison felt so upset that she decided to just put off doing the project and try not to think about it.

Questions

1 Who is reacting to the stressful situation in a positive way?

How could you tell?

2 Who is reacting to the stressful situation in a negative way?

How could you tell?
What I Know About Stress

**Directions:** Read each question and answer it based on what you’ve learned today and your own life experiences.

1. What are at least 3 things that can cause stress?
   1. 
   2. 
   3. 

2. What are 3 possible effects of stress that could happen if people don’t manage their stress in healthy ways?
   1. 
   2. 
   3. 

3. Describe at least 1 stressor you have experienced in each of these areas of your life. Be specific.
   Home: 
   School: 
   With friends: 

(continued)
What I Know About Stress

(continued)

4. Describe at least 2 physical reactions and 2 feelings you might have in response to the stressors you described in question 3.

Physical reactions
1. ____________________________________________
2. ____________________________________________

Feelings
1. ____________________________________________
2. ____________________________________________

5. Choose one of the stressors you described and explain at least 1 positive (healthy) way and at least 1 negative way you could deal with it. Be specific.

Positive way to deal with the stressor:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Negative way to deal with the stressor:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Self-Check
☐ I described at least 3 things that can cause stress.
☐ I described 3 effects of stress.
☐ I described at least 1 stressor at home, in school and with friends.
☐ I described 2 physical and 2 emotional reactions to stress.
☐ I explained 1 positive and 1 negative way to deal with a stressor.
Stressed Out!

Shawntae's Stressful Week

Shawntae was excited to be invited to her friend's birthday party. She asked her mom if she could go and her mom said yes as long as she got all of her homework and chores done by Friday. It was only Tuesday, so Shawntae had plenty of time to finish everything. She spent that night looking through her closet and deciding what she was going to wear to the party.

On Wednesday, Shawntae had to stay after school for a Boys' and Girls' Club meeting and then she had to babysit for the neighbors in the evening. She thought she could get some homework done while she was babysitting, but the kids were wild and took all of her time and attention.

On Thursday, Shawntae was going to do her chores, but her favorite TV shows were on that night. After watching TV, she was going to start her homework, but when she looked in her backpack, she realized she'd left her notebook at school.

When Shawntae got home from school on Friday, her mother asked if her homework and chores were done. Shawntae had to admit that she hadn't started on anything yet. Now she only had four hours to do everything before the party. She felt very stressed.

What could Shawntae have done to help reduce the stress?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**My Top 5 Stressors**  
**Part 1**

**Directions:** Circle your top 5 stressors.

<table>
<thead>
<tr>
<th>Moving</th>
<th>Chores around the house</th>
<th>Peer pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to a new school</td>
<td>Brothers and sisters</td>
<td>Death of a pet</td>
</tr>
<tr>
<td>Meeting new people</td>
<td>Getting good grades</td>
<td>Parents getting remarried</td>
</tr>
<tr>
<td>Homework</td>
<td>A family member getting ill</td>
<td>Not making a sports team</td>
</tr>
<tr>
<td>Breaking up with a boyfriend or girlfriend</td>
<td>Getting a boyfriend or girlfriend</td>
<td>Having a newborn brother or sister</td>
</tr>
<tr>
<td>Not getting along with parents</td>
<td>Playing computer games</td>
<td>Family having trouble with money</td>
</tr>
<tr>
<td>Competing in sporting events</td>
<td>Trying something for the first time</td>
<td>Brother or sister leaving home</td>
</tr>
<tr>
<td>Taking a vacation</td>
<td>Going to a school dance</td>
<td>Mom or dad starts or loses a job</td>
</tr>
<tr>
<td>Speaking in front of the class</td>
<td>Changing eating/exercise habits</td>
<td>A substitute teacher or coach</td>
</tr>
<tr>
<td>Death of a loved one</td>
<td>Missing school</td>
<td>Other</td>
</tr>
<tr>
<td>A job</td>
<td>A band or choir performance</td>
<td></td>
</tr>
<tr>
<td>Not understanding something in school</td>
<td>Acting in a school play</td>
<td></td>
</tr>
<tr>
<td>Parents getting divorced or fighting all the time</td>
<td>Being late</td>
<td></td>
</tr>
<tr>
<td>Being bullied at school</td>
<td>Missing the school bus</td>
<td></td>
</tr>
<tr>
<td>Being sexually harassed</td>
<td>Riding a roller coaster</td>
<td></td>
</tr>
<tr>
<td>Feeling lonely or alone</td>
<td>Going to a scary movie</td>
<td></td>
</tr>
<tr>
<td>Making new friends</td>
<td>Learning something new</td>
<td></td>
</tr>
<tr>
<td>Gossip</td>
<td>Not having friends</td>
<td></td>
</tr>
<tr>
<td>Going to a party</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


My Top 5 Stressors
Part 2

Directions: Choose 2 of your top 5 stressors and think about how you could use the techniques you’ve been learning to handle each one. Place a check by the technique you think would help you the most in each situation and explain how that technique would help you manage the stressor.

Stressor: ____________________________

Stress-Management Technique

☐ Deep breathing
☐ Guided imagery
☐ Progressive muscle relaxation
☐ Talking to someone

How this technique would help:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Stressor: ____________________________

Stress-Management Technique

☐ Deep breathing
☐ Guided imagery
☐ Progressive muscle relaxation
☐ Talking to someone

How this technique would help:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Self-Check

☐ I circled my 5 top stressors.
☐ I explained how at least 1 of the stress-management techniques would help me manage 2 of those stressors.

Emotional & Mental Health
Dealing with Stress

**Directions:** Complete the questions after you practice each stress-management technique.

> **Deep Breathing**

How did you feel while you were practicing deep breathing?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Rate how effective the deep breathing stress-management technique was for you:

- ☹ Poor
- 😛 😛 😛 😛 OK Good Excellent

> **Progressive Muscle Relaxation**

How did you feel while you were practicing progressive muscle relaxation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Rate how effective the progressive muscle relaxation stress-management technique was for you:

- ☹ Poor
- 😛 😛 😛 😛 OK Good Excellent
Dealing with Stress
(continued)

➤ Guided Imagery

How did you feel while you were practicing guided imagery?

Rate how effective the guided imagery stress-management technique was for you:

Poor   OK   Good   Excellent

➤ Talking to Someone

How do you feel when you talk to someone about what is causing you stress?

Rate how effective talking to someone as a stress-management technique was for you:

Poor   OK   Good   Excellent

Self-Check

☐ I described my reaction to each of the 4 techniques.
☐ I rated how effective each technique was for me.
Making Healthy Decisions

Directions: Think of a decision you have to make in your own life that has to do with communication, relationships, managing your time, or any of the things you’ve been learning about. Then work through the decision-making steps by answering the questions. Make sure you come up with at least 2 choices in Step 4.

1. Does a decision need to be made? If yes, what do you need to decide?

2. Stop, think before you act. What information do you need to make a safe decision?

3. Do you need help with this decision? Who can help?

4. What choices do you have?
   1. 
   2. 
   3. 

5. What are the possible outcomes for each of these choices?
   Choice 1
   Possible Positive Outcomes
   Possible Negative Outcomes
   
   
   
   

Making Healthy Decisions

(continued)

<table>
<thead>
<tr>
<th>Choice 2</th>
<th>Possible Positive Outcomes</th>
<th>Possible Negative Outcomes</th>
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<table>
<thead>
<tr>
<th>Choice 3</th>
<th>Possible Positive Outcomes</th>
<th>Possible Negative Outcomes</th>
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6 What's the healthy choice for you? Why?

7 How will you know if you're happy with the result of your decision?

Self-Check

☐ I stated a decision I need to make.
☐ I identified information I would need to make a healthy decision.
☐ I decided if I needed help making the decision.
☐ I identified at least 2 choices and identified at least 1 positive and 1 negative outcome for each.
☐ I identified the healthiest choice and explained why it is healthy.
☐ I explained how I will know I'm happy with my choice.
# Emotional Health Inventory

**Directions:** Think about how you express each of these traits of emotionally healthy people in your own life. Rate yourself on each trait, and then answer the questions. Be honest. Your answers will be private.

<table>
<thead>
<tr>
<th>Trait</th>
<th>all of the time</th>
<th>most of the time</th>
<th>some of the time</th>
<th>rarely or never</th>
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<tbody>
<tr>
<td>I accept who I am.</td>
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<tr>
<td>I express feelings in healthy ways.</td>
<td></td>
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<tr>
<td>I build healthy relationships.</td>
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<td>I manage stress and deal with conflict in healthy ways.</td>
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<td>I show care and concern for others.</td>
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<td>I choose the positive over the negative.</td>
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<tr>
<td>I take responsibility for my own choices and actions.</td>
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<tr>
<td>I ask for help when I need it.</td>
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1. Which are your strongest traits?

2. Which trait(s) do you express only some of the time that you’d like to express more often?

3. Are there any traits you rarely or never express? Why do you think this is?

4. Which trait would you most like to improve or work on?

5. How would being able to express this trait more often help you or make your life better?
My Emotional Health Goal

**Directions:** Choose an emotional health trait you want to strengthen or improve. Then work through the steps to set a realistic, specific and measurable goal.

> The emotional health trait I want to strengthen

---

1. **My goal:**

2. What will be the benefits of reaching my goal?

3. Why is this goal important to me?

4. What must I do to reach this goal?

5. How will I start?

(continued)
My Emotional Health Goal

(continued)

6 Who can help?

7 What could get in the way?

<table>
<thead>
<tr>
<th>Barrier</th>
<th>How I Could Overcome It</th>
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8 What is at least 1 question that will help me evaluate my progress toward this goal and adjust my plan if I need to?

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Self-Check

☐ I wrote a realistic, specific and measurable goal.
☐ I identified at least 1 benefit related to my goal.
☐ I stated why the goal is important to me.
☐ I clearly described specific steps to reach my goal.
☐ I identified at least 1 barrier and specific ways to overcome it.
Am I Meeting My Goal?

Directions: Write the emotional health goal you want to achieve. At the end of each of the next 2 weeks, list the steps you took to meet your goal that week and answer the questions about what you learned.

My goal:

Week 1

What I did to meet my goal:


Benefits I enjoyed this week:


Problems I had and how I solved them:


Who helped me with my goal:


Adjustments I made or will make to my goal plan:

(continued)
Am I Meeting My Goal?
(continued)

Week 2

What I did to meet my goal:


Benefits I enjoyed this week:


Problems I had and how I solved them:


Who helped me with my goal:


Adjustments I made or will make to my goal plan:


Self-Check

☐ I listed what I did each week to reach my goal.
☐ I listed benefits I enjoyed.
☐ I listed problems and how I solved them.
☐ I wrote who helped me.
☐ I listed adjustments I made or will make to my goal.