

## **Competency Area 11**

### **Teen Mental Health Issues**

<b>Lesson</b>	<b>Required Materials</b> <i>Chalkboard or flip chart and markers for all Lessons</i>
<i>11.1 Eating Disorders: Anorexia and Bulimia</i>	<i>Lesson Handout: "Anorexia and Bulimia"</i>
<i>11.2 Eating Disorders: Binge Eating</i>	<i>Lesson Handout: "Binge Eating"</i>
<i>11.3 Body Dysmorphic Disorder</i>	<i>Lesson Handout: "Body Dysmorphic Disorder"</i>
<i>11.4 Why is Body Image Important to Self-Esteem?</i>	<i>Lesson Handout: "Body Image and Self-Esteem"</i>
<i>11.5 Depression</i>	<i>Lesson Handout: "Depression"</i>
<i>11.6 Cutting</i>	<i>Lesson Handout: "Cutting"</i>
<i>11.7 Suicide</i>	<i>Lesson Handout: "Suicide"</i>

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# Lesson 11.1 Eating Disorders: Anorexia and Bulimia

**MATERIALS:** Lesson Handout: “Anorexia and Bulimia”

**TEACHING GOAL:**

*To increase teens’ awareness and knowledge of anorexia and bulimia.*

**COMPETENCIES:**

1. *Teens can describe the difference between anorexia and bulimia.*
2. *Teens can describe signs of anorexia and bulimia.*
3. *Teens can identify at least three effects of anorexia.*
4. *Teens can identify at least three effects of bulimia.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today’s topic will focus on Eating Disorders: Anorexia and Bulimia. Review the Competencies for today’s lesson.*
3. **Icebreaker:**

*I think a lot of teens suffer from eating disorders because \_\_\_\_\_.*

4. **Distribute the Lesson Handout: “Anorexia and Bulimia,”** *and review the information with the teens. Work on dispelling myths by providing facts by reviewing the entire handout. Some of the highlights of the facts presented on the handout include:*
  - a. *Teens with anorexia have an extreme fear of weight gain. They also have a distorted view of their body size and shape.*
  - b. *Teens with bulimia binge eat and then try to compensate in extreme ways such as forced vomiting or excessive exercise to prevent weight gain.*
  - c. *There are some very noticeable signs that a teen has anorexia or bulimia. Make sure you review the signs.*
  - d. *While there is no one specific cause for a teen developing anorexia or bulimia, many people who develop eating disorders are between 13 and 17 years old. It is during this time when physical changes are occurring, academic pressure is greater, there is a greater degree of peer pressure and neurologically the teen’s brain is in a massive pruning of neurological networks.*
  - e. *The effects of eating disorders can result in serious medical conditions including a drop in blood pressure, brittle bones, loss of periods, stomach aches and tooth decay.*
  - f. *Treatment is effective in helping teens get well and gradually learn to eat normally again.*

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5. *Mention counseling and medical resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

**LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

**NOTES AND SUGGESTIONS:**

*It may take two class sessions to discuss and review all the information. Don't rush through this information. Many teens experience eating disorders.*

**QUIZ QUESTIONS:**

1. *Describe the difference between anorexia and bulimia.*
2. *Name three signs of anorexia.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
3. *Name three signs of bulimia.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. *Name three effects of anorexia.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
5. *Name three effects of bulimia.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

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# Lesson 11.2 Eating Disorders: Binge Eating

**MATERIALS:** Lesson Handout: “Binge Eating”

**TEACHING GOAL:**

*To increase teens’ awareness and knowledge of a binge eating disorder.*

**COMPETENCIES:**

1. *Teens can describe “binge eating disorder”.*
2. *Teens can describe the signs of binge eating.*
3. *Teens can describe some ways people with binge eating disorder can be helped.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today’s topic will focus on Eating Disorders: Binge Eating. Review the Competencies for today’s lesson.*

3. **Icebreaker:**

*I think a binge eating disorder is \_\_\_\_\_ and the reason why people have this disorder is \_\_\_\_\_.*

4. **Distribute the Lesson Handout: “Eating Disorders: Binge Eating.”** *Review the information with the teens. Work on dispelling myths by providing facts. The following are some of the highlights of the handout:*
  - a. *Binge eating is also referred to as compulsive overeating.*
  - b. *Emotions play a big role in compulsive eating. Many teens find it comforting and soothing to eat while they are feeling stressed, upset, hurt or angry.*
  - c. *Unlike bulimia, people with binge eating disorder do not use vomiting or laxatives to purge as a way to control weight gain. Teens with binge eating disorder are usually overweight.*
  - d. *Most experts believe it takes a combination of things to develop an eating disorder including a person’s genes, emotions, and eating behavior patterns learned in childhood.*
  - e. *There are noticeable signs of binge eating including eating more rapidly than normal, excessive weight gain, eat large amounts of food even when not hungry, and binge eating more than twice a week for 6 months or more.*
  - f. *Treatment often includes the professional help of doctors, counselors and nutrition experts.*

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5. *Mention resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

**LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

**NOTES AND SUGGESTIONS:**

*Put a focus on help teens can receive who may be struggling with bingeing. Mention that if they have friends who may have a binge eating disorder, advise them to seek help.*

**QUIZ QUESTIONS:**

1. *What is a binge eating disorder?*
2. *How does a binge eating disorder differ from bulimia?*
3. *List three signs of a binge eating disorder.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. *List some ways teens with binge eating disorders can be helped.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

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## Lesson 11.3 Body Dysmorphic Disorder

**MATERIALS:** Lesson Handout: “Body Dysmorphic Disorder”

**TEACHING GOAL:**

*To increase teens’ awareness and knowledge of Body Dysmorphic Disorder (BDD).*

**COMPETENCIES:**

1. *Teens can define the term “Body Dysmorphic Disorder.”*
2. *Teens can describe signs of BDD.*
3. *Teens can describe what causes BDD.*
4. *Teens can describe how BDD can affect a person’s life.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today’s topic will focus on Body Dysmorphic Disorder. Review the Competencies for today’s lesson.*
3. **Icebreaker:**

*One reason why a lot of teens experience body image issues is because \_\_\_\_\_.*
4. **Distribute the Lesson Handout: “Body Dysmorphic Disorder.”** *Review all the information presented on the handout with the teens. Work on dispelling myths by providing facts. Some highlights of the information include:*
  - a. *Body dysmorphic disorder is a condition that involves obsessions which are distressing thoughts that repeatedly intrude into a person’s awareness, primarily about perceived appearance flaws.*
  - b. *BDD also involves compulsions and avoidance behaviors like asking someone many a times a day if they are fat, or staying at home to avoid being seen by others.*
  - c. *The exact cause of BDD is still unclear. Experts believe it is related to problems with serotonin, one of the brain’s neurotransmitters.*
  - d. *Poor serotonin levels play a role in obsessive compulsive disorders, anxiety disorders as well as depression.*
  - e. *There are noticeable signs of BDD including feelings of shame, obsessions and compulsions about appearance, the thought of imperfections, spending a great deal of time grooming themselves in the morning, and a desire to correct physical flaws with the help of a cosmetic surgeon.*
  - f. *Teens with BDD can be treated with the help of a mental health specialist.*

5. *Discuss resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

**LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

**NOTES AND SUGGESTIONS:**

*This is another class that may take two class sessions to discuss and review all the information. BDD is very common among teens who may want to spend more time discussing this topic.*

**QUIZ QUESTIONS**

1. *What is Body Dysmorphic Disorder (BDD)?*
2. *List three signs of BDD.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
3. *What are some of the causes of BDD?*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. *List two ways BDD can affect a teen's life.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_

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# Lesson 11.4 Why is Body Image Important to Self-Esteem?

**MATERIALS:** Lesson Handout: “Body Image and Self-Esteem”

**TEACHING GOAL:**

*To increase teens’ awareness and knowledge of the relationship between body image and self-esteem.*

**COMPETENCIES:**

- 1. Teens can describe the reasons why self-esteem and body image are closely tied together.*
- 2. Teens can describe two ways to improve their body image.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

- 1. Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
- 2. Competency Review:** *Mention that today’s topic will focus on Body Image and Self-Esteem. Review the Competencies for today’s lesson.*
- 3. Icebreaker:**

*I think body image and self-esteem are closely tied together for teens because \_\_\_\_\_*

- 4. Distribute the Lesson Handout: “Body Image and Self-Esteem,”** *Review the information with the teens. Work on dispelling myths by providing facts. Some of the highlights of the information presented include:*
  - a. Body image is a teen’s opinions, thoughts, and feelings about his or her own body and physical appearance.*
  - b. Body image is a part of a teen’s total self-worth.*
  - c. During puberty a teen’s whole self-image can easily be based on how their body looks.*
  - d. Genes are the culprit of the different growth patterns in male and female teens.*
  - e. To improve a body image, recognize your strengths, start a strength training program, respect your body, and be yourself.*
- 5. Discuss resources that teens have available to them.** *Are there counselors and teachers available to talk to? Are there treatment programs available?*



**LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

**NOTES AND SUGGESTIONS:**

*If there are students in your class that are obviously struggling with body image issues, reach out to them and offer your support. It could be the beginning of their recovery.*

**QUIZ QUESTIONS**

1. *Describe the relationship between a teen's body image and their self-esteem.*
  
2. *Describe two ways teens can improve their body image.*
  - a) \_\_\_\_\_
  
  - b) \_\_\_\_\_

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## Lesson 11.5: Depression

**MATERIALS:** Lesson Handout: "Depression"

**TEACHING GOAL:**

*To increase teens' awareness and knowledge of genetic and episodic depression.*

**COMPETENCIES**

1. *Teens can describe the condition of depression.*
2. *Teens can identify some of the symptoms of depression.*
3. *Teens can describe the difference between depression and sadness.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competency on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today's topic will focus on Depression. Review the Competency for today's lesson.*

3. **Icebreaker:**

*One time I felt really depressed was \_\_\_\_\_.*

*How I handled my depression was \_\_\_\_\_.*

4. **Distribute the Lesson Handout: "Depression."** *Review the information with the teens. Work on dispelling myths by providing facts. A highlight of the information about depression includes:*
  - a. *Depression is very common and affects as many as 1 in 8 teens.*
  - b. *There are four factors that contribute to depression: genetics, life events, family and social environment, and medical conditions.*
  - c. *Depression involves the neurotransmitters of brain chemistry. Certain neurotransmitters regulate mood and if they are low teens can become depressed, anxious or stressed.*
  - d. *Some teens have a genetic predisposition to depression and may be more prone to an imbalance of neurotransmitter activity.*
  - e. *Sadness is a natural emotion that is usually brief and goes away with a little time and care. Depression is a strong mood involving sadness, despair, discouragement and hopelessness.*

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- f. *Depression is one of the most treatable mental health conditions. Talk therapy, medication or a combination of both are generally very effective treatments for depression.*
  
- 5. *Discuss resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

### **LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

### **NOTES AND SUGGESTIONS:**

*Depression is a major occurrence among teens. Changes in the brain, body, body chemistry along with relationships, bullying, sexual identity issues are all huge issues to handle individually. Many teens face these issues daily.*

### **QUIZ QUESTIONS**

- 1. *Define depression.*
  
- 2. *Identify three signs of depression.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  
- 3. *Describe two reasons why people get depressed.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_

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## Lesson 11.6 Cutting

**MATERIALS:** Lesson Handout: "Cutting"

**TEACHING GOAL:**

*To increase teens' awareness and knowledge of cutting and ways to get help.*

**COMPETENCIES:**

1. *Teens can describe the practice of cutting.*
2. *Teens can describe reasons why teens cut.*
3. *Teens can identify ways to get help.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today's topic will focus on Cutting. Review the Competencies for today's lesson.*

3. **Icebreaker:**

*Cutting is a way teens \_\_\_\_\_.*

*The biggest reason why teens use cutting is \_\_\_\_\_.*

4. *Some of the highlights presented on the handout include:*
  - a. *Cutting is a type of self-injury that is more common among girls than boys.*
  - b. *Self-injuries range from cutting to burning their skin with cigarettes or a lighted match.*
  - c. *Teens may cut themselves on their wrist, arms, legs or bellies.*
  - d. *Cutting is a way some teens try to cope with the pain of strong emotions, intense pressure or an upsetting problem.*
  - e. *Teens that self-injure have not learned how to handle their emotions in a positive way.*
  - f. *Teens that cut or self-injure sometimes have other mental health problems that contribute to their stress.*
  - g. *Cutting can be habit forming and lead to a compulsive behavior.*
  - h. *Cutting often begins on an impulse and slowly becomes a way they can take their mind off their problems.*

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- i. Getting help for cutting is critical in stopping the behavior. Telling someone, identifying the trouble that is triggering the cutting, asking for help and working on healthy ways to express emotions are some ideas for dealing with the troubles that have led to cutting.*
- 5. After the discussion, identify resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

### **LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

### **NOTES AND SUGGESTIONS:**

*Cutting is tied to depression, abuse, body image and eating disorders. Help teens find the link between the disorders.*

### **QUIZ QUESTIONS**

- 1. What is the practice of cutting?*
- 2. Why do teens cut themselves?*
- 3. What are strategies that can help a teen who is cutting?*

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### Lesson 11.7 Suicide

**MATERIALS:** Lesson Handout: "Suicide"

**TEACHING GOAL:**

*To increase teens' awareness and knowledge of suicide, early warning signs and an action plan for help.*

**COMPETENCIES:**

1. *Teens can describe the causes of suicide.*
2. *Teens can describe the early warning signs of suicide.*
3. *Teens can describe what to do to get help for themselves or friends who threaten suicide.*

**PROCEDURES:**

*Note: Prior to beginning the class, post the Competencies on the flip chart/chalkboard to review during this activity.*

1. **Check-In and Assignment Review:** *Welcome the teens to class. Review any assignments teens had from their last class and cover any unfinished business.*
2. **Competency Review:** *Mention that today's topic will focus on Suicide. Review the Competencies for today's lesson.*
3. **Icebreaker:**

*Suicide is an action teens take when \_\_\_\_\_. If the teens only knew they could \_\_\_\_\_.*
4. **Distribute the Lesson Handout: "Suicide."** *Review the information and engage teens in discussion. Be sure to discuss all the information on the handout. Take two class sessions to adequately cover this topic if needed. Some of the highlights of the handout include:*
  - a. *Most teens interviewed after making a suicide attempt say they did it to escape from a situation impossible to deal with or get relief.*
  - b. *Most teens who commit suicide have depression.*
  - c. *Teens with a bipolar disorder are also more at risk for suicide during their depressive episodes.*
  - d. *Suicide is not always planned.*
  - e. *There are warning signs for teens at risk for suicide. These signs include talking about it, talking about "going away," giving away prize possessions, changes in sleeping and eating habits and talking about feeling hopeless or feeling guilty.*

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- f. *Treatment is available for depression which is the primary condition linked to suicide. See the Lesson on Depression for more information.*
5. *After the discussion, identify resources that teens have available to them. Are there counselors and teachers available to talk to? Are there treatment programs available?*

**LESSON ASSIGNMENT:**

*Instruct the teens to read the information in the handout and share their knowledge with others, including their parents.*

**NOTES AND SUGGESTIONS:**

*Teens know of others who have tried to commit suicide or who have been successful in committing suicide. This subject has the potential to elicit feelings of guilt, anger, and hopelessness. Pay close attention to teens who appear very troubled by the topic.*

**QUIZ QUESTIONS**

1. *Describe at least two issues that can contribute to suicide.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  
2. *Describe three early warning signs of suicide.*
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  
3. *Describe what you would do to get help if you or your friend felt suicidal.*