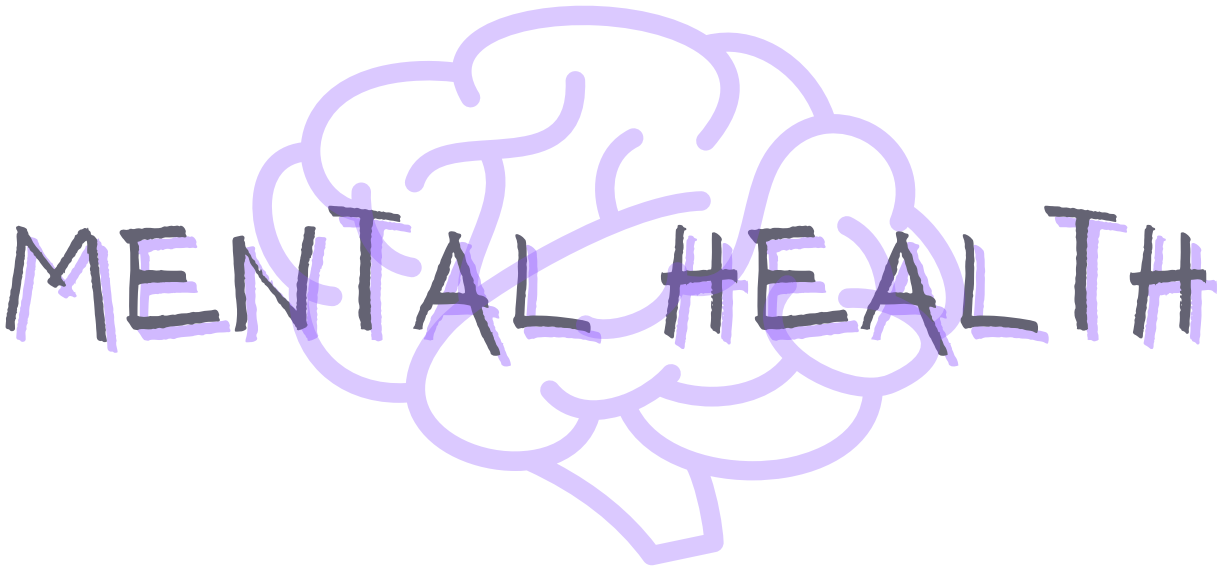


These sessions aim to help young people to better understand their mental health. Through promoting communication about mental health, we will encourage young people to feel confident enough to acknowledge successes and enable young people to deal positively with adversity and changes in their lives.
Young people will be provided with opportunities to explore their uniqueness, and to develop an awareness and acceptance of their own individuality, talents, qualities, strengths and characteristics.

Learning outcomes:

Young people will...

1. Identify mental health and mental ill health, and differentiate between both terms.
2. Outline what mental health means to them.
3. Identify personal strengths and attributes, encouraging young people to build on their own strengths and own positives within themselves – what they love and care about, their talents, hopes and what they want for their lives.
4. Demonstrate an increased level of mental health literacy.
5. Demonstrate ability to seek mental health information.
6. Understand risk factors and/or causes for mental ill health.
7. Demonstrate ability to seek appropriate professional help; if necessary.
8. Create a positive attitude towards mental health amongst the group.

Activity 1

Purpose Young people will explore what mental health means to them and be able to identify the parameters of mental health

Objective: Young people will leave this activity with a well rounded definition of mental health in a way that is easy to understand

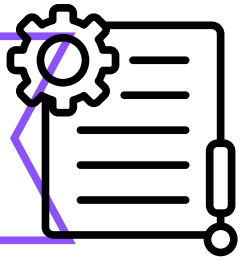
What is Mental Health?





Resources Required: Flip chart, markers, large post-it notes, definitions of mental health

Display:
Ground Rules
Privacy & Confidentiality



Steps:

1. Divide the group into smaller groups of 3 or 4 and give them large post-it notes and markers.
2. Ask each group to write down words, or drawings on the post-its that come to their mind when they think of the term ‘mental health’.
3. Give participants 5 minutes to discuss and write down their ideas.
4. Write the term ‘mental health’ on a flip chart and ask each group to bring their post-it notes up and place them around the flip-chart (Use wall space if not enough space).
5. Use the definitions of mental health (provided on next page) and discuss what the group identified as mental health and what the actual definition is.
6. Ask the group to identify definitions which they like.
7. Ask the group to define mental health using their own words so it is specific to this group’s understanding.
8. When agreed; ask a member of the group to write it on the flipchart to be displayed for all.
9. Repeat for: Mental Ill Health.

Processing questions:

- Did the definition of mental health match the group’s initial understanding of mental health?
- Was it easy or difficult to agree on a definition of mental health? Why/why not?
- Do you think mental health is viewed in a positive light or a negative light in your age group?
- Is there anything in the definitions of mental health that you do not agree with?
- Did you learn anything new from this activity? Discuss.

What is Mental Health?

Defining Mental Health

"Mental health is much more than just the absence of mental illness. It is about physical and emotional wellbeing, about having the strength and capacity to live a full and creative life and also the flexibility to deal with its ups and downs." (Mental Health Ireland, 2009).

"Mental health is a state of wellbeing, in which the individual realises his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community." (World Health Organisation, 2001).

"Mental health embraces aspects of our lives such as our feelings, thoughts, behaviour and relationships with others. Just as with physical health, most of us have areas of strength and vulnerability, and our mental health can change over time. Promoting strengths in our physical and mental health helps us to enjoy life and make the most of our opportunities." (Hodges 2011).

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood." About Mental Health (cdc.gov).

Defining Mental Ill Health

"Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses can be associated with distress and/or problems functioning in social, work or family activities." Psychiatry.org - What is Mental Illness?

"A mental illness is a diagnosable, and treatable, health condition which can be severe enough to disrupt everyday life." What is Mental Ill Health? | Change Your Mind (changeyourmindni.org)

"Mental health is different from mental illness (which can also be referred to as having a mental health disorder). Poor mental health and struggling to cope is also different from having a mental illness. A mental illness or mental health disorder is an illness that affects that way people think, feel, behave, or interact with others. There are many types of mental illnesses/ health disorders with different signs and symptoms." Mental Health/Illness and Resilience – CAMHS (hampshirecamhs.nhs.uk)

"A mental disorder is characterized by a clinically significant disturbance in an individual's cognition, emotional regulation, or behaviour. It is usually associated with distress or impairment in important areas of functioning. There are many different types of mental disorders. Mental disorders may also be referred to as mental health conditions." Mental disorders (who.int)

Activity 2

'Mental Health Match'

Purpose : To explore different mental health terms and their definitions to eradicate some misconceptions or understanding

Objective: Young people will match mental health terms to their definitions to gain a better insight to what each term means

Resources Required: Printed cards with mental health terms, printed cards with corresponding definitions for each term., small containers or envelopes for organising the cards.

Note:
You can create your own terms and definitions if you have identified some buzzwords that young people don't fully understand

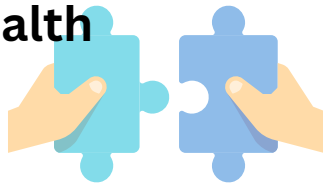
Steps:

1. Start by discussing the importance of mental health and destigmatising conversations around it.
   - Explain that understanding mental health terms can empower them to better manage their well-being and support others.
2. Prepare the printed cards with mental health terms on one set and corresponding definitions on the other set.
3. Shuffle the cards so the terms and definitions are mixed up.
4. Place the shuffled cards with terms face down in one container and the cards with definitions face down in another container.
   - Create two teams or pairs of participants.
   - Each team or pair takes turns:
5. One member draws a term card from their container.
6. The team must discuss and match the term with the correct definition from the other container.
7. If they match correctly, they keep the pair of cards; if not, they return the cards to their respective containers.
8. After each turn, discuss the matched term and definition with the whole group.
9. Encourage participants to ask questions and provide additional insights related to the term.

Processing questions:

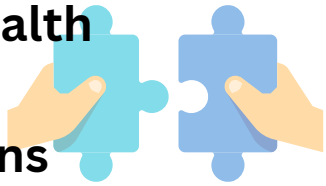
- Did you learn anything through this activity?
- Did anything surprise you throughout this activity?
- Are there any other mental health terms you would like more information about?

‘Mental Health Match’ Terms



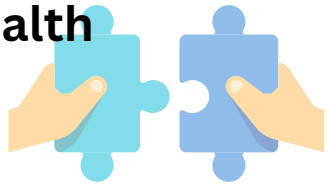
Anxiety	Depression	Resilience
Self Care	Stigma	Mindfulness
Empathy	Self-Esteem	Coping Strategies

‘Mental Health Match’ Definitions



A feeling of unease, such as worry or fear, that can range from mild to severe	A mood disorder characterised by persistent feelings of sadness and loss of interest or pleasure in activities	The ability to adapt and bounce back from stressful situations
Actions taken to maintain and improve one's own physical, emotional, and mental well-being, such as getting enough rest, eating well, and engaging in activities that bring joy	Negative beliefs, attitudes, and stereotypes about individuals or groups based on their mental health condition	A mental practice of being fully present in the moment, without judgment, and paying attention to thoughts, feelings, and their body
The ability to understand and share the feelings of another person, demonstrating kindness and compassion	An overall sense of self-worth and self-value, influenced by personal beliefs, experiences, and self-awareness	Actions used to manage stress, deal with adversity, and handle emotional challenges in a healthy way

‘Mental Health Match’ Terms



Support System	Crisis Intervention	Positive Affirmations
Boundries	Goal Setting	Triggers
Trauma		

‘Mental Health Match’ Definitions

A network of individuals, including friends, family, and professionals, who provide emotional or psychological support during difficult times

Immediate assistance provided to individuals experiencing a mental health crisis, aimed at stabilising the situation and ensuring safety

Positive statements or phrases used to challenge and overcome self-sabotaging and negative thoughts

Personal limits or guidelines that help protect one's emotional and mental well-being by enforcing what is acceptable in interactions with others

The process of identifying and planning to achieve specific, measurable, and achievable objectives in various areas of life

Situations that can prompt emotional or psychological reactions, often associated with past trauma or distressing experiences

A deeply distressing or disturbing experience or event that can have a lasting impact on an individual's physical, emotional well-being

Activity 3

'Helpful or Hindering?'



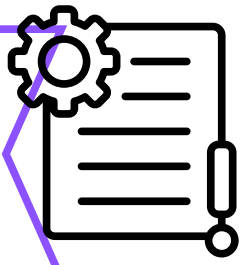
Purpose: Young people will develop a better understanding of what helps and what doesn't help their mental health.

Objectives: Young people will have the ability to list signs of both good mental health and poor mental health. Young people will be able to identify what can help or hurt their mental health.



Resources required: Body outline, flip-chart, markers, newspapers, sellotape, blutac

Note:
Youth workers can change this activity to suit the needs of the group eg: one group focuses on signs of good mental health and poor, and another looks at the external influences



Steps :

1. Create a large drawing space by taping sheets of flipchart paper together.
2. Separate group into smaller groups of 3 or 4 and give each group their own large paper.
3. Ask each group to draw the outline of a body shape. And then draw a line down the middle from the centre of the head to the feet.
4. Instruct the group to:

- List or draw signs of good mental health in the left-hand side of the body and signs of poor mental health in the right-hand side of the body.
- List or draw signs of things which may harm good mental health on the outside of the outline of the body, on the left-hand side, and then draw or list what might help poor mental health on the outside of the outline on the right-hand side.

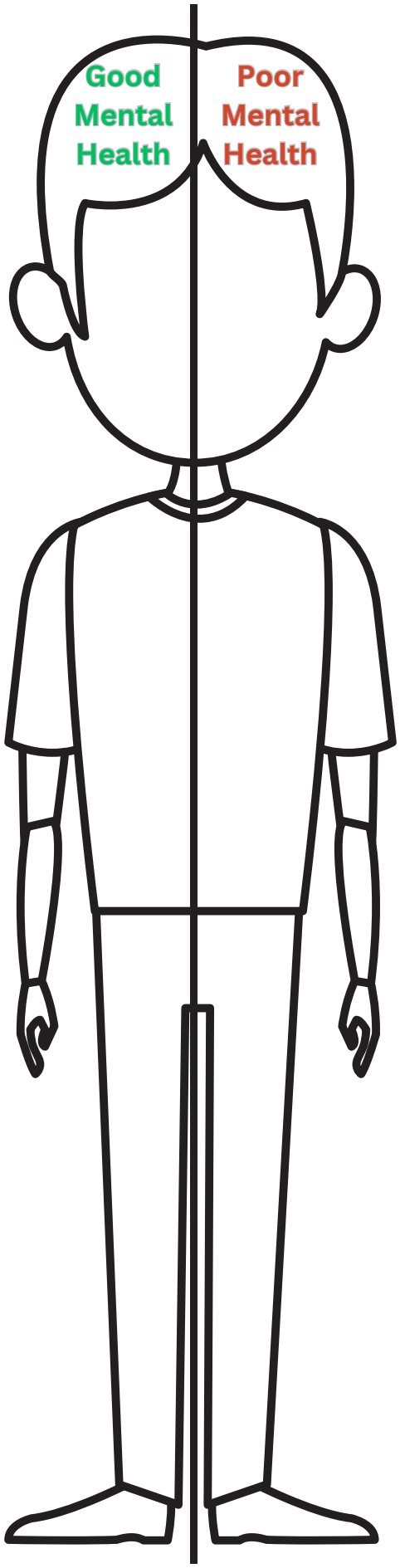
5. Give participants 10 minutes to complete their body
6. Ask each group to display their body, on the wall and talk the group through what they have written.
7. Discuss with all groups any comparisons or contrasts between their body outlines.

Processing questions:

- Was it easier to think of signs of good mental health or poor mental health?
- What could someone do, if they are experiencing poor mental health?
- Is it important to think and talk about mental health? Why/why not?
- Can you name any supports to help you look after your mental health?

Helpful

Harmful



Activity 3

'Minding Your Mates'

Purpose: Young people will be helped to understand the range of thoughts and feelings that can be experienced when trying to cope in a difficult situation.

Objectives: Young people will be able to recognise the range of feelings someone may experience in difficult situations and identify some advice or words they could offer in the situation.

Resources Required: Flip chart, markers, scenarios.

Display:
Ground Rules
Privacy & Confidentiality

Steps:

1. Explain that this exercise helps us to understand the range of thoughts and feelings that could be experienced by someone in a difficult situation.
2. This is an opportunity to explore how to offer realistic advice to a person on how to deal with a difficult situation.
3. Ask for a volunteer to take notes on the flip chart - ask the group to list as many feelings as they can; encourage both positive and negative feelings in as wide a variety as possible.
4. Give each group a scenario. Firstly, ask each group to identify feelings that they may feel during this situation, e.g. I would feel scared.
5. Secondly, ask the group to give some practical advice to the person in the scenario to help deal with the situation – e.g. stay calm.
6. As a large group, discuss how you would advise your friend about seeking help and asking for support for their scenario.

Processing questions:

1. How is the person with a problem feeling in these situations?
2. How was it to be the person with a problem in the scenario? Did you find it difficult to relate to their feelings?
3. How was it to offer advice to the person about how they could deal with the situation in the scenario? Did you find it hard or easy?
4. How can we create a more open space about the challenges or problems that we face? What can we do to support this in our group?

Scenarios:

Remember: Some of the topics discussed below are highly sensitive. Please be mindful of your group. You can use your own custom scenarios that may be better suited to your group. You are best placed to know the current issues that may need explored.

Anxiety in School:
Sarah is a 15-year-old high school student who has been experiencing anxiety before exams. She's finding it challenging to concentrate, sleep, or even socialise with friends because of her worry. She feels overwhelmed and doesn't know how to cope.

Cyberbullying and Social Media Pressure:
Emma is a 14-year-old who is being cyberbullied on social media. Hurtful comments and rumours are spreading quickly, and she feels like she can't escape the negative messages. She's afraid to go to school and is becoming withdrawn.

Self-Esteem and Body Image:
Mia is a 13-year-old who feels immense pressure to look a certain way due to media and peer influences. She has been skipping meals to lose weight and compares herself to others constantly. She's becoming increasingly critical of her appearance.

Substance Abuse and Peer Pressure:
Jake is a 15-year-old who has started experimenting with drugs and alcohol because he feels it's the only way to fit in with his friends. He's worried about the consequences of his actions but doesn't want to be excluded from the group.

Grief and Loss:
Mark is a 16-year-old who recently lost a family member. He's struggling to cope with the loss and is overwhelmed by grief. He can't concentrate on his schoolwork and feels isolated from his other friends.

Activity 4

'Support Networks'

Purpose: Young people will become more aware of the people they can talk to if they are worried about something in their life.

Objectives: Young people will be able to list the people or supports they are comfortable with talking to if they have a problem.

***Resources*:** Paper, pens, markers.

Display:
Ground Rules
Privacy & Confidentiality

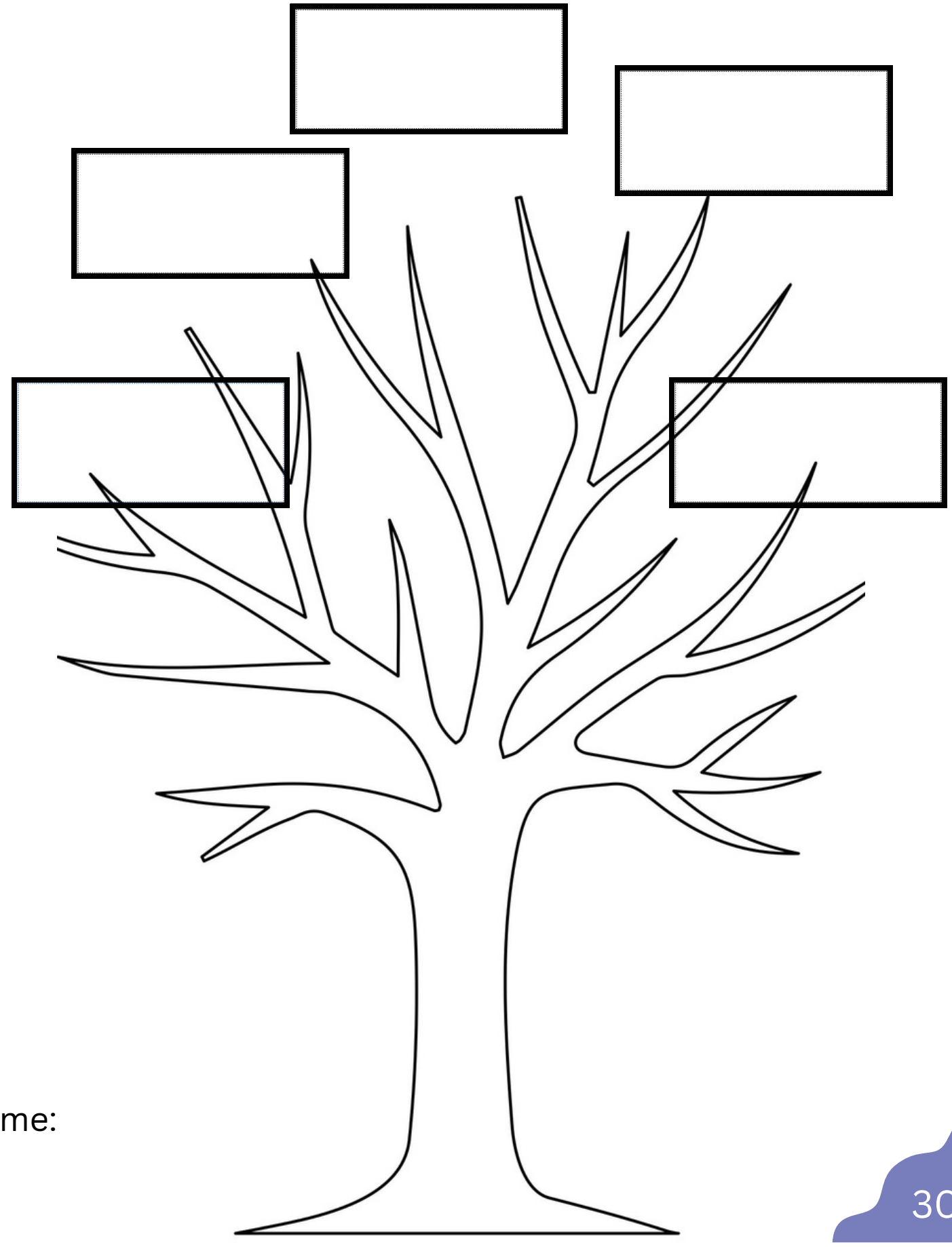
Steps:

1.Ask the group to draw a tree and write their name in the middle of the tree trunk. Encourage group to be as creative as possible. Give an example for young people to use as a guide.
2.When they have completed this, ask the group to identify people they would feel comfortable talking to about a problem or if they are worried.
3.Ideally participants will be able to name 5 supports.
4.Ask participants to write names or initials onto their tree branches.
5.In the main part of the leaves on the tree, ask young people to write down three agencies or helplines they would contact for support, e.g. childline, samaritans, lifeline etc.
6.Highlight to the group that this is what is known as a 'support network'.

Processing questions:

- Is it important to talk to someone you trust if you have a problem? Why/why not?
- How do you feel about people coming to you for support if they have a problem?
- How do you feel about looking for support from others?
- How do you feel about calling an agency for support?

‘Support Networks’



Name:

Activity 5

'Sleep Journal'

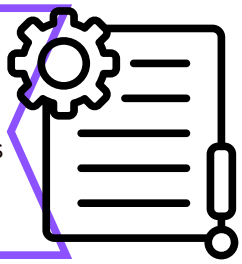
Purpose: Young people will explore the important role that sleep has on their physical and mental wellbeing

Objectives: Young people will discuss the important role sleep has on their mental health and analyse what their current state of sleep is like. - making decisions about how. to better their sleep



***Resources*:** Journals/pages, markers and/or pens

Note:
This can be revisited before the next session to discuss what improvements can be made - discuss how they felt on the days they didn't get much sleep etc.



Steps:

1. Start by discussing the importance of sleep and how it affects physical and mental well-being.
2. Explain that the "Sleep Journal" activity will help participants better understand their sleep patterns and make positive changes.
3. Hand out journals or notebooks to each participant, along with pens or markers.
4. Instruct participants to create a journal page for each day of the week, leaving space for the following categories:
    - Date
    - Bedtime (when they intend to go to bed)
    - Wake-up time (when they intend to wake up)
    - Actual bedtime (when they went to bed)
    - Actual wake-up time (when they woke up)
    - Hours of sleep (calculate the duration)
    - Notes (for any reflections or observations)
5. Participants should use their journals to track their sleep patterns every day for at least one week. They should record the information in the designated categories

Processing questions:

- Are you happy with your current sleep pattern?
- How often do you feel tired?
- What barriers exist for you to sleep?

Activity 6

'Good night Bad Night'

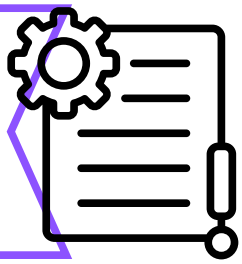
Purpose: Young people will explore the important role that sleep has on their physical and mental wellbeing

Objectives: Young people will discuss the important role sleep has on their mental health and analyse what their current state of sleep is like. - making decisions about how. to better their sleep



Resources: Paper, Markers/pens
Drawing materials (optional)

Note:
This can be an introduction activity to the sleep Journal activity



Steps:

1. Split a large piece of paper into two sections or draw a line down the middle, creating two columns: "Positives of a Good Night's Sleep" and "Negatives of a Bad Night's Sleep."
2. Ask the participants to list or draw positive aspects of having a good night's sleep. Encourage them to think about how they feel, their performance at school or activities, their mood, and their energy levels when they've slept well.
3. Similarly, have the participants list or draw the negative effects of having a bad night's sleep. Prompt them to think about how they feel, their ability to concentrate, their mood, and any physical effects after a poor night's sleep.
4. Encourage everyone to share their ideas. Discuss the differences between the two columns and how a good night's sleep positively impacts various aspects of life while a bad night's sleep can have negative consequences.
5. Ask the group to reflect on personal experiences related to sleep and share any strategies they use to ensure a better night's sleep.
6. Sum up the discussion by emphasising the importance of a good night's sleep for overall well-being and productivity. Encourage participants to adopt healthy sleep habits for better physical and mental health.

Processing questions:

- Are you happy with your current sleep pattern?
- How often do you feel tired?
- What barriers exist for you to sleep?

Activity 7



Purpose: Young people will explore aspects of hygiene and the importance of it

Objectives: Young people will use scenarios to discuss aspects of hygiene in situations to understand the importance of them

'Hi, Jean!'

***Resources*:** 'Hi, Jean! Scenarios', flip-chart paper, markers

Note:
These scenarios can be changed to tackle emerging hygiene topics more relevant to he group

Steps:

1. Begin by explaining the purpose of the activity: to explore how different situations can affect personal hygiene choices.
2. Introduce the scenarios that Jean is going to face and emphasise that participants will need to make decisions based on each situation.
3. Draw a decision-making chart on the board or paper with two columns: "Hygienic Choice" and "Unhygienic Choice" or use the handout
4. Explain that as you discuss each scenario, participants will collectively decide whether the choices made in that situation are hygienic or unhygienic.
5. Select one scenario at a time and read it aloud to the group.
6. Allow participants a few minutes to discuss in pairs or small groups what they believe would be the hygienic and unhygienic choices in that situation.
7. Encourage them to consider the consequences of each choice.
8. Continue with the remaining scenarios one by one, following the same process of discussion, group decision, and chart recording.

Processing questions:

- Why is personal hygiene relevant to your emotional health and wellbeing?
- Can you think of a time where hygiene has been an issue for you based on circumstances? How did it make you feel?



‘Hi, Jean!’

Scenario 1: The Morning Rush
Jean wakes up late for school, and only has 10 minutes to get ready. What hygiene practices should she prioritise in those 10 minutes, and what can she do later in the day to maintain good hygiene?

Scenario 2: After Gym Class
Jean just finished a gym class, and is sweating a lot. The next class is in 10 minutes. What steps should she take to freshen up and maintain good hygiene without much time?

Scenario 3: A Weekend Camping Trip
Jean is going on a weekend camping trip with friends. There won't be access to showers or running water. How will you ensure you stay clean and practice good hygiene during the trip?

Scenario 4: The Importance of Hand-washing
Jean has been at a friend's house, and their younger sibling is sick with a contagious illness. She has touched surfaces in their home and played with the sibling. When she gets home, what steps do you take to prevent the spread of germs and maintain your own hygiene?

Scenario 5: Late-Night Study Session
Jean is studying late into the night for an important exam the next day. She’s tempted to skip brushing her teeth and washing her face. What should you do to maintain your hygiene habits during late-night study sessions?

Scenario 6: A Long-Haul Flight
Jean is taking a long flight, and it will be nearly 24 hours before she reaches her destination. How can she maintain her hygiene while traveling to stay fresh and comfortable?

Scenario 7: A Stressful Week
It's been an incredibly stressful week with schoolwork, other activities, and personal issues. How can Jean ensure that stress doesn't lead to neglecting her hygiene habits?



‘Hi, Jean!’

Hygienic Choice	Unhygienic Choice

Activity 8

"Nutrition Detectives"



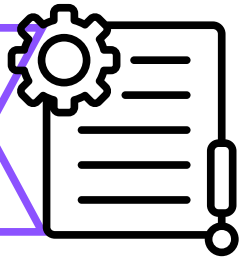
Purpose: To educate young people about making healthy food choices and understanding nutrition labels to promote overall well-being.

Objectives: Young people will analyse nutrition labels, identify healthy food options, understand ingredients, practice portion control, and make informed decisions about their dietary choices.



Resources: A variety of food items (real or printed images) flip-chart pages, markers, nutrition handouts

Display:
Eat well guide



Steps:

1. Begin by discussing the importance of a balanced and healthy diet for physical and mental well-being.
2. Explain that participants will become "Nutrition Detectives" by examining various food items and making informed choices.
3. Display the food items one by one or show illustrations/pictures of them.
4. Ask participants to identify which food group each item belongs to (e.g., fruits, vegetables, protein, grains, dairy).
5. Present a series of nutrition-related questions to the participants. You can use prepared handouts or write the questions on the board.
6. Encourage participants to work in small teams to answer the questions.

- "What is the recommended daily intake of fruits and vegetables for teenagers?"
- "What are the sources of protein in a vegetarian diet?"
- "Why is it important to limit added sugars in your diet?"
- "What are the benefits of drinking enough water throughout the day?"

7. Review the quiz answers as a group, allowing participants to discuss and share their thoughts on each question.
8. Emphasise the importance of making informed food choices and understanding the nutritional content of the foods they eat.
9. Provide participants with a hypothetical scenario, such as planning a healthy lunch.
10. Ask them to select items from the food groups they've learned about to create a balanced and nutritious meal.

"Nutrition Detectives"



Question 1: What are the five main food groups in a balanced diet?

Answer: The five main food groups are fruits, vegetables, grains, protein foods (such as meat, poultry, fish, beans, and nuts), and dairy (or dairy alternatives).

Question 2: How many servings of fruits and vegetables should teenagers aim to eat each day for optimal health?

Answer: Teenagers should aim to eat at least 5 servings of fruits and vegetables each day.

Question 3: What is the recommended daily intake of calcium for teenagers, and why is calcium important?

Answer: The recommended daily intake of calcium for teenagers is around 1,300 milligrams. Calcium is crucial for healthy bones and teeth, as well as proper muscle and nerve function.

Question 4: What are "empty calories," and why should teenagers limit their consumption of foods and drinks high in empty calories?

Answer: "Empty calories" refer to calories from foods and drinks that provide little to no nutritional value but are high in sugar and/or unhealthy fats. Teenagers should limit their consumption of these foods and drinks because they can contribute to weight gain and provide no essential nutrients.

Question 5: What is the purpose of fiber in the diet, and in which foods can teenagers find a good source of dietary fiber?

Answer: Fiber is essential for a healthy digestive system and helps prevent constipation. Teenagers can find dietary fiber in foods such as whole grains (e.g., whole wheat bread, brown rice), fruits, vegetables, legumes (e.g., beans, lentils), and nuts.

"Nutrition Detectives"



Question 6: Why is it important for teenagers to stay hydrated, and how much water should they aim to drink each day?

Answer: Staying hydrated is important because water is needed for overall bodily functions, including digestion, circulation, and temperature regulation. Teenagers should aim to drink about 8-10 cups (64-80 ounces) of water each day, but individual needs may vary based on activity level and climate.

Question 7: What are some signs of a balanced and healthy diet in a teenager's daily meals?

Answer: Signs of a balanced and healthy diet in a teenager's daily meals include a variety of foods from all food groups, appropriate portion sizes, minimal processed or junk foods, and an emphasis on whole, nutrient-rich foods.

Question 8: What are the potential health risks associated with excessive consumption of sugary drinks and high-sugar foods?

Answer: Excessive consumption of sugary drinks and high-sugar foods can lead to health risks such as weight gain, type 2 diabetes, dental cavities, and an increased risk of heart disease.

Question 9: How can teenagers make healthier food choices when eating out at restaurants or fast-food restaurants?

Answer: To make healthier choices when eating out, teenagers can opt for grilled or steamed options instead of fried foods, choose water or unsweetened beverages, and select salads or dishes with vegetables instead of high-calorie, high-sugar options.

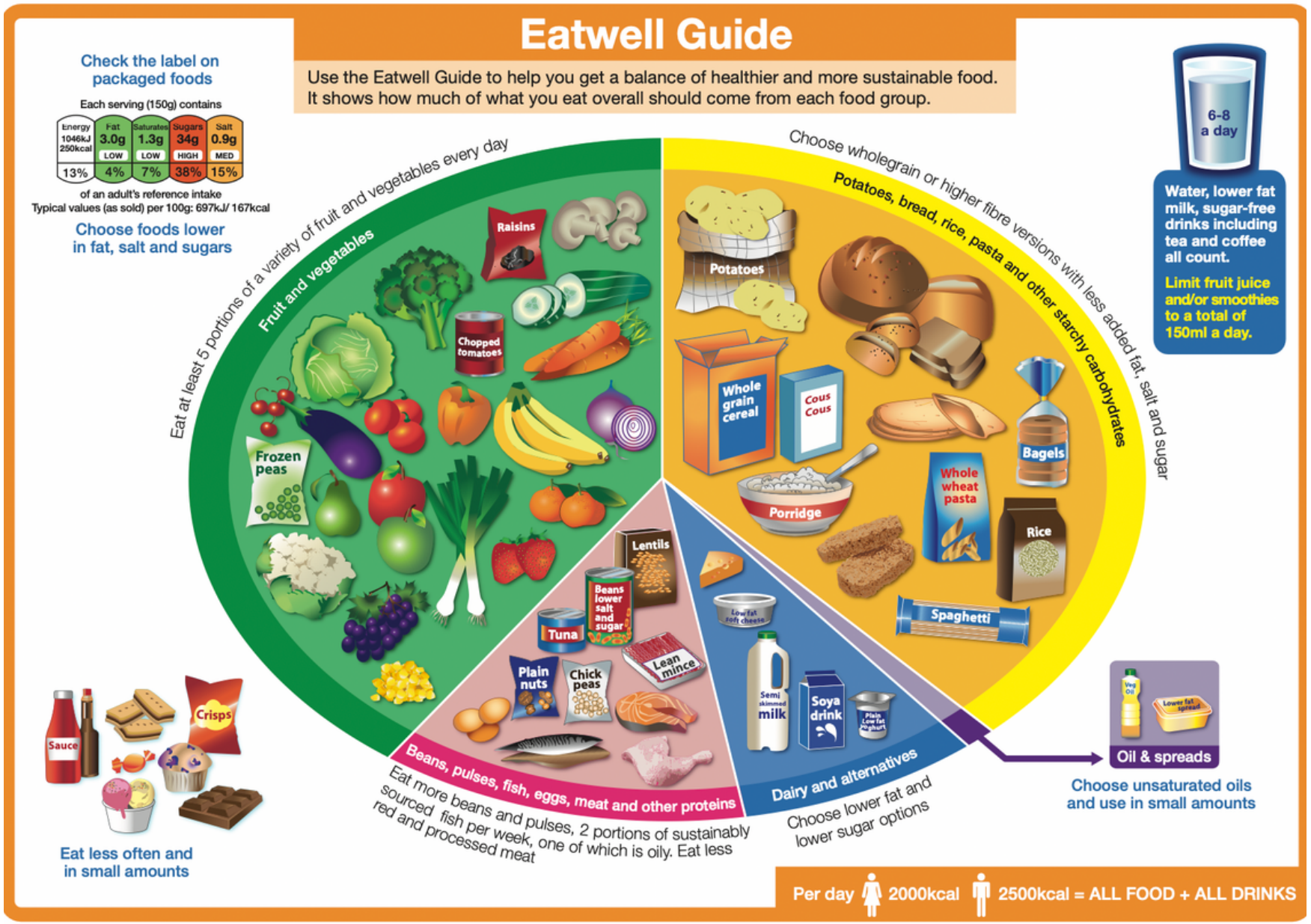
Question 10: Why is it important for teenagers to have regular, balanced meals and not skip meals?

Answer: Regular, balanced meals provide the necessary nutrients and energy for growth, development, and overall health. Skipping meals can lead to poor concentration, fatigue, and unhealthy eating habits.

Feel free to use these questions and answers for your nutrition quiz or adapt them to suit your specific group

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

© Crown copyright 201

Activity 9



"Mind-Body Connection"

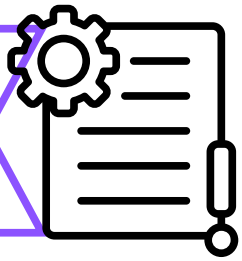
Purpose: Young people will become more aware of the people they can talk to if they are worried about something in their life.

Objectives: Young people will understand and appreciate the interplay between their mental and physical well-being, fostering a holistic approach to health and well-being.



***Resources*:** Flip-chart, markers, 'Mind-body connection' handout

Display:
Case Studies



Steps:

1. Begin by discussing the concept of the mind-body connection, explaining that physical health and mental health are closely related.
2. Mention that the workshop will explore how various aspects of physical health impact mental well-being.
3. Draw a large chart on the board or paper with two columns: "Physical Health" and "Mental Health."
4. Ask participants to brainstorm and list factors related to physical health (e.g., exercise, nutrition, sleep) in the first column.
5. Then, ask them to discuss and list the corresponding impacts on mental health in the second column.
6. Facilitate a discussion on each factor listed in the chart.
7. Ask participants to share their thoughts and experiences related to how physical health practices affect their mental well-being.
8. Provide case studies or scenarios related to teenagers' daily lives, such as:

- "Case 1: A teenager who regularly exercises and eats nutritious meals."
- "Case 2: A teenager who gets very little sleep due to a heavy workload."
- "Case 3: A teenager who is constantly stressed and has no stress management strategies."

9. Ask participants to discuss and predict the potential mental health outcomes for each case



"Mind-Body Connection"

CASE STUDIES

Case Study 1: A teenager who regularly exercises and eats nutritious meals.

Background: Sarah is a 16-year-old high school student who prioritises her physical health. She engages in regular physical activity, including swimming and hiking, and makes sure to have balanced, nutritious meals every day.

Mental Health Predictions: Based on Sarah's physical health practices, what do you predict her mental health is like? How might her exercise and diet choices impact her mental well-being positively?

Case Study 2: A teenager who gets very little sleep due to a heavy workload.

Background: Alex is a 17-year-old high achiever who takes multiple advanced courses. They often stays up late to complete assignments and study for exams, leading to only a few hours of sleep each night.

Mental Health Predictions: Considering Alex's lack of sleep due to their heavy workload, what are the potential effects on their mental health? How might sleep deprivation impact their mood, focus, and overall well-being?

Case Study 3: A teenager who is constantly stressed and has no stress management strategies.

Background: Jake, a 15-year-old, faces constant stressors in his life, including academic pressures, family conflicts, and social challenges. He has not yet developed any stress management strategies and feels overwhelmed.

Mental Health Predictions: Given Jake's high stress levels and the absence of stress management strategies, what are the likely consequences for his mental health? How might chronic stress affect his emotional state and daily life?