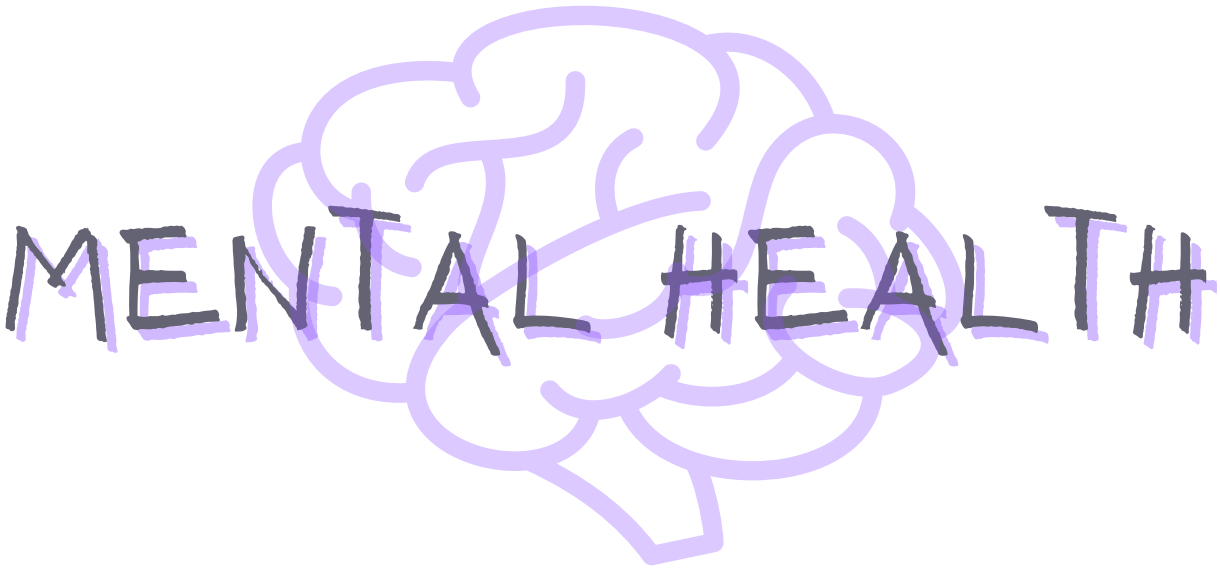


These sessions aim to help young people to better understand their mental health. Through promoting communication about mental health, we will encourage young people to feel confident enough to acknowledge successes and enable young people to deal positively with adversity and changes in their lives.
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

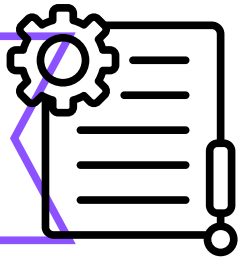
What is Mental Health?





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

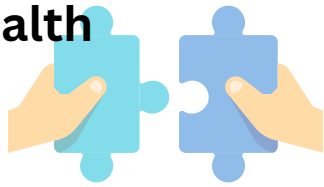
Steps:

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

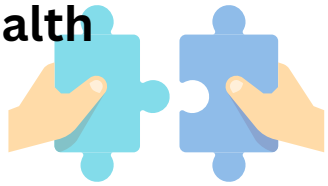


Anxiety	Depression	Resilience
Self Care	Stigma	Mindfulness
Empathy	Self-Esteem	Coping Strategies

‘Mental Health Match’ Definitions

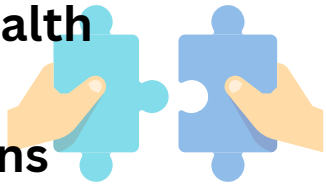
A feeling of unease, such as worry or fear	A mood disorder of persistent feelings of sadness	The ability to bounce back from stressful situations
Actions taken to maintain and improve someones overall well-being	Negative beliefs about mental health issues	A mental practice of being fully present in the moment
The ability to understand the feelings of another person while showing kindness	An overall sense of self-worth and and self-awareness	Actions used to manage stress, 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



Friends, family, and professionals, who give emotional support during difficult times

Immediate help for someone experiencing a mental health crisis

Positive words used to overcome bad self talk

Personal limits are like rules that help keep our feelings and thoughts safe. They tell us what is okay and not okay when we talk or play with others

Deciding what we want to do and making a plan to do it. We choose things we can measure and actually do, like learning a new skill or making a friend

things that happen that can make us feel upset or scared, especially if something bad happened to us before. It's like when a loud noise reminds us of a scary moment

Something really scary or sad that happens, and it can make us feel really bad for a long time. It can hurt our feelings and even our bodies

Activity 3

'Helpful or Hindering?'



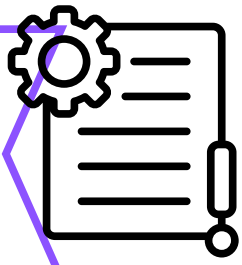
Purpose: Young people will develop a better understanding of what helps and what doesn't help their mental health.

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.

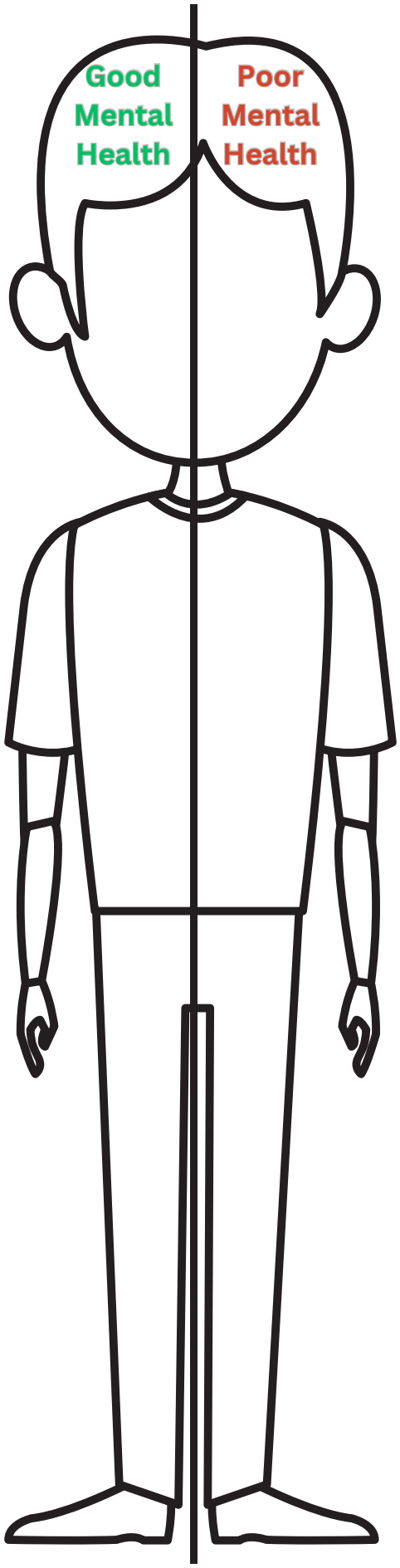
5. Give participants 10 minutes to complete their body
6. Ask each group to display their body, on the wall and talk the group through what they have written.
7. Discuss with all groups any comparisons or contrasts between their body outlines.

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 12-year-old student in high school. She feels very worried and nervous before tests. It's hard for her to focus in class, sleep at night, or enjoy time with her friends because she's so anxious. She feels like everything is too much for her and she doesn't know what to do.

Cyberbullying and Social Media Pressure:
Emma is an 11-year-old who uses social media, but lately, mean comments and rumours are popping up about her online. They're spreading fast, and it's really hurting her feelings. Emma feels scared to go to school because of it, and she's starting to feel like staying by herself more.

Self-Esteem and Body Image:
Mia is a 13-year-old girl who feels like she has to look a certain way because of what she sees in media and what her friends look like. She's been skipping meals to try to be thinner and always compares herself to others. Lately, she's been saying mean things about how she looks.

Peer Pressure:
Tommy is a 9-year-old who started copying his friends and doing things his parents said were not safe, like climbing fences or riding bikes without a helmet. He knows it's not a good idea, but he doesn't want to feel left out or different from his friends.

Grief and Loss:
Mark is a 10 -year-old who recently lost someone in his family. He's feeling really sad and it's hard for him to deal with the sadness. He can't focus on his schoolwork and he feels like he's all alone, even when he's with his 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

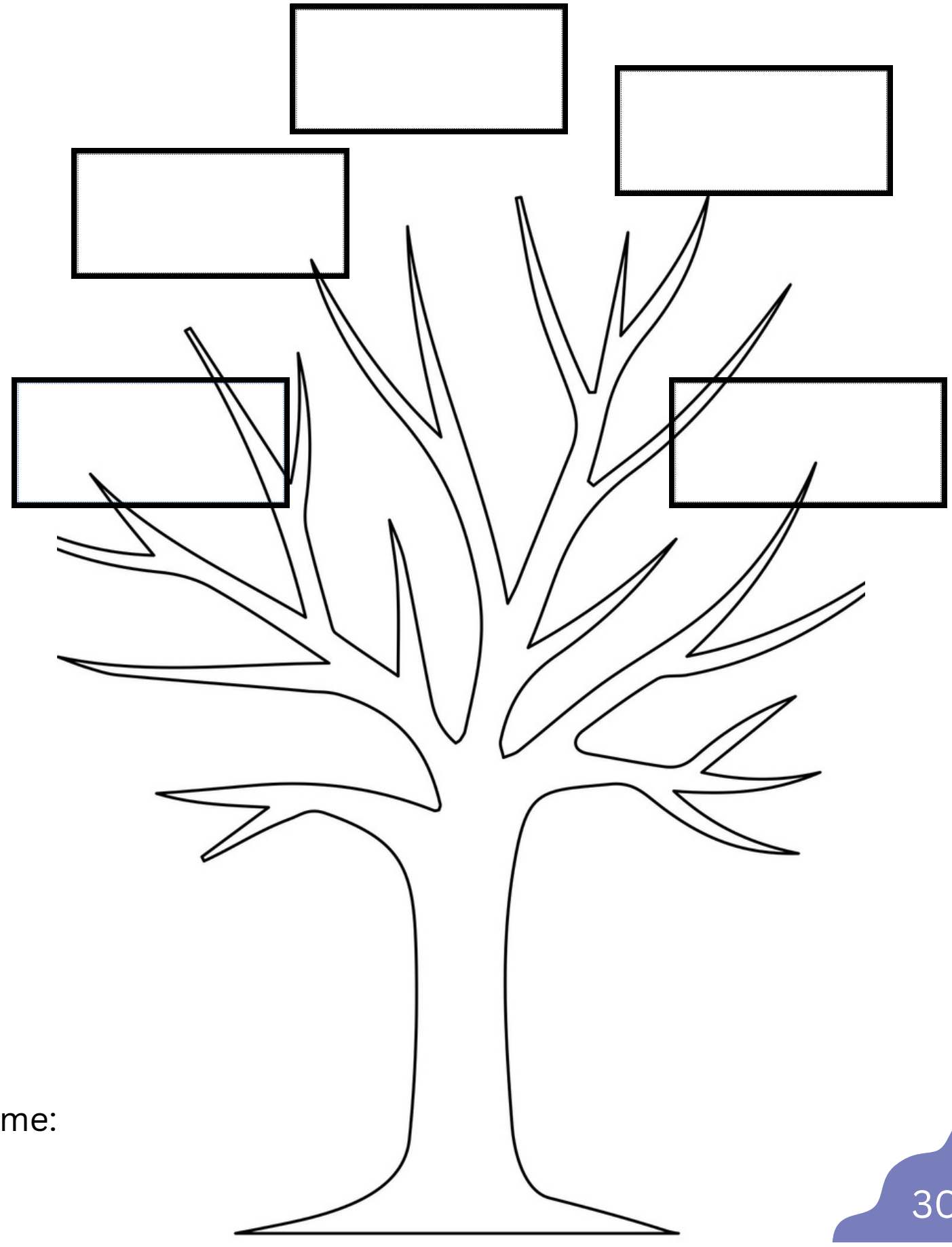
Steps:

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'

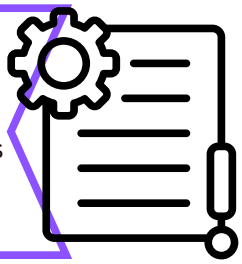
Purpose: Young people will explore the important role that sleep has on their physical and mental wellbeing

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'

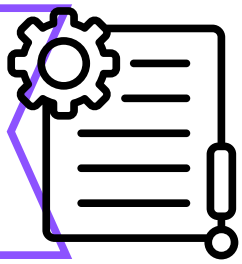
Purpose: Young people will explore the important role that sleep has on their physical and mental wellbeing

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. Let's talk about what Jean can do in those 10 minutes to feel fresh and clean. What do you think she should prioritise doing? Why is it important to start the day feeling clean?

Scenario 2: After Gym Class
Jean just finished a gym class and is sweating a lot. The next class is in 10 minutes. What are some quick ways Jean can freshen up and feel comfortable before her next class? How can she make sure she doesn't feel smelly or sticky?

Scenario 3: A Weekend Camping Trip
Jean is going on a weekend camping trip with friends where there won't be access to showers or running water. Let's brainstorm together how Jean can stay clean during the trip. What items should she bring with her? How can she use nature to help her stay clean?

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. When she gets home, why is it important for Jean to wash her hands? What else can she do to make sure she doesn't get sick?

Scenario 5: Late-Night Study Session
Jean is studying late into the night for an important exam the next day. Even though she's tired, why is it still important for Jean to brush her teeth and wash her face before going to bed? What can she do to make sure she doesn't forget?

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 Jean make sure she stays clean and comfortable during the long flight? What items should she bring with her in her travel bag?

Scenario 7: A Stressful Week
It's been an incredibly stressful week for Jean with schoolwork, other activities, and personal issues. How can Jean take care of herself during stressful times? What are some ways she can practice self-care and make sure she doesn't forget about her hygiene habits?



‘Hi, Jean!’

Hygienic Choice	Unhygienic Choice

Activity 8

"Nutrition Detectives"



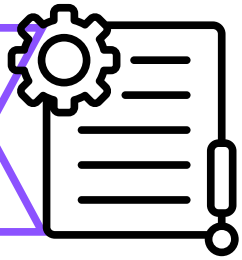
Purpose: To educate young people about making healthy food choices and understanding nutrition labels to promote overall well-being.

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: Can you name five types of food that are important for a healthy diet?

Answer: Fruits, vegetables, grains (like bread and rice), protein foods (like chicken or beans), and dairy (like milk or cheese).

Question 2: How many servings of fruits and vegetables should you try to eat every day?

Answer: Try to eat at least 5 servings of fruits and vegetables every day.

Question 3: Why is calcium important for your body, and how much calcium do you need each day?

Answer: Calcium helps keep your bones and teeth strong, and you need about 1,300 milligrams of calcium every day.

Question 4: What are "empty calories," and why should you try not to eat too many foods with empty calories?

Answer: "Empty calories" are foods with lots of sugar or unhealthy fats but not many nutrients. Eating too many of these foods can make you gain weight and not give your body the good stuff it needs.

Question 5: Why is fiber good for you, and what kinds of food have fiber in them?

Answer: Fiber helps your tummy feel good and stops you from getting constipated. Foods like whole grains, fruits, veggies, beans, and nuts have fiber in them.

Question 6: What is the importance of drinking water for your body, and how much water should you aim to drink each day?

Answer: Drinking water helps keep your body hydrated, which is important for your overall health. You should aim to drink about 8 glasses or 2 liters of water every day.

Question 7: Why is it important to limit sugary drinks like soda and juice in your diet?

Answer: Sugary drinks can be bad for your teeth and can make you gain weight if you drink too much of them. It's better to choose water or milk instead.

Question 8: What is the role of protein in your body, and what are some sources of protein that you can include in your diet?

Answer: Protein helps your body grow and repair muscles. You can find protein in foods like meat, poultry, fish, beans, lentils, tofu, eggs, and nuts.

"Nutrition Detectives"



Question 9: Why is it important to eat a variety of different foods from each food group?

Answer: Eating different foods from each food group gives your body all the different nutrients it needs to stay healthy and grow properly.

Question 10: What is the difference between "whole" and "refined" grains, and why is it better to choose whole grains?

Answer: Whole grains have all parts of the grain kernel, like the bran and germ, which have lots of nutrients and fiber. Refined grains have these parts removed, so they're not as healthy for you.

Question 11: How can you make sure you're eating a balanced meal?

Answer: A balanced meal has foods from each food group, like fruits, vegetables, grains, protein foods, and dairy. Try to include a variety of colors and types of foods on your plate.

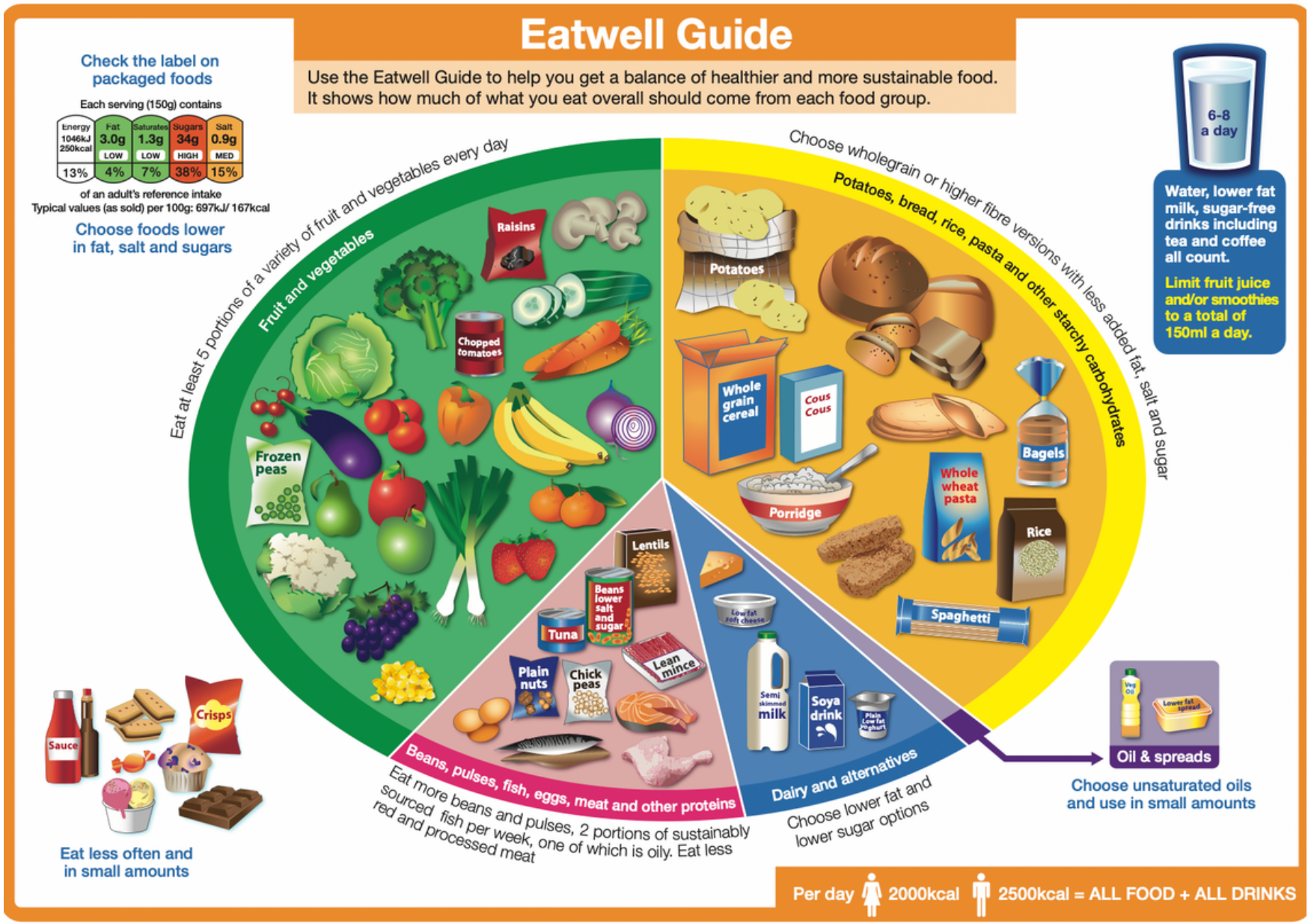
Question 12: What are some healthy snacks that you can enjoy between meals?

Answer: Healthy snacks include fruits, vegetables with dip, yogurt, nuts, whole grain crackers with cheese, and smoothies made with fruits and milk.

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

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Activity 9



"Mind-Body Connection"

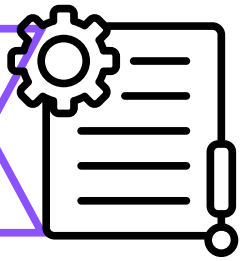
Purpose: Young people will become more aware of the people they can talk to if they are worried about something in their life.

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



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CASE STUDIES

Case Study 1: Sarah's Healthy Lifestyle

Background: Sarah is a 13-year-old high school student who loves taking care of her body. She enjoys swimming and hiking, and she always makes sure to eat healthy meals.

Mental Health Predictions: Because Sarah takes care of her body through exercise and nutrition, we can predict that she probably feels good mentally too. Regular exercise can help reduce stress and anxiety, and eating nutritious foods can give her brain the energy it needs to think clearly and stay focused. Overall, Sarah's healthy habits are likely helping her feel happy and positive in her daily life.

Case Study 2: Alex's Lack of Sleep

Background: Alex is a 17-year-old student who takes hard classes in school. They stay up late working on school stuff and don't get enough sleep.

Mental Health Predictions: Because Alex doesn't sleep much, it might make them feel grumpy o sad. They might have a hard time focusing in class or remembering things. Overall, not getting enough sleep can make it tough for Alex to feel good and do well in school.

Case Study 3: Jake's Stress

Background: Jake is a 15-year-old who has a lot of stress in his life. He has trouble with school, fights with his family, and struggles to make friends. Jake doesn't know how to manage his stres and feels really overwhelmed.

Mental Health Predictions: Because Jake has so much stress and doesn't know how to deal with it might make him feel really sad or worried all the time. He might have trouble sleeping or eatir well, and it could be hard for him to focus in school. Overall, Jake's stress could make it tough f him to feel happy or do well in his daily life.