



# Preview Materials

## High School



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

### Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

**Lesson Plans:** The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

**Student Activities:** Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

**Evaluations and Assessments:** These blackline masters are provided ready made in our program. These tools are one of the many options given to teachers to gauge students' progress in mastering the knowledge and skills vital to make healthy choices.

**Transparencies:** These full-color custom designed transparencies are one of many tools used to accommodate a variety of learning styles within the classroom.

# Personal and Mental Health

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## Session 1 Introduction and Orientation

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### GOALS

To introduce students to HPW and to critically analyze current health concerns.

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### OBJECTIVES

# 1

#### Introduction to HPW

Introduce students to the HPW health curriculum.

**Skills:** *self-esteem, personal responsibility*

# 2

#### Critical Health Issues

Analyze the wide range of issues which impact health and well-being.

**Skills:** *critical thinking, personal responsibility*

# 3

#### Group Guidelines

Analyze the importance of guidelines and determine those which will work best for the group

**Skills:** *communication, interpersonal skills, personal responsibility*

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### Introduction

Welcome to Health Promotion Wave (HPW), a comprehensive health education curriculum. The essence of this curriculum is to provide students with the knowledge and skills necessary to make responsible, well-informed choices.

Each grade level begins with the Personal and Mental Health component, designed to approach health in a positive light, focusing on the right and the responsibility of promoting and maintaining health. Good health is not just a matter of luck, nor does it just happen. Good health takes hard work and responsibility.

This session introduces students to the curriculum by critically analyzing current health topics and how they impact youth.

# Personal and Mental Health

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## Introduction to HPW

## OBJECTIVE

**Purpose:** To introduce students to the HPW health curriculum.

**Skills:** *self-esteem, personal responsibility*



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## Introductory Activity

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## ACTIVITY 1

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**Time:** about 10 -15 minutes

**1.** Begin by welcoming students to HPW — a comprehensive health education curriculum. Have students introduce themselves and state one reason why their health is important to them.

**2.** Invite students to give definitions of the terms health and wellness. Work with the group to develop definitions approximating the following:

**Health:** *the degree of freedom from illness or disease.*

**Wellness:** *maximum physical, emotional, intellectual, and social health.*

**3.** Next, ask students to brainstorm some of the leading causes of death one hundred years ago. (Infectious diseases, such as pneumonia, tuberculosis, influenza). What are the leading causes of death today? (Heart disease, cancers, strokes) and what are some of the causes of these diseases:

Heart disease: *smoking, high fat diets, lack of exercise, stress*

Cancer: *smoking, high fat diets*

Accidents/suicide/homicide: *alcohol and other drugs, stress, violent behavior*

**4.** Complete this activity by emphasizing the following.

- The leading causes of death among the general population include heart disease, cancer, and stroke. The leading causes of death among young people are accident fatalities, suicide, and homicide.
- Many of the risk factors associated with the leading killers are a result of the personal choices we make, such as smoking, drinking and driving, eating diets high in fat and cholesterol, and violent behavior.
- We have the ability and the responsibility to understand the personal behaviors associated with illness and learn the necessary skills to change unhealthy behavior, and to promote wellness.

# Personal and Mental Health

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## OBJECTIVE **Critical Health Issues**

# 2

**Purpose:** To analyze the wide range of issues which impact health and well-being.

**Skills:** *critical thinking, personal responsibility*

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### ACTIVITY 1 **Beaker of Questions**

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**Materials:** Blank pieces of paper  
Beaker

**Time:** about 10 minutes

- 1.** Distribute blank pieces of paper to each student. Have students write the three most critical health issues they believe they are faced with. Be sure students do not put their names on the paper.
- 2.** Collect the papers in the beaker. Tally student responses and write the major categories on the chalkboard. Discuss the most common responses, then review the health issues to be discussed in HPW.

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### ★ ACTIVITY 2 **Current Issues**

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**Materials:** Newspaper

**Time:** about 15 minutes

- 1.** As an outside assignment, have students find a newspaper article related to one of the health topics discussed. Have them write a one to two paragraph synopsis of the article.
- 2.** On the due date, have students share their articles. Ask students to explain how the topic is relevant to young people.

# Personal and Mental Health

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## Health Knowledge

## ACTIVITY 3

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**Materials:** HPW Health Trivia Game

**Time:** about 20 - 30 minutes

- 1.** This activity requires the HPW Health Trivia Game. The trivia game will also be used at the end of the program as an intensive review of the curriculum. The purpose of the game now is to give students an overview of the subject matter to be covered, and to determine their current level of health knowledge.
- 2.** Divide the class into small teams, and have each team pick a captain. Read each team a question, and have the captain give the team's response. Provide a one-point card for each correct response.
- 3.** Allow for a bonus round if time permits. You may want to wait until the end of the curriculum to conduct the bonus round.
- 4.** Complete this activity by having students determine their level of health knowledge and which areas of health they might need more information.

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## Group Guidelines

## OBJECTIVE

**Purpose:** To analyze the importance of guidelines and determine those which will work best for the group.

**Skills:** *communication, interpersonal skills, personal responsibility*

# 3

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## Closing Activity

## ACTIVITY 1

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**Materials:** Newsprint or poster board

**Time:** about 10 minutes

- 1.** Discuss with students what kind of atmosphere is best for group learning. (Suggestions: respect for the opinions of all group members; show sensitivity and compassion; Avoid 'put downs;' Respect, trust and confidentiality among group members; and participation.
- 2.** Work with the group to set guidelines for discussing health. Point out that many sensitive and personal issues are to be discussed. Listed below are some suggested guidelines. Once the class has decided on the guidelines, write them on posterboard or newsprint and keep in a location where they can be referred to when needed..

# Personal and Mental Health

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**3.** Discuss with students how they will ensure that these guidelines are followed by all participants. Use the following scenarios as a guide for discussion.

- Someone expresses a strong opinion with which you disagree.
- One group member puts down another group member.
- Someone is having a bad day and is taking out his/her frustration by disrupting the group.
- Someone reveals a confidential issue, such as a parent with a drinking problem.

## **SUGGESTED GROUP GUIDELINES**

- Don't laugh at, or put down other students.
- Respect others' opinions. Don't judge.
- Respect each other's privacy. Do not ask personal questions.
- Use proper terminology.
- If you don't want to say something, you can say "I pass."
- Try to help others feel good about themselves.
- Protect the privacy of others. Do not use names if you are giving examples (Say, "I know someone who...").



## HEALTH TRIVIA GAME

HIGH SCHOOL ISBN 1-57239-359-9

1. Name 2 controllable risk factors for cancer.
2. Name 3 warning signs of cancer.

ANSWERS:

1. Tobacco use, high fat/low fiber diets, over exposure to ultraviolet rays
2. C-A-U-T-I-O-N (see teacher manual)

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1. Name 2 uncontrollable risk factors for cancer.
2. What is the leading cause of death in the United States for all age groups?

ANSWERS:

1. Age, environment, heredity
2. Heart disease

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1. Name the largest artery in the body.
2. Which blood vessels carry blood away from the heart?

ANSWERS:

1. Aorta
2. Arteries

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1. What are 2 major causes of hypertension?
2. What are the major structures of the immune system?

ANSWERS:

1. Heredity, obesity, high sodium intake
2. White blood cells (lymphocytes), bone marrow, spleen, lymph nodes

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### BONUS QUESTIONS

1. Describe 3 techniques for fostering self-esteem.
2. Name the 5 steps to resolving conflict.
3. Name the 3 phases of the stress response.

ANSWERS:

1. Positive self-talk, self-imaging, being realistic, accepting failures, evaluating goals
2. Stay calm; identify the problem, list all options, weigh the consequences; make your decision
3. Alarm, response, recovery/withdrawal

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1. Name 5 STDs.
2. Name 3 common reactions to stress and identify which is the healthiest response.

ANSWERS:

1. Syphilis, gonorrhea, herpes, chlamydia, genital warts, vaginitis, Hepatitis B
2. Acting out, withdrawing, taking control

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1. What is the most effective method of preventing STDs for those who are sexually active?
2. Name 3 different types of sexual abuse.

ANSWERS:

1. Using latex condoms with a spermicide.
2. Rape, incest, forced exposure

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1. Most STDs have obvious signs and symptoms.

TRUE FALSE

2. What does HIV stand for?

ANSWERS:

1. False. Most STDs have no symptoms
2. Human Immunodeficiency Virus

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1. Name 3 warning signs associated with suicide.

2. Name 3 components of wellness.

ANSWERS:

1. Prolonged depression, previous suicide attempts, change in behavior or performance, gestures of finality
2. Physical, emotional, spiritual, social

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1. Name 2 ineffective methods of birth control.

2. Define non-communicable disease.

ANSWERS:

1. Withdrawal, the rhythm method
2. A disease which is not spread from one person, animal or the environment to another

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## BONUS QUESTIONS

1. What body fluids can spread HIV from one person to another?
2. List 2 health problems associated with early sexual activity.
3. Name 2 controllable risk factors associated with heart disease.

ANSWERS:

1. Semen, vaginal secretions, breastmilk, blood
2. STDs, pregnancy, cervical cancer
3. Smoking, high fat, high cholesterol diets

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1. Name 2 common causes of emergencies.
2. Describe one characteristic of abnormal cell growth.

ANSWERS:

1. Heart attacks, shock, burns, bleeding
2. Responds to abnormal stimuli, growth in excess of need, immature/abnormal shape

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2. Name 3 warning signs of cancer.

ANSWERS:

1. Tobacco use, high fat/low fiber diets, over exposure to ultraviolet rays
2. C-A-U-T-I-O-N (see teacher manual)

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1. Name the largest artery in the body.
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1. What are 2 major causes of hypertension?
2. What are the major structures of the immune system?

ANSWERS:

1. Heredity, obesity, high sodium intake
2. White blood cells (lymphocytes), bone marrow, spleen, lymph nodes

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## BONUS QUESTIONS

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2. Name the 5 steps to resolving conflict.
3. Name the 3 phases of the stress response.

ANSWERS:

1. Positive self-talk, self-imaging, being realistic, accepting failures, evaluating goals
2. Stay calm; identify the problem, list all options, weigh the consequences; make your decision
3. Alarm, response, recovery/withdrawal

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1. Describe one role of T cells in the immune system.
2. Name 3 components of fitness.

ANSWERS:

1. Identify harmful substances, attack harmful invaders, alert B cells
2. Flexibility, cardiovascular endurance, muscle strength and endurance

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1. What is the leading cause of cancer deaths for women?
2. What does AIDS stand for?

ANSWERS:

1. Lung cancer
2. Acquired Immune Deficiency Syndrome

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1. What are two strategies for preventing violence?
2. What does HIV stand for?

ANSWERS:

1. Learn to deal with anger, recognize situations that lead to violence, learn to avoid situations that lead to violence
2. Human Immunodeficiency Virus

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1. Name 3 benefits derived from regular exercise.
2. Define shock.

ANSWERS:

1. Weight control, lower blood pressure, lower heart rate, lowers cholesterol, increases bone density, improves self-esteem, and mental outlook
2. Slowing down of body processes in response to serious physical or emotional injury

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1. Name 2 risk factors for contracting HIV.
2. What should you do if you hear gunfire?

ANSWERS:

1. Sharing IV needles, sexual intercourse without using latex condoms, having multiple sex partners...
2. Drop to the ground

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## BONUS QUESTIONS

1. Describe 3 effective stress management techniques.
2. List 2 health problems associated with early sexual activity.
3. What is the major role of B cells in the immune system?

ANSWERS:

1. Time management, relaxation, use of support systems, proper nutrition, rest, sense of humor
2. STDs, pregnancy, cervical cancer
3. Produce antibodies

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- 1. Name 3 factors which influence one's emotional health.**
- 2. What are 3 common teen stressors?**

ANSWERS:

1. Self-esteem, values, support systems, feelings/emotions, relationships
2. Parental conflict, social pressures, academic pressure, loneliness, sexual pressure

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- 1. Name three physiological symptoms related to stress.**
- 2. Name 2 things you can do to manage your time better.**

ANSWERS:

1. Rapid heart rate, stuttering, insomnia, loss of appetite, grinding teeth at night, increased body aches, increased illness
2. Make lists of things to do, prioritize, be realistic, think positive, reward yourself

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- 1. Name 3 health consequences of anorexia.**
- 2. Name 3 psychological symptoms related to stress.**

ANSWERS:

1. Malnutrition, anemia, hormonal imbalance, hair loss, amenorrhea, bone deterioration
2. Worrying, apathy, sadness, defensiveness, procrastination, crying spells, irritability, tension, anxiety, agitation

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- 1. Name 3 health consequences of bulimia.**
- 2. Name 3 consumer tips for buying health products and services.**

ANSWERS:

1. Digestive problems, hormonal imbalance, tooth loss, poor complexion, fluid imbalance
2. Know what you are looking for, how to read labels, comparison shop, identify safety standards, learn to recognize quality

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- 1. What are the ABCs of anger?**
- 2. How is violence in the media often portrayed?**

ANSWERS:

1. What leads to it? What did you do? What are the consequences?
2. Justified, heroic, effective in problem solving, funny, pleasurable

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- 1. Name 3 dietary guidelines for Americans.**
- 2. A lacto vegetarian diet includes plant foods plus milk products.**

**TRUE**

**FALSE**

ANSWERS:

1. Eat a variety of foods, balance food intake with physical activity, low-fat diet, plenty of vegetables, fruits, grains, moderate sugar intake, moderate salt intake
2. True

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# Personal and Mental Health

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## Sessions 2-4 Promoting Wellness

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### GOALS

To recognize the components of wellness and to foster a sense of total wellness.

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### OBJECTIVES

# 1

#### Wellness Components

Identify and appreciate the various components of wellness.

**Skills:** *self-concept, personal responsibility*

# 2

#### Personal Wellness

Develop protective factors that promote resiliency.

**Skills:** *critical thinking, self-concept*

# 3

#### Support Systems

Appreciate the strong role of family, peers and other trusted adults in promoting personal wellness and demonstrate the ability to effectively use support systems.

**Skills:** *communication, bonding, interpersonal relations*

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### Introduction

Wellness is not merely the absence of disease. It is the combination of physical, emotional, mental, and spiritual health. It is the positive way we feel and the way we choose to live our lives.

Commitment to health is the basis for leading a healthy and productive life. Impressing the positive aspects of health on young people offers hope, confidence, and a personal sense of responsibility for enriching their lives and the lives of those around them. Whether they are faced with a life-threatening illness, a violent society, or other adversity, wellness provides an inner strength to overcome such adversity.

The following sessions foster a sense of total wellness. They provide multiple opportunities for students to explore and strengthen their own level of wellness.

# Personal and Mental Health

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## Wellness Components

## OBJECTIVE

**Purpose:** To identify and appreciate the various components of wellness.

**Skills:** *self-concept, personal responsibility*



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### Introductory Activity

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### ACTIVITY 1

**Materials:** Transparency 1, Total Wellness Continuum

**Time:** about 10 minutes

1. Recall the definition of wellness with students. (Optimal physical, emotional, mental, and spiritual health)
2. Next, have students identify the components of wellness. Use Transparency 1, The Total Wellness Continuum, to assist in identifying these components. Discuss the following:
  - *What factors influence each of these components?* [Some examples include: diet, exercise, family and peer relationships, school, peer pressure]
  - *Do you think you sometimes take your health for granted? Explain.* [It is common for young people to believe they are immune to illness because of their age. Remember, wellness is not just being free from disease; it is the ability to function at our best—physically, emotionally, socially, and spiritually]
3. Complete this activity by having students discuss which component/s they feel are impacted the most at their age.

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### The Wellness Continuum

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### ACTIVITY 2

**Materials:** Transparency 1, Total Wellness Continuum

**Time:** about 10-15 minutes

1. Recall with students the components of wellness:
  - physical wellness
  - emotional wellness
  - social wellness
  - spiritually content today.

# Personal and Mental Health

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**2.** Refer to Transparency 1, Total Wellness Continuum. Explain the continuum as follows:

- The components of wellness include physical, emotional, social, intellectual, and spiritual factors.
- The continuum ranges from very sick to optimal health, or wellness.
- The total wellness scale is an average of each of the components.

**3.** Demonstrate the interconnectedness of these components using the following scenarios.

**Scenario 1:** *Jack is a B/C+ student who is on the Varsity Basketball team.*

Based on this information, where would you place Jack on the intellectual and physical wellness scales?

**Scenario 2:** *Last Saturday, Jack lost his mother in an automobile accident.*

Based on this information, where would you place Jack on the emotional scale?

**Scenario 3:** *Jack is feeling a great deal of anger over the loss of his mother and has lost some of his faith.*

Based on this information, where would you put Jack on the spiritual scale?

**Scenario 4:** *Jack's very close friends have been very supportive through this very sad time.*

Based on this information, where would you place Jack on the social wellness scale?

**4.** Complete this activity with the following discussion questions.

- *Where would you place Jack on the total wellness scale?*
- *How can Jack compensate for those areas of wellness where he is doing poorly?*
- *When experiencing such difficult times as the loss of a loved one, it is easy to fall low in all areas of wellness. Are there people and /or places we can turn for help in coping with these stressful events? [Friends, family, clergy, support groups]*
- *Why is it important to recognize and appreciate all of the wellness components? [Being aware of each component should help us to compensate for when we are experiencing a low in one or more area of wellness]*
- *What are some of the skills necessary for promoting wellness? [Physical: identifying and choosing healthy foods, exercising regularly, no use of illegal drugs, tobacco and alcohol; no misuse of legal drugs; adequate sleep. Emotional: feeling good about ourselves. Learning to express our emotions appropriately, social skills, maintaining a sense of humor, managing stress. Social/spiritual: good interpersonal skills, maintaining effective support systems; strong sexual identity; strong personal values]*

# Personal and Mental Health

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## Personal Wellness

## OBJECTIVE

**Purpose:** To develop protective factors that promote resiliency.

**Skills:** *critical thinking, self-concept*

# 2

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## Assessing Personal Health

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## ACTIVITY 1 ★

**Materials:** Evaluation and Assessment 1, Assessing Personal Wellness

**Time:** about 15-20 minutes

**1.** Copy and distribute Evaluation and Assessment 1, Assessing Personal Wellness.

**2.** Ask students to rate their present level of wellness in each area. Then, have them identify potential ways to improve each area. Allow sufficient time to complete these activity sheets, then invite students to share their responses.

Keep this activity for students to refer to when choosing a Wellness Project in Session 10.

**3.** Complete this activity with the following discussion questions.

- *Were any of you surprised where you fell along the individual scales? Explain.*
- *Which component do you think is affected the most (either lowest or highest) for someone your age? Explain.*
- *Can you suggest ways of improving individual components of wellness to enhance total wellness? [See examples listed below]*

*Examples:*

**Physical wellness:** Regular exercise, eating a well-balanced diet; getting sufficient rest.

**Emotional wellness:** Expressing your feelings; seeking support from loved ones; developing skills for dealing with stress; seeking advice from experts.

**Social wellness:** Demonstrate compassion and understanding towards others; show appreciation for good friends; get involved in school and community activities.

**Spiritual wellness:** Seek counsel and guidance; get in touch with yourself and your faith; volunteer for a worthy cause; help others.

# Personal and Mental Health

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## OBJECTIVE Support Systems

# 3

**Purpose:** To appreciate the strong role of family, peers and other trusted adults in promoting personal wellness and demonstrate the ability to effectively use support systems.

**Skills:** *communication, bonding, interpersonal relations*

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### ACTIVITY 1 Identifying Support Systems

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**Materials:** Activity 1, Who Was There When?

**Time:** about 10-15 minutes

**1.** Begin this activity by having students discuss the definition of support system (a person or group of persons you can turn to for advice, friendship, support, and love) and discuss the role of support systems in promoting well-being.

**2.** Copy and distribute Activity 1: Who Was There When? Allow sufficient time to complete the activity sheet, then discuss the following. (Remind students replies are confidential).

- *Based on your responses, who provides the majority of your support?*
- *Why is it important to have a variety of people to rely on for support? [Not everyone is a good support person for every situation. It is important to turn to the person who can help the most]*
- *What happens when we lose someone from our support system (e.g., moving away, death, or divorce)?*
- *Have you ever felt you were all alone in a situation with no one to whom you could turn? What did you do?*
- *What happens when we don't have support systems to share our pleasure and pain with? [We become isolated, lonely, and sometimes depressed]*
- *Can we develop new support systems? What are some ways to do this? [Making new friends, joining a team or club, getting involved in your neighborhood, or school]*

# Personal and Mental Health

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## Peer Influence on Wellness

## ACTIVITY 2

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**Materials:** Activity 2, Case Study: Peer Influence on Wellness  
Transparency 1, Total Wellness Continuum

**Time:** about 20-30 minutes

**1.** Copy and distribute Activity 2, Case Study: Peer Influence on Wellness.

**2.** Allow sufficient time for students to read the case study; then use Transparency 1, Total Wellness Continuum, to discuss the following.

- *Where would you place Jackie on the total wellness scale prior to Sharon's involvement? Where would you place Jackie after confiding in Sharon?*
- *How did Sharon help Jackie? Be specific.*
- *What responsibility did Sharon have as a friend when Jackie confided in her?*
- *If Jackie had been pregnant, would Sharon's influence have been any more or less important? Explain.*
- *What are other examples where peers can positively influence one's well-being?*
- *What are some examples of where peers may negatively influence one's well-being? [Drugs, sexual experimentation, other high risk behaviors]*

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## Support Systems

## ACTIVITY 3 ★

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**Materials:** Evaluation and Assessment 2, Identifying Support Systems

**Time:** about 10-15 minutes

**1.** Begin a discussion about support systems with students. Some topics to cover:

- *Who might make up a typical support system? [Family, friends, clergy, teachers, coaches...]*
- *Who provides support in your life?*
- *Do support systems change as you get older? [Emphasize the longer and stronger a relationship is, the stronger the support]*
- *How can you maintain healthy support systems? [Communication, compassion, friendship...]*

# Personal and Mental Health

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**2.** Next, copy and distribute Evaluation and Assessment 2, Identifying Support Systems. Students should read each hypothetical situation, then identify who they would turn to for help and support.

**3.** Allow sufficient time to complete the activity sheet, then have students compare and contrast their responses.

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## ACTIVITY 4 Using Support Systems

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**Materials:** Activity 3, Using Support Systems

**Time:** about 15 minutes

**1.** Divide the class into small groups. Then copy and distribute Activity 3, Using Support Systems.

**2.** Ask groups to identify an effective support system for each scenario and explain the impact of that support system on the individual.

**3.** Allow groups sufficient time to complete the activity sheet, then have them share their responses.

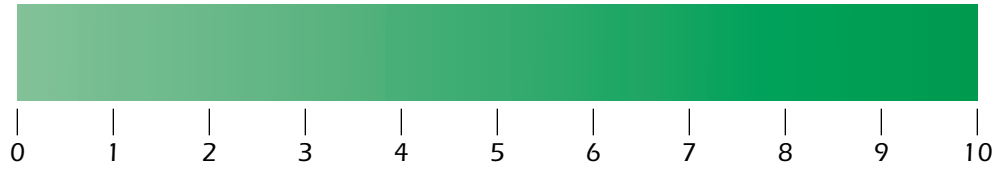
**4.** Then discuss the following:

- *Does anyone have a personal example of having needed a support system you would like to share with the class?*
- *Why do some people fail to use support systems?* [Emphasize the importance of learning how to ask for help]
- *What are some potential consequences of not relying on our support systems?* [We might not look at the situation objectively, or realistically; we might not have all of the information needed to make a good decision; we are left to face the problem on our own which might seem overwhelming]



# Total Wellness Continuum

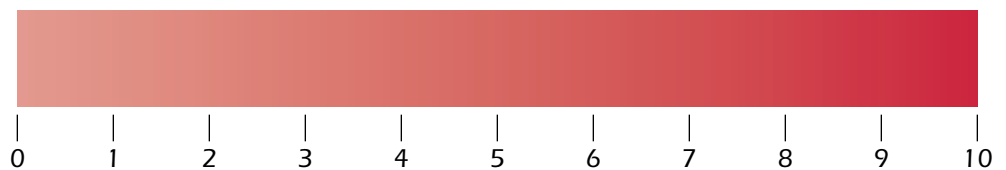
Physical  
Wellness



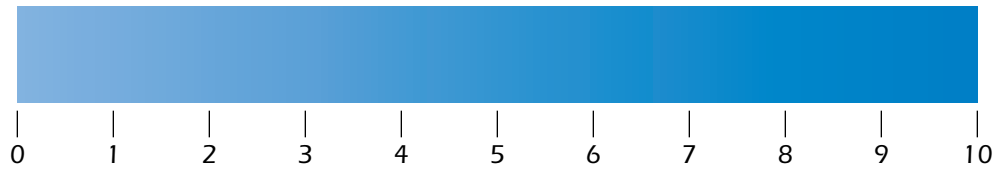
Emotional  
Wellness



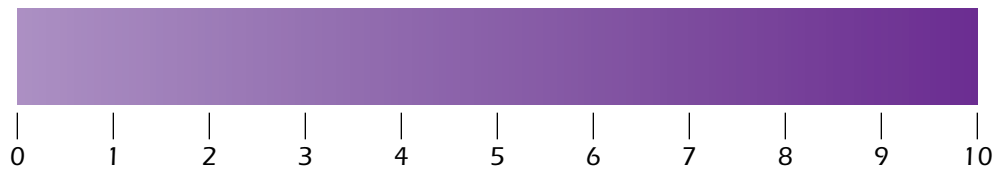
Social  
Wellness



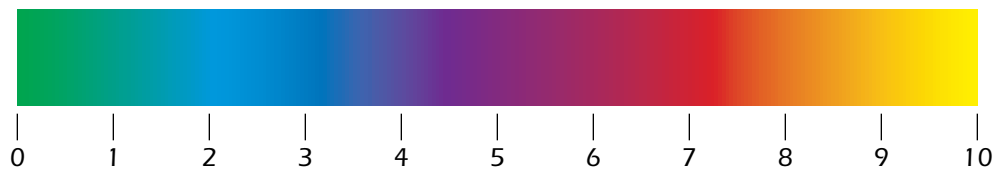
Intellectual  
Wellness



Spiritual  
Wellness



Total  
Wellness



# assessing PERSONAL WELLNESS

**DIRECTIONS:** Rate your physical, emotional, and social wellness using the following questions and scales.

**1** I would rate my physical wellness:



My present level of physical wellness would + or - (circle one) influence my future goals because

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My greatest accomplishments in physical wellness can be seen in my

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An area of my physical wellness that I would like to improve is

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I would rate my emotional wellness:



One way I would like to improve my emotional wellness that would benefit me in the future is

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An area of my emotional wellness that I would like to improve is

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I would rate my social wellness:



An example of my social wellness is

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An area of my social wellness that I would like to improve is

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# “Who was there when?”

**DIRECTIONS:** Fill in the name(s) of the person(s) who was present at each one of the significant events listed below.

**I was born.**

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**I needed someone to talk to after a fight with my boy/girlfriend.**

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**I lost my first tooth.**

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**I needed a good laugh.**

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**I started my first day of school.**

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**I needed a good cry.**

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**I needed someone to tell me how special I am.**

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**I needed an extra day to finish a homework assignment.**

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---

**It was my birthday.**

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**I needed special advice but did not feel I could turn to my parents or best friends.**

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**I needed help on a homework assignment.**

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**I accomplished my most important goal.**

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## Case Study

# PEER INFLUENCE ON WELLNESS

Jackie is a popular and artistic tenth-grade student who lives with her mom and older brother. Jackie has become involved with a senior who expected a sexual relationship. From the start, Jackie did not want to have sexual intercourse, but felt she had no other choice if she wanted to keep Tom.

Lately, Jackie has not been able to concentrate on her schoolwork. She has been extremely short-tempered, and has been spending most of her free time alone. Jackie is afraid she might be pregnant. She is filled with fear and anxiety, but does not feel like she can discuss her dilemma with anyone.

When she is five weeks late with her period, Jackie finally turns to her best friend, Sharon, for support and

advice. Sharon gives Jackie a big hug and asks Jackie why she waited so long to tell her. She really understands how difficult these last five weeks must have been for Jackie. After calming Jackie down, Sharon convinces her the first thing she needs to do is to take a home pregnancy test.

Sharon takes a bus to a nearby town to purchase the pregnancy kit for Jackie. Later, she and Jackie wait for the test result which is negative. Sharon and Jackie are greatly relieved. Jackie tells Sharon that she regrets ever getting sexually involved with Tom and wishes she had talked to someone before “going all the way”. Sharon suggests that Jackie visit a nearby clinic for advice and counseling if she intends to remain sexually active.

# identifying SUPPORT SYSTEMS

**DIRECTIONS:** Read each of the following situations then indicate one reliable person/place you would turn to for support and advice.

**SITUATION**

You are concerned about your school grades.

*support:*

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**SITUATION**

One of your close friends is using a dangerous drug.

*support:*

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**SITUATION**

You have been depressed for several weeks.

*support:*

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**SITUATION**

Your parents tell you they are getting a divorce.

*support:*

---

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**SITUATION**

You are being pressured to join a violent gang.

*support:*

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**SITUATION**

You have to pass the next biology exam to remain on the team.

*support:*

---

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**SITUATION**

You have a fight with your best friend.

*support:*

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**SITUATION**

You discover that a family member has a drinking problem.

*support:*

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---

**SITUATION**

Everyone forgets your birthday.

*support:*

---

---

**SITUATION**

A close friend confides in you that she is being sexually abused by a relative.

*support:*

---

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# using SUPPORT SYSTEMS

**DIRECTIONS:** For each of the following scenarios, your group is responsible for: 1) identifying an effective support system and 2) explaining how that support would improve the situation.

**1** You have just ended a long-term relationship. Your best friend never really liked this other person, and, therefore, doesn't offer you much support.

Who can you turn to? \_\_\_\_\_

\_\_\_\_\_

How would this person be helpful? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is there anyone else who might be part of a good support system?

\_\_\_\_\_

**2** Lately you have been feeling very frustrated and confused. Everyone seems to know what's best for you except you!

Who can you turn to? \_\_\_\_\_

\_\_\_\_\_

How would this person be helpful? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is there anyone else who might be part of your support system?

\_\_\_\_\_

**3** You are feeling this overwhelming sense of the need to fit in. To fit in, however, may mean compromising some of your values and beliefs.

Who can you turn to?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would this person be helpful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is there anyone else who might be part of your support system?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Personal and Mental Health

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## Sessions 5-7 Emotional Well-Being

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**GOALS** To develop and practice the necessary skills for achieving emotional well-being.

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- OBJECTIVES**
- 1 The Role of Emotional Health**  
Appreciate the impact of emotional health on total wellness.  
**Skills:** *self-concept, critical thinking, personal responsibility*
  - 2 Self-Knowledge**  
Appreciate the importance of knowing and accepting oneself.  
**Skills:** *self-esteem, self-concept, communication*
  - 3 Exploring Values**  
Identify and strengthen personal values.  
**Skills:** *self-concept, personal responsibility*
  - 4 Identifying and Expressing Emotions**  
Identify, accept and express emotions appropriately.  
**Skills:** *self-concept, personal responsibility, critical thinking*

---

### Introduction

Emotional health is a key component of total wellness. People who are emotionally healthy work hard to maintain physical and social wellness. In contrast, emotionally unhealthy people often engage in self-destructive behaviors, such as drug use, violent behavior, poor diets and sedentary life-styles.

To be emotionally healthy, an individual must be able to function in relation to self, to others, and to society. These sessions will focus on developing the skills necessary to function well in each of these three spheres (self, others, and society).

# Personal and Mental Health

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## The Role of Emotional Health

## OBJECTIVE

**Purpose:** To appreciate the impact of emotional health on total wellness.

**Skills:** *self-concept, critical thinking, personal responsibility*



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### Introductory Activity

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### ACTIVITY 1 ★

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**Materials:** Evaluation and Assessment 3, Emotional Health IQ

**Time:** about 20-25 minutes

1. Copy and distribute Evaluation and Assessment 3, Emotional Health IQ. Explain to students this is not a test, nor are there right or wrong answers.
2. Have students complete the survey, answering each question as honestly as possible. Remind students that answers are confidential. After students have completed the survey, explain that the higher they scored on each question, the healthier they are emotionally. High scores reflect a positive and strong sense of self (questions 1,2,9), an overall satisfaction with life (questions 3, 4,10), and a high degree of satisfaction with relationships (questions 5-8). Low scores would reflect the opposite.
3. Then use the following questions as a guideline for discussion.
  - *How is emotional health part of total wellness?* [Many experts believe emotional health is the most critical to all other components of wellness]
  - *Why is self-esteem critical to emotional health?* [The relationship with self is critical and must be positive before relationships with others and with society can be healthy]
  - *What are some ways to get to know ourselves better and promote self-esteem?* [Self-knowledge is more than a name, title, and gender. It is one's thoughts, values and feelings. The more we are in touch with these things, the healthier we will be]

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### Factors Influencing Emotional Health

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### ACTIVITY 2

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**Materials:** Transparency 2, It's OK to Have a C- Day!  
Transparency 3, Factors Influencing Emotional Health

**Time:** about 20 minutes

1. Display Transparency 2, It's OK to Have a C-Day! and have students brainstorm what this means. Encourage them to share an example of a C-Day they have had.
2. Next, have students brainstorm a list of positive and negative factors which can influence emotional health. Explain that the key to emotional health is being aware of the major factors which influence emotional health. Use Transparency 3, Factors Influencing Emotional Health, and the following guidelines to discuss these factors.

# Personal and Mental Health

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## LECTURE NOTES **Factors Influencing Emotional Health**

*(Use with Transparency 3)*

### **1. SELF-ESTEEM:**

People with high self-esteem:

- Have a strong sense of self—who they are, their strengths and their limitations.
- Can handle setbacks or failures.
- Can focus on positive attributes.
- Can successfully relate to others
- Are realistic
- Can focus on what is important to them - not only what is important to others.

### **2. FEELINGS/EMOTIONS:**

People in control of their feelings:

- Are cognizant of emotions, both positive and negative, and can effectively manage these feelings.
- Can express emotions appropriately (e.g., talk, laugh, cry, shout).
- Know the source of various emotions.
- Can reassess and modify a situation which leads to unwanted emotions.

### **3. VALUES:**

People with strong values:

- Can differentiate between right and wrong, fair and unfair.
- Can make well-informed, responsible decisions.
- Respect the values of others, even when they are different from their own.
- Rely on personal values for strengths and decision-making.

### **4. SUPPORT SYSTEMS:**

People with strong support systems:

- Have people to rely on for advice and help.
- Are well prepared to promote and maintain emotional health.
- Learn to assess the reliability of their support system. For example:
- Can you turn to your support person with most of your problems?
- Can you talk to them about your problems?
- Will they listen without judging?
- Are they honest with you?

### **5. RELATIONSHIPS:**

People in healthy relationships:

- Feel capable of being loved and cared for by others.
- Are capable of loving and caring for others.
- Enjoy healthy relationships with many different people.

# Personal and Mental Health

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## Self-Knowledge

## OBJECTIVE

**Purpose:** To appreciate the importance of knowing and accepting oneself.

**Skills:** *self-esteem, self-concept, communication*

# 2

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## Personal Accomplishments

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## ACTIVITY 1

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**Time:** about 10-15 minutes

1. Begin a discussion, using the following.
  - *How many of you feel you have already accomplished something significant in your life?*
  - *How many of you feel you have not accomplished anything significant?*
  - *For those who feel they have accomplished something, please share your accomplishments with the class.*
  - *How many of you would consider these as accomplishments? Explain.*
  - *How many others have accomplished similar things, but did not perceive them as significant accomplishments? Explain.*
  - *Do you think you have to be the best at something, or even very good, before considering it an accomplishment? Explain.*

**2.** Next, read the following list to the class and ask for a show of hands for anyone to whom they apply (please add other significant accomplishments you can think of to the list).

### LIST OF ACCOMPLISHMENTS:

- Satisfactorily completed school through grade \_\_\_?
- Achieved a B or better average?
- Played a competitive or intramural sport?
- Participated in school activities, such as clubs, or committees?
- Played a musical instrument?
- Held a job?
- Did volunteer work?
- Participated in community or religious activities?
- Participate in some form of regular exercise?
- Have a hobby?
- Have written or created something?
- [PLEASE ADD TO THE LIST]

- 3.** Complete this activity by reinforcing the following points:
  - All of these activities are accomplishments that require a certain amount of dedication, time, talent, responsibility, and energy.
  - Accomplishments are not usually monumental!

# Personal and Mental Health

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- Any accomplishment, big or small, should be recognized as such and make the individual feel good.
- Feeling good about ourselves is the key to emotional wellness.

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## ★ ACTIVITY 2 Lifetime Accomplishments

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**Materials:** Activity 4, Obituary

**Time:** about 15-20 minutes

- 1.** Copy and distribute Activity 4, Obituary. Explain to students this activity is designed for them to critically think about who they are, what they would like to accomplish and how they would like to be remembered.
- 2.** Allow sufficient time for students to complete the activity, then have students share their responses.

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## ACTIVITY 3 Mock Interviews

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**Materials:** Activity 5, Mock Interviews

**Time:** about 10 minutes

- 1.** Copy and distribute Activity 5, Mock Interview. Explain to students this is another opportunity to reflect on their personal accomplishments and practice positive self-talk.
- 2.** The format is a 'mock interview' for either a college appointment or a job interview. Each student will participate as both interviewer and interviewee. Interviewees will be responsible for convincing the interviewer of their accomplishments, and abilities. Interviewers will be responsible for eliciting accurate responses and determining the outcome of the interview (hired/not hired; accepted/not accepted).
- 3.** Pair students. Avoid pairing good friends. Remind students they will take turns interviewing and being interviewed. Allow approximately ten minutes for each interview.
- 4.** Complete this activity with the following discussion questions.
  - *Did you find this a difficult exercise? Explain.*
  - *Did you find it difficult to speak highly of yourself? Explain.*
  - *Were you able to discuss some of your more outstanding qualities and accomplishments?*
  - *Did you feel as though you were boasting or bragging about yourself? Explain.*

# Personal and Mental Health

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- *As the interviewer, did your partner convince you to hire/accept him or her (show of hands)? Explain why.*
- *Discuss some of the reasons you decided not to hire/accept your partner.*

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## Me Collage

## ACTIVITY 4 ★

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**Materials:** Magazines, paper, art materials for collage

**Time:** about 20-25 minutes

- 1.** Assign students to create a collage which represents their accomplishments, ambitions, beliefs, and dreams. The collage can include pictures, awards, poems, other writings— anything creative which tells others a little about them. Remind students this project will be evaluated.
- 2.** Assign a due date for this activity. On that date, have students share their collages, then, display them in a prominent location.

---

## Exploring Values

## OBJECTIVE

**Purpose:** To identify and strengthen personal values.

**Skills:** *self-concept, personal responsibility*

# 3

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## Values Awareness

## ACTIVITY 1 ★

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**Materials:** Paper and pencil

**Time:** about 15-20 minutes

- 1.** Ask students to define **values** (*one's rules for behavior — right and wrong*) and give some practical examples of how our values impact the decisions we make.
- 2.** Next, use the following questions as a guide for discussing the importance of values:
  - *Where do our values come from?* [Parents, society, faith, school, friends]
  - *Have your values changed as you have gotten older?* Explain.
  - *Do you ever judge others based on your own values?* [Emphasize that each person has the right to choose his/her own values—we don't have to agree with another person's values, we just need to respect their right to choose their own values]

# Personal and Mental Health

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3. For homework, have students interview a parent/guardian about their values, and the role they believe values play in making responsible choices. Suggest they ask parents to share a story in which their values were critical in the decision-making process. Students should write a short synopsis of this interview.
4. On the due date, have students share their interviews with the class. Collect the papers for evaluation.

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## ACTIVITY 2 Exploring Different Values

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**Time:** about 10-15 minutes

1. Divide the chalkboard into four sections. At the top of each section write: Strongly Agree, Agree, Disagree, Strongly Disagree. Then, randomly assign students to each section of the board.
2. Explain to students the purpose of this activity is to explore the range of different values and opinions. They will be role-playing the position they have been assigned.
3. Read a different scenario for each group. They must take the position to which they have been assigned (e.g., strongly agree...). Remind students they are role-playing and should think of every argument possible to defend their assigned position.

**STATEMENTS:**

- It's okay to lie if it means getting ahead.
  - It's okay to strike someone if he/she hits you first.
  - Mothers should stay at home with their children.
  - Fathers should stay at home with their children.
  - Money is more important than anything else.
  - No one should be given free handouts.
  - Beggars should not be allowed to solicit money.
4. Complete this activity with the following discussion questions.
    - *Did you believe in the position you were asked to defend? If not, was it difficult defending a position you did not believe in?*
    - *Were you surprised at some of the arguments made?*
    - *Is it difficult for you to accept opinions and values different from your own?*
    - *How similar are young people's values?*
    - *To what extent will young people defend their values?*

# Personal and Mental Health

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## Current Issues

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## ACTIVITY 3 ★

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**Materials:** Newspapers, paper, pencil

**Time:** about 20-25 minutes

- 1.** For homework, have students bring in two current newspaper/magazine articles, one representing a positive value, the other representing a negative value.
- 2.** On the due date, have students share their newspaper articles and critically analyze the impact, both positive and negative, on the individual, relationships, and society as a whole.

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## Characteristics of Emotional Health

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## ACTIVITY 4 ★

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**Materials:** Transparency 4, Characteristics of an Emotionally Healthy Person

**Time:** about 20-30 minutes

- 1.** Divide the class into small groups. Display Transparency 4, Characteristics of an Emotionally Healthy Person and review each of the characteristics.
- 2.** Have each group write a short story about a fictional character incorporating all of the characteristics listed on the transparency.
- 3.** Allow students approximately 10-15 minutes to write their short stories, then have each group share its story with the class.

# Personal and Mental Health

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## OBJECTIVE Identifying and Expressing Emotions

# 4

**Purpose:** To identify, accept and express emotions appropriately.

**Skills:** *self-concept, personal responsibility, critical thinking*

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### ACTIVITY 1 Introductory Activity

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**Time:** about 10 minutes

**1.** Write the following emotions on the chalkboard. Have students identify an extreme for each emotion (examples of extreme in parentheses).

**EMOTIONS:**

Affection (obsession)

Anger (rage)

Fear (terror)

Happiness (ecstasy)

Sorrow (agony)

Shame (humiliation)

**2.** Have students name other emotions and list them on the chalkboard.

Discuss the following.

- *Are any of these emotions wrong, or unacceptable?* [Emphasize that while it may not be acceptable to act on all emotions, it is important to accept the emotion one is feeling]
- *Sometimes people hide or deny certain feelings. What are some common emotions we tend to deny or reject?* [Anger, loneliness, sadness]
- *Why do some people ignore or deny anger?* [Anger is not considered a socially acceptable or positive emotion]
- *Do you think anger is causing more social problems today?* [Emphasize the number of news stories related to violence as a means of resolving conflicts]
- *What happens when we ignore our feelings?* [If we don't accept how we are feeling, we will never get to the root of the feeling; that is, we will not solve the problem that is causing the uncomfortable feeling]
- *Are some emotions associated more with one gender than the other? Explain.* [It has always been socially acceptable for females to cry. It has not always been socially acceptable for males to cry, therefore, they tend to ignore or deny their hurt and sadness]. How true is this of your generation? Explain.
- *What do you think are acceptable ways of expressing one's emotions?* [Writing poetry, drawing, speaking, crying...]

# Personal and Mental Health

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## Identifying Emotions

## ACTIVITY 2

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**Materials:** Audiocassette: Mozart, or other classical music  
Cassette player

**Time:** about 20-25 minutes

- 1.** This activity requires classical music, preferably Mozart. Explain to students that much of this music is often used in cartoons and TV ads. The reason opera music is used is because the music is designed to elicit strong feelings.
- 2.** Play a portion of the songs and have students guess what cartoon or movie the music is from. Next, have them express some of the feelings evoked by the music. See if they can create their own story to complement the music.
- 3.** For homework, have students bring in a tape (or CD) of one of their favorite songs. Play the songs and have students share the emotions elicited by their music.
- 4.** Complete this activity with the following discussion questions.
  - *Why is music helpful in recognizing and expressing emotions?*
  - *What type/s of music has a calming effect on you? What music gets you pumped and psyched? Makes you sad and depressed?*
  - *What other means, besides music, is therapeutic for expressing emotions?*

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## Expressing Emotions

## ACTIVITY 3 ★

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**Time:** about 15-20 minutes

- 1.** Divide the class into small groups and assign each group a different emotion (anger, fear, rejection, sadness...).
- 2.** Each group should write a short scenario involving its assigned emotion, then act out an appropriate way of expressing that emotion, and one inappropriate way of expressing the emotion.
- 3.** Allow sufficient time to prepare for the activity, then have each group act out the scenario. The class should decide which emotion they are acting out and why it is an appropriate or inappropriate way of expressing that emotion.

Be sure to assign some of the emotions most people have more difficulty expressing, such as anger, hurt, and sadness.

# EMOTIONAL HEALTH

**DIRECTIONS:** On a scale of 1-10, with 1 being the lowest and 10 being the highest, rate yourself on the following.

- 1** I get up every morning feeling good about myself.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 2** I like what I see when I look in the mirror.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 3** I feel capable of accomplishing daily goals.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 4** I feel capable of accomplishing long-range goals.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 5** I feel worthy of being loved.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 6** I feel that others respect me.


1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 7** I am a good friend to others.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 8** Others think of me as a good friend.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 9** I like and respect myself.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH
- 10** I would like to always improve myself.

1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10  
LOW HIGH

**It's K  
to have a  
C- day!**

## Factors influencing Emotional Health

- ☆ Self-esteem
- ☆ Feelings/Emotions
- ☆ Values
- ☆ Support Systems
- ☆ Relationships

# Obituary

**DIRECTIONS:** Complete your obituary as if it were **60 years** into the future.

\_\_\_\_\_  
*name*, a valued  
community member for over 60 years,  
died yesterday morning of \_\_\_\_\_

\_\_\_\_\_  
*name*, praised  
for living a life rich in \_\_\_\_\_  
\_\_\_\_\_, achieved many  
things, but was best known for \_\_\_\_\_

\_\_\_\_\_  
and \_\_\_\_\_

After completing high school, \_\_\_\_\_  
\_\_\_\_\_  
*name* became a  
\_\_\_\_\_ and a \_\_\_\_\_

\_\_\_\_\_  
*name*  
exemplified the virtues of \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_

Although always busy, \_\_\_\_\_

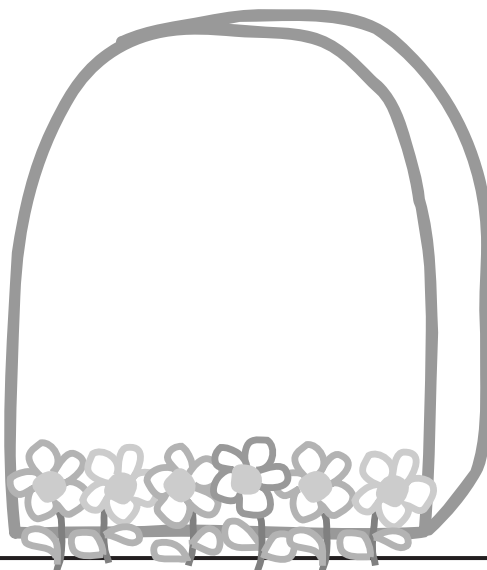
\_\_\_\_\_  
*name*  
always made time for \_\_\_\_\_,  
\_\_\_\_\_ and

Surviving loved ones include \_\_\_\_\_

\_\_\_\_\_  
*name* will  
also be missed by \_\_\_\_\_.

Upon \_\_\_\_\_  
*name*'s

request, the tombstone will read:



**COLLEGE  
INTERVIEW**

**DIRECTIONS:** Using the following form for your partner, record all of the responses in the space provided, then decide if you would accept or reject the applicant for your college.

Applicant's Name \_\_\_\_\_  
last first middle

Name of College \_\_\_\_\_

1. Why did you decide to apply to this college? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What type of degree do you plan to pursue? \_\_\_\_\_  
\_\_\_\_\_

3. What made you first interested in this area? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are your best subjects in school? \_\_\_\_\_  
\_\_\_\_\_

5. What is your least favorite subject? \_\_\_\_\_

6. Based on your grades, do you think you will be successful academically here? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What do you feel is the most important contemporary social issue facing our country? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 5

8. What are some of your interests and hobbies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What are some of your major accomplishments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What do you think our institution has to offer you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What do you think you have to offer our institution? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### FOR INTERVIEWER USE ONLY

I would **recommend/not recommend** (circle one) this candidate for admission to our college. Please state your reasons.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**JOB  
INTERVIEW**

**DIRECTIONS:** Using the following form for your partner, record all of the responses in the space provided, then decide if you would accept or reject the applicant for your job opening.

Applicant's Name \_\_\_\_\_  
last first middle

Name of Company \_\_\_\_\_

1. What previous work experience do you have? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What unique skills or special interests could you offer our company? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If I were to ask your previous employer for a personal reference, what would he/she tell me? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you think is your greatest strength for this job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What do you feel is your major shortcoming? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Emotionally Healthy Person...

- has the ability to relate to others and to love
- accepts problems and solves them competently
- has the ability to adapt
- has a sense of humor
- is trusting, intimate and social
- has a strong sense of self
- has a strong set of values
- acts independently
- is realistic
- is assertive

