

# **SPIN Club**

# **Your Thoughts Matter:**

# **Navigating Mental Health**

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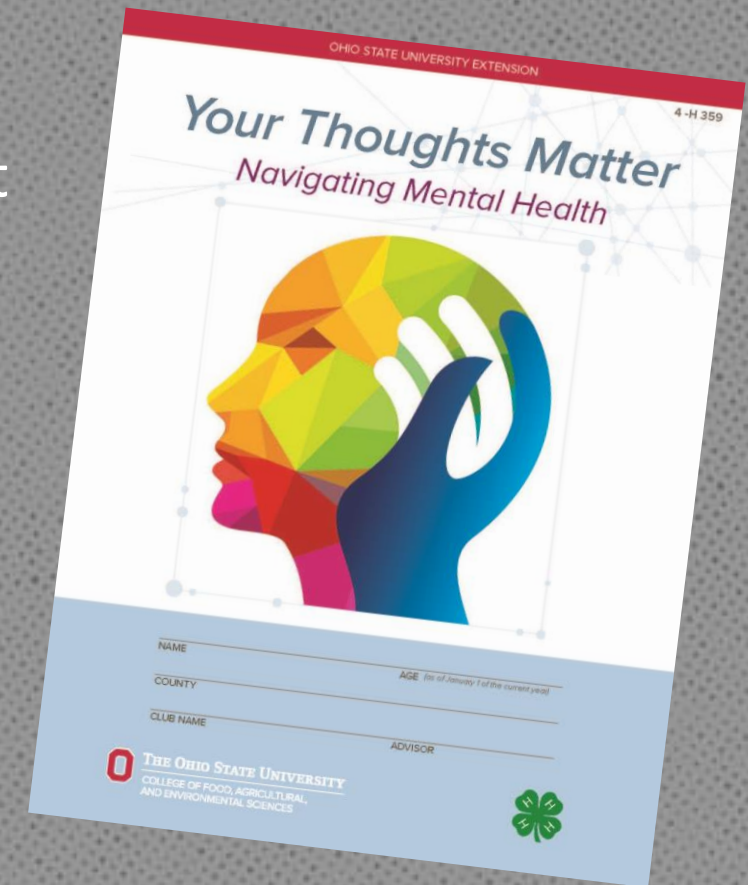


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COLLEGE OF FOOD, AGRICULTURAL,  
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# Your Thoughts Matter: Navigating Mental Health

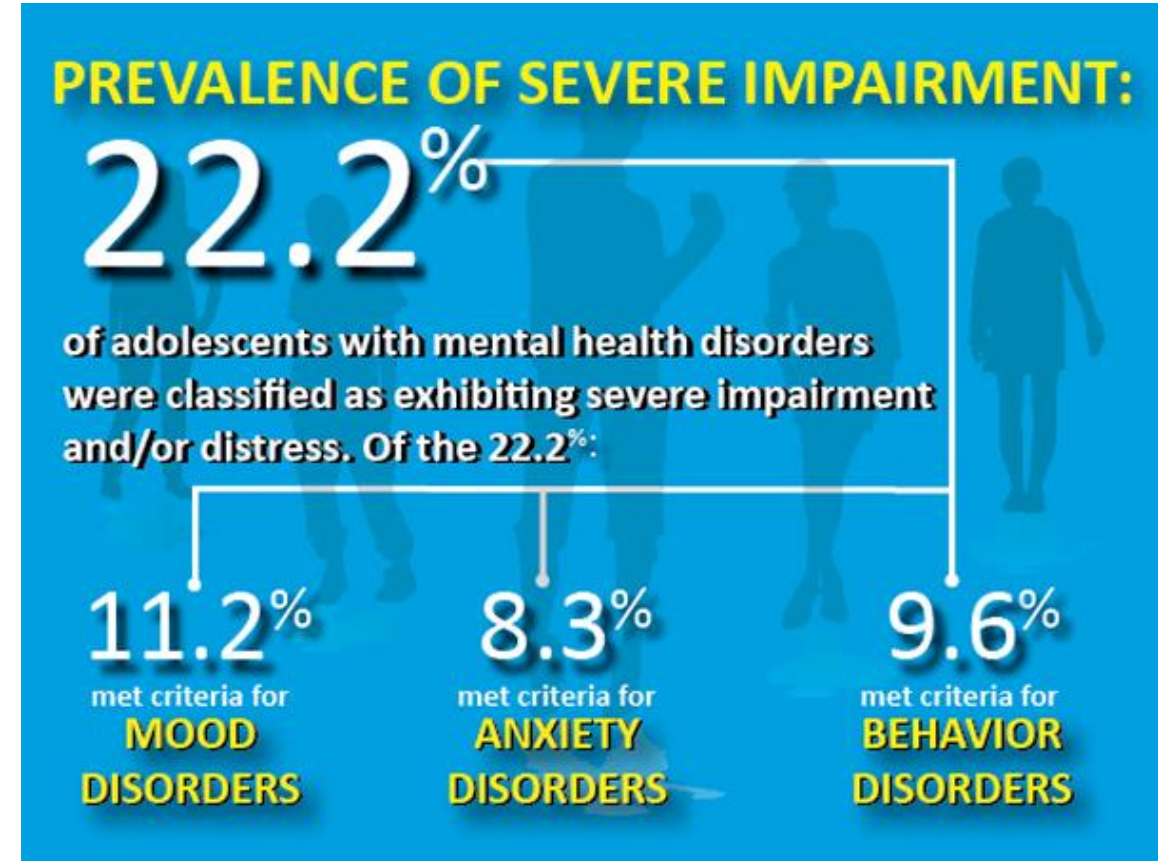
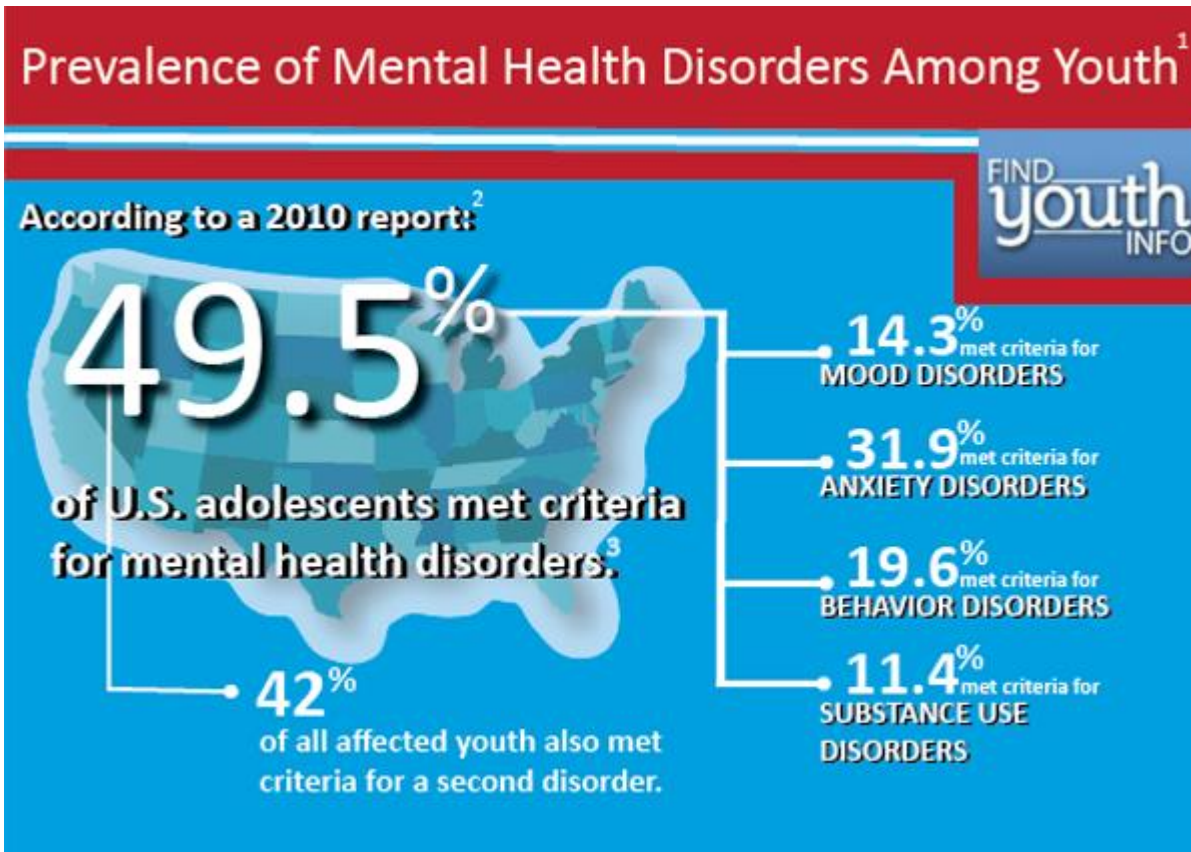
- Published in 2018
- Designed for 4-H Teens grades 7-12 as a stand-alone project
- Nationally peer-reviewed & sold on Shop4-H.org
- Over 650 Ohio 4-H members completed the project
- NEAFCS National Communicator Award
- NAE4-HYDP National Educational Piece Award





WHY?

1 in 4 or 5 American adolescents has been diagnosed with a mental health disorder.



- 1 SOURCE: Merikangas K. R., He, J. P., Burstein M., ... Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the National Comorbidity Survey replication—adolescent supplement (NCS-A). Journal of the American Academy of Child & Adolescent Psychiatry, 49(10), 980–989. Retrieved from <http://hsc.unm.edu/som/psychiatry/crcbh/docs/Archive/11-17-10.NCS-A.Article.pdf> (PDF, 10 pages)
- 2 A nationally representative face-to-face household survey of the prevalence and correlates of DSM-IV mental disorders among U.S. adolescents (aged 13-17 years) was performed between February 2001 and January 2004.
- 3 Lifetime prevalence is estimated on the proportion of respondents who had ever had a mental disorder at the time of the interview.

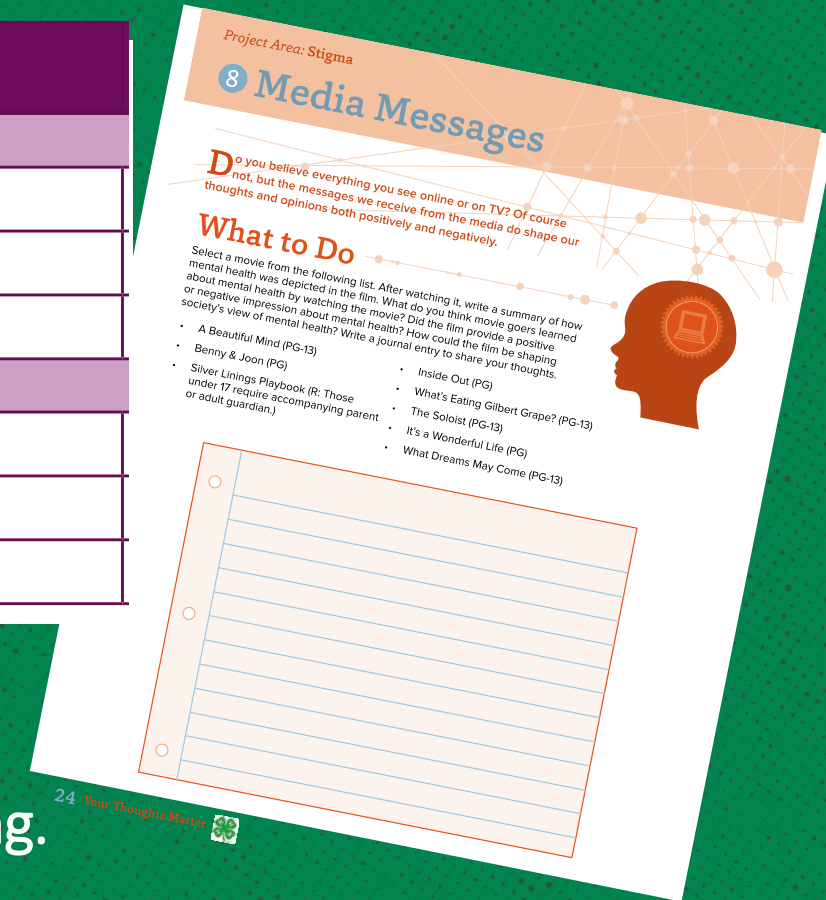
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SOURCE: [https://youth.gov/img/ymh\\_infographic.png](https://youth.gov/img/ymh_infographic.png)



# Project Activities — each area includes an experiential learning experience, background information, reflection questions, and more challenges.

Activities	Activities
PROJECT AREA: What Is Mental Health?	PROJECT AREA: Stigma
1. Defining Mental Health	7. Think Before You Speak
2. Know the Numbers	8. Media Messages
3. Investigating Impact	Talking It Over
Talking It Over	PROJECT AREA: Self Help and Resources
PROJECT AREA: Mental Health Disorders	9. Exploring Resilience
4. Anxiety	10. Helping Others
5. Depression	Talking It Over
6. Self-Harm	
Talking It Over	



Activities can be done as an individual or in a group setting.



# DEFINITIONS

Project Area: What Is Mental Health?

## 1 Defining Mental Health

Have you ever thought you know what a word or phrase means only to find out you've been using it completely wrong? Like any medical field, **mental health** has a lot of words and phrases that are easily misunderstood. Just what is mental health?

Words in **bold** throughout this book are defined in the glossary.

### What to Do

Take a look at the chart below. You have probably heard or even used these words and phrases and have a general idea of what they mean. Fill out the second column with your definition of the term. Try writing down what you would say if a friend asked you, "What does this mean?"

Next go to **youth.gov**, choose Mental Health from the Youth Topics drop-down menu, and click on Go. Now click on Key Terms to find official definitions. Write the definitions in column three. Some definitions are lengthy. Shorten them to the basic concepts if needed.

Finally, compare your definitions with the official ones. If your definition is correct or similar to the official definition, give yourself a star in the last column. If you learned that you are using the word or phrase incorrectly, make a note of the difference.



Term	My Definition	Youth.gov Definition	Comparison
<b>Mental health</b>			
<b>Mental illness</b>			
<b>Recovery</b>			
<b>Interventions</b>			
<b>Positive mental health</b>			

Check your responses with the Answer Key on page 35.



# STATISTICS

Project Area: What Is Mental Health?

## 2 Know the Numbers

One in four American adults is diagnosed with a mental disorder in his or her lifetime. This statistic is similar for teens: one in four or five adolescents also meet the criteria for a **mental illness**. Half of all mental disorders begin by age 14 and three quarters by age 24. With the prevalence being so high, take a few minutes and think about how mental health disorders affect you, your family, friends, neighbors, or others.

### What to Do

Review the national statistics for mental health disorders below and make an infographic about them. An infographic uses graphics, color, and different sizes of print to make information easy to read and understand. (See example on the right.)

Notice that the stats are for youth ages 12 to 17. Your infographic can feature some or all the statistics, or focus on just one in more detail.

Brainstorm with your club about where you could share this information with others. List a few locations here:

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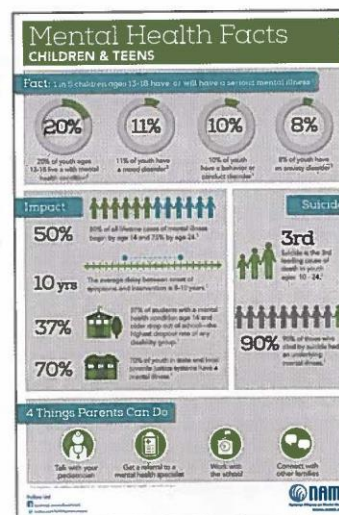


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The spaces in the grid for your state's or county's statistics can be filled in for the optional More Challenges.



Mental Health Disorder	National Frequency Percentage (ages 12–17)	Median Age of Onset	Frequency in My State or County (optional)
Anxiety Disorder	31.9%	11	
Depression	12.5%	32	
Substance Abuse Disorder	11.4%	20	
Eating Disorders	2.7%–3%	15	
Non-Suicidal Self Injury	5–19%	17	
Mood Disorders	14.3%	30	
Disruptive Behavior Disorders	4–9%	6–10	
Schizophrenia	0.3–0.7%	23	

The first six terms are glossary words.

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# INTERVIEW

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Project Area: What Is Mental Health?

## ③ Investigating Impact

**H**ave you ever thrown a rock into a lake or pond? When the rock hits the surface, the water ripples outward from the point of impact. A **ripple effect** is described as an event that causes a chain of other events to happen. When a family member, friend, or community member is diagnosed with a mental illness, the ripples reach each of us. Sometimes they reach you directly and affect your daily life. Sometimes they reach you indirectly and affect a specific situation.

### What to Do

A mental health experience can be a private matter. Some people are not willing to talk about how mental health has changed their lives. So, let's try understanding the ripple effect from a behavioral health professional's view. The idea is to find out the ways the professional has witnessed mental health disorders and the effects on individuals, families, and communities.

Call your local community mental health provider or your mental health and recovery board to find a mental health professional to interview. Identify yourself and explain why you are calling. Set up a time to meet face-to-face or speak on the telephone. Ask the questions below and write at least three of your own before the interview. Emailing a copy of the questions to the individual ahead of time might be helpful.

Date of interview \_\_\_\_\_

Professional's name \_\_\_\_\_

Organization and position \_\_\_\_\_



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# REFLECTION

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## Talking It Over

Project Area: What Is Mental Health?

**SHARE** Describe a situation when you saw the ripple effect touch your life or someone else's life.

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**REFLECT** What do you think is the biggest obstacle to receiving proper treatment for a mental health diagnosis?

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**GENERALIZE** Where do you see the biggest need for mental health awareness and education?

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**APPLY** What are some ways you can make changes in your community to address mental health education and awareness?

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# ANXIETY

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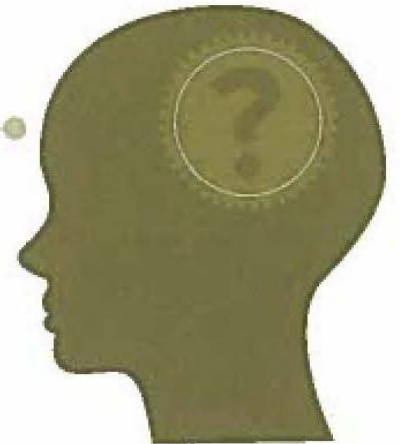
Project Area: Mental Health Behaviors and Disorders

## 4 Anxiety

**W**hat have you been worrying about lately? **Worry** is a normal part of life. You may worry about your next test, your performance in a sporting event, or your upcoming driver's exam. While it is uncomfortable, worry can be a healthy part of your life. It can help you avoid dangerous situations or solve your problems. For example, if you are worried about the big game and that worry motivates you to practice more, your performance may improve. But when does worry turn into a mental health problem?

### What to Do

Use a worry journal to keep track of your worries for the next week. You can use a notebook, diary, or even a folded piece of paper. When you experience worry, take a few minutes to log it in your journal. Make sure to note the date, time, and what you are worried about. You can write a few sentences, draw a picture, glue images into a collage, or log your worry in any way that helps you remember what is bothering you. Also, keep track of how you feel, mentally and physically, at the time. At the end of the week, revisit your worries and try to answer these questions about each experience:



# DEPRESSION

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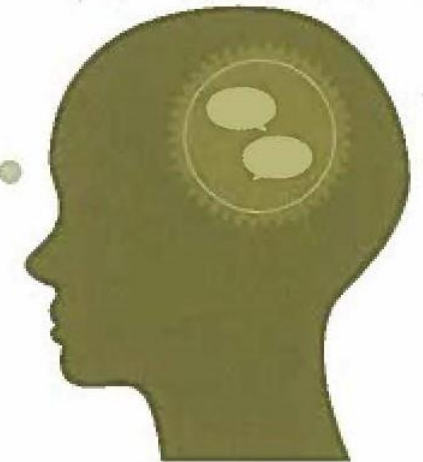
*Project Area: Mental Health Behaviors and Disorders*

## 5 Depression

Many times, adolescents feel sad, tired, angry, or worthless, or feel they want to be alone. These feelings on occasion are part of teenage development. However, when these feelings last more than two or three weeks, they could be signs of depression.

### What to Do

In the chart below, the goal is to begin to identify some of the emotions and signs that may signal someone with depression. Read the scenarios. Ask yourself if the behaviors describe a friend who is showing “typical” teen behavior or if they describe someone who is suffering from depression. Next, fill in the columns asking how you might help this person.





# SELF-HARM

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## More Challenges



Get approval from your school principal to add words of encouragement and affirmation to your school's restroom, either on the mirror (using a dry-erase marker) or on signs placed in the stalls. If you are able to share some positive notes, share what you do with your project helper.



### LEARNING OUTCOMES

Project skill: Creating a resourceful flyer for peers who may need assistance Life skill: Communicating Educational standard: NHES 1.5.5: Describe when it is important to seek health care Success indicator: Posts flyers in high-traffic areas

18 Your Thoughts Matter



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# WHAT I SAY...

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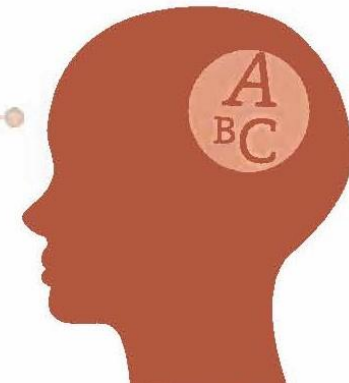
*Project Area: Stigma*

## 7 Think Before You Speak

**H**ave you ever been offended by something a friend says in a casual situation? Many common phrases used in our society are offensive to some people. Comments like "that's retarded" or "that's so gay," were once very common in language a decade ago. How do you think they are perceived now? The language used by your friends, family, and the media can impact your opinions. You may not even realize that the language you use is hurtful or offensive to those around you.

### What to Do

Many words and phrases from mental health are used in our everyday slang. For this activity, make a list of at least seven words or phrases related to mental health that you've heard used by your family and friends. Some examples might be "I'm going crazy," "The weather is bipolar today," or "If that happens, I'll kill myself!" After you've completed your list, pick five of the phrases and complete this table.



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# WHAT THE WORLD SAYS...

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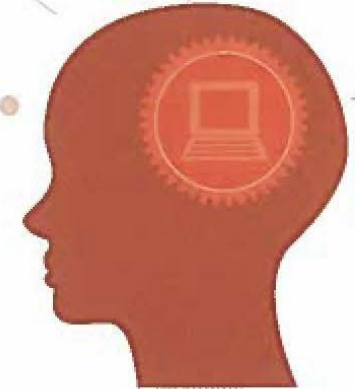
## 8 Media Messages

**D**o you believe everything you see online or on TV? Of course not, but the messages we receive from the media do shape our thoughts and opinions both positively and negatively.

### What to Do

Select a movie from the following list. After watching it, write a summary of how mental health was depicted in the film. What do you think moviegoers learned about mental health by watching the movie? Did the film provide a positive or negative impression about mental health? How could the film be shaping society's view of mental health? Write a journal entry to share your thoughts.

- A Beautiful Mind (PG-13)
- Benny & Joon (PG)
- Silver Linings Playbook (R: Those under 17 require accompanying parent or adult guardian.)
- Inside Out (PG)
- What's Eating Gilbert Grape? (PG-13)
- The Soloist (PG-13)
- It's a Wonderful Life (PG)
- What Dreams May Come (PG-13)



# STRENGTH

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## More Challenges

Talk to a family member or friend who has a mental health disorder. Discuss ways you can help this person daily and create an action plan of what to do if a mental health crisis arises.

Project Area: Self-Help and Resources

## 9 Resilience

**H**ave you ever wondered why some situations affect you differently than they affect others? Why getting a C on a test is “no big deal” for some, but life-altering for others? This has to do with **resilience**. Resilience is the ability to “bounce back” or to recover from difficulties. Maybe you have experienced setbacks and feel you are resilient. Maybe you aren’t sure what this means. You are going to examine resilience in this activity.

## What to Do

Choose eight objects around your home. Take the items outside and place them on a tarp. You will hit each object with a hammer and observe each item’s resiliency by answering the questions: What did it look like before? What did it look like after? Does it have high or low resilience? Record your observations in the chart below.

Here are some suggestions: modeling clay, potato, rubber band, paper clip, banana, sweatshirt, bouncy ball, bag of chips, empty bottle or can, full bottle or can, book, eraser, pencil, pillow.



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# GUIDANCE

## Background

The mental health field offers many health care professions. Here are a few examples:

- psychiatrists
- psychologists
- licensed social workers
- certified peer counselors
- licensed nurse practitioners
- licensed professional counselors

All have the same goal of helping those with a mental health illness, as well as their families.

Many mental health agencies are funded by government and grant dollars. This helps keep the cost of services low for individuals who need help. Many offer no-cost or sliding scale payments for individuals. Sliding scale payments are based on a person's ability to pay. Instead of facing a fixed cost, patients pay for services according to their income. Cost should not be a barrier to getting needed help.

### Did you know?

75%  
to 80%

In the United States, 75 to 80 percent of children and youth in need of mental health services do not receive them.

#### LEARNING OUTCOMES

Project skill: Gathering mental health resources to benefit your community.

Life skill: Communicating

Educational standard: NEMES 1.5.5: Describe how it is important to seek health



Activity 10 31

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## Glossary

**anxiety disorder.** Excessive worry and anxiety that can cause restlessness, fatigue, loss of focus, muscle tension, disturbed sleep, and irritability. There are several different types of anxiety disorders. Examples include generalized anxiety disorder, panic disorder, and social anxiety disorder.

**behavioral health.** The connection between a person's well-being and his or her behavior. Medical professionals encourage healthy eating, regular exercise, adequate sleep, and a positive attitude for good behavioral health.

**comorbidity.** The presence of two or more diseases or disorders that occur with a primary disease or disorder. Two examples include a patient with anxiety and insomnia, or a diabetic with high blood pressure.

**depression.** Depression is a serious medical illness that involves the brain. Some of the signs of depression include feeling sad and/or hopeless, a loss of interest in hobbies or activities, low energy, a lack of focus, and appetite or weight changes. Clinical depression is when these and other symptoms occur nearly every day and last more than two weeks.

**discrimination.** The unjust or prejudicial treatment of different categories of people or things, especially based race, age, gender, etc.

**eating disorders.** These disorders involve extreme emotions, attitudes, and behaviors related to food and weight. The most common eating disorders include: anorexia nervosa, binge eating, and bulimia.

**interventions.** Interventions are intended to cure or reduce the symptoms or effects of a mental health disorder. They can be formal psychotherapy such as individual, family, or group psychotherapy, or other evidence-based practices offered by a trained or licensed professional.

**mental health.** A state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity. Mental health is vital for personal well-being, family and interpersonal relationships, and contribution to community or society.

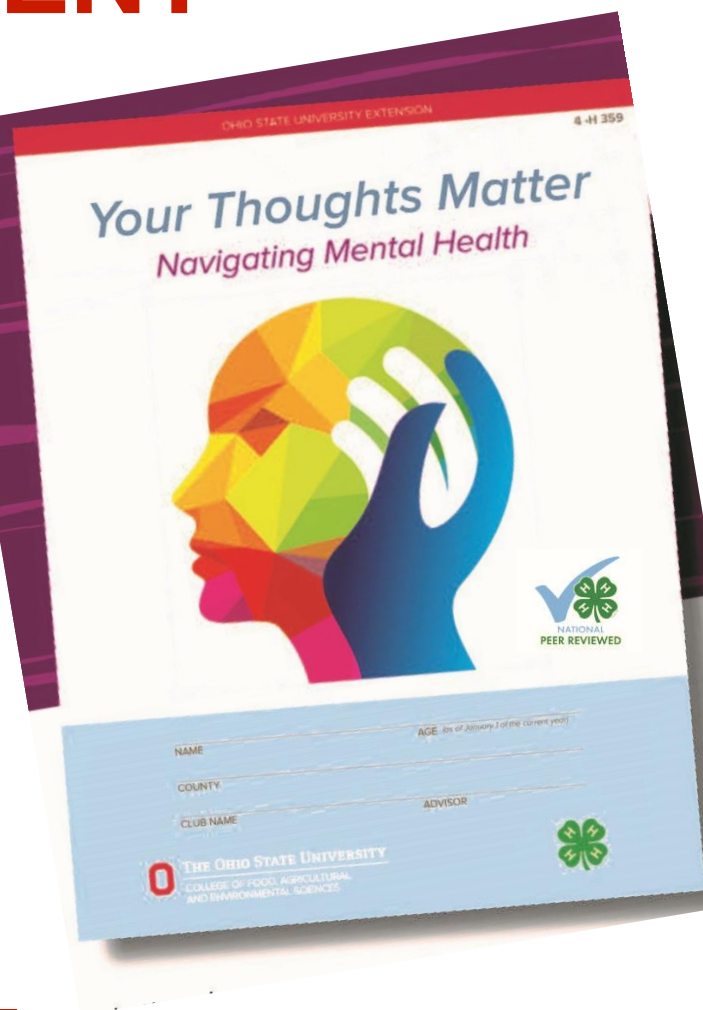
**mindfulness.** The practice of continually being aware of the present moment and striving to be nonjudgmental about your thoughts, feelings, and life events.

**mood disorders.** These disorders may involve feeling sad all the time, losing interest in important parts of life, and changing between extreme happiness and extreme sadness. The most common mood disorders are depression, bipolar disorder, seasonal affective disorder (SAD), and self-harm.

**positive mental health.** High levels of life satisfaction and positive affect (emotional well-being) and psychosocial functioning (psychological and social well-being).

**psychiatrist.** A highly trained physician who diagnoses and treats mental disorders and is able to prescribe medicine.

# ALIGNMENT



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## Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
<b>Project Area: What Is Mental Health?</b>				
1. Defining Mental Health	Writing definitions of mental health terms	Processing Information	NHES 1.5.1: Describe the relationship between healthy behaviors and personal health.	Compares own definitions with official ones
2. Know the Numbers	Mentally organizing national statistics	Visualizing Information	NHES 1.2.2: Recognize that there are multiple dimensions of health.	Creates a visual representation of mental health-related statistics
3. Investigating Impact	Interviewing a mental health professional	Thinking critically	NHES 1.8.6: Explain how appropriate health care can promote personal health.	Gathers information from a mental health professional about mental illness
<b>Project Area: Mental Health Disorders</b>				
4. Anxiety	Keeping a worry journal for one week	Keeping records	NHES 7.8.2: Demonstrate health practices and behaviors that will maintain or improve the health of self and others.	Evaluates journal for patterns and effectiveness
5. Depression	Assessing mental health-related scenarios	Solving problems	NHES 5.12.2: Determine the value of applying a thoughtful decision-making process in health-related situations.	Determines appropriate response to adolescent behavior
6. Self-Harm	Creating a resourceful flyer for peers who may need assistance	Communicating	NHES 1.5.5: Describe when it is important to seek health care.	Posts flyers in high-traffic areas
<b>Project Area: Stigma</b>				
7. Think Before You Speak	Listing phrases using mental health slang	Managing yourself	NHES 2.8.2: Describe the influence of culture on health beliefs, practices, and behaviors.	Evaluates slang that could be offensive
8. Media Messages	Logging mental health references from media sources	Processing information	NHES 2.12.5: Evaluate the effect of media on personal and family health.	Evaluates effects of media messages
<b>Project Area: Self-Help and Resources</b>				
9. Exploring Resilience	Testing resilience of various objects	Understanding systems	NHES 1.12.3: Analyze how environment and personal health are interrelated.	Determines resilience of everyday items
10. Helping Others	Gathering mental health resources to benefit your community	Communicating	NHES 1.5.5: Describe when it is important to seek health care.	Creates a promotional tool to help others who need mental health information

\* The educational standards cited here are from the National Health Education Standards (NHES) from the Centers for Disease Control and Prevention's School Health Education Resources (SHER). They are available in their entirety by visiting [cdc.gov/healthyschools/sher/standards/index.htm](http://cdc.gov/healthyschools/sher/standards/index.htm).



Summary of Learning Outcomes



# FEEDBACK

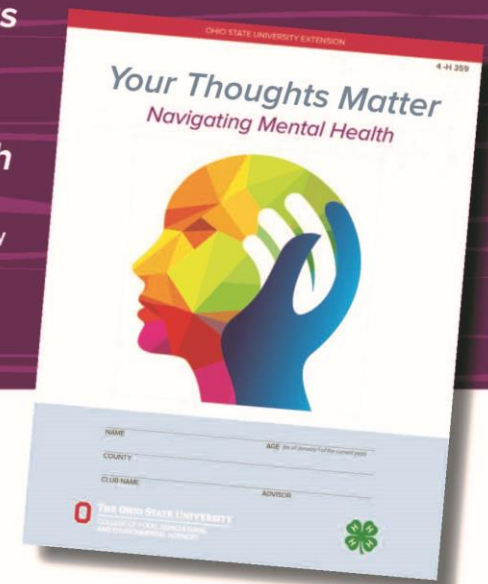
- “I loved this project.” –4-Her who saw the project book at Farm Science Review
- \*4-Her sold T-shirts to raise awareness and give back to local agency.
- Participation in local demonstration contests.
- Knowledge increased about Mental Health.

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OHIO STATE UNIVERSITY EXTENSION

## Your Thoughts Matter: Navigating Mental Health

by Jami Dellifield, MA,  
Extension Educator, Family  
and Consumer Sciences  
and Amanda Raines,  
MS, Program Assistant,  
4-H Youth Development



What does mental health really mean? How many people are affected by mental health issues such as anxiety and depression? Be part of the solution by learning the answers to those questions and more. Intended for advanced-level youth who are interested in learning more about mental health, why it is important to overall well-being, and steps that promote understanding and action. *This project is not intended as a resource for those in crisis. If you or someone you know is struggling with a mental health issue, please seek adult or professional help immediately.*



View sample pages and read reviews at [projectcentral.ohio4h.org](http://projectcentral.ohio4h.org).  
Available for purchase at [extensionpubs.osu.edu](http://extensionpubs.osu.edu).

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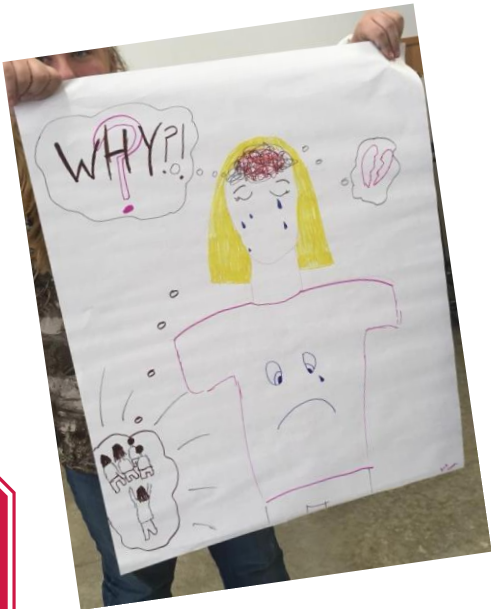


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# Partnership Opportunities

meets National Health Education Standards

- Gatekeepers & Mental Health Alliance clubs
- Mental Health and Recovery Services Boards
- Juvenile Court and Justice Systems
- Local Schools
- Community Organizations





# SPIN CLUB Implementation

## Your Thoughts Matter: Navigating Mental Health



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# First Things First

Choose the 6 weeks

Registration

Everyone has access to the Project Book

Adult Volunteers

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## GROUND RULES

- Be respectful
- Try to be non-judgmental
- Be present
- Attempt person-first language
- VEGAS rule!
- DO WHAT HELPS YOU – take care of #1



## Today's Agenda

- Anxiety/Worry Journal Breakout Rooms – 20 minutes
- Depression scenarios – 15 minutes
- Self-Harm topic – 15 minutes

## Million Dollar Question of the Day...

- If you could go anywhere on vacation this summer, where would you go?





## Healthy Worry vs. Problematic Worry

- Healthy worry/anxiety causes a logical response
  - Worrying about a test motivates you to study
- Problematic worry/anxiety is so overwhelming that you cannot respond, only fixate.
- Problematic worry/anxiety may be a constant state of worrying in general, not about a specific problem.
- If worry or anxiety prevents you from LIVING, LAUGHING, or LOVING, it is time to see a health care provider.

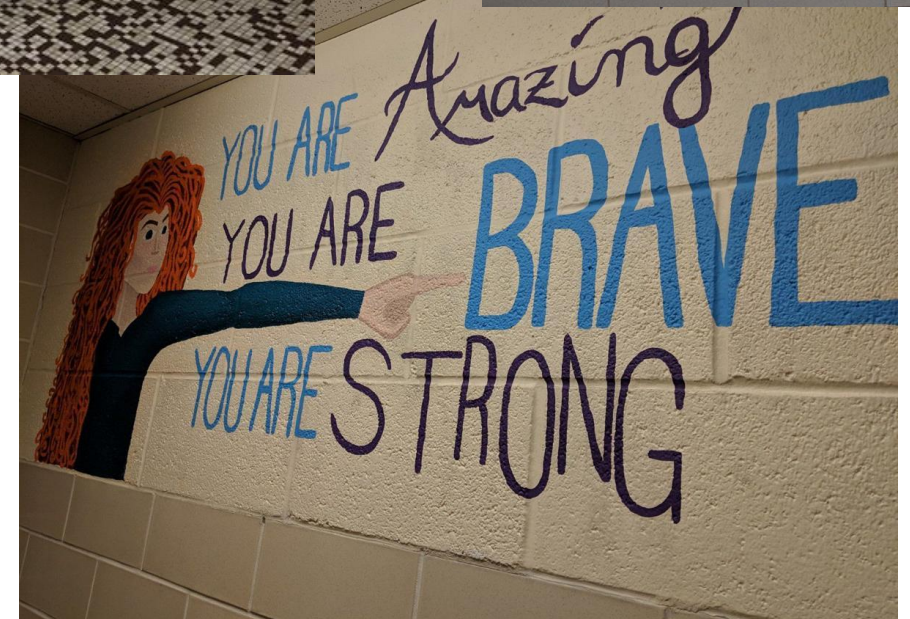
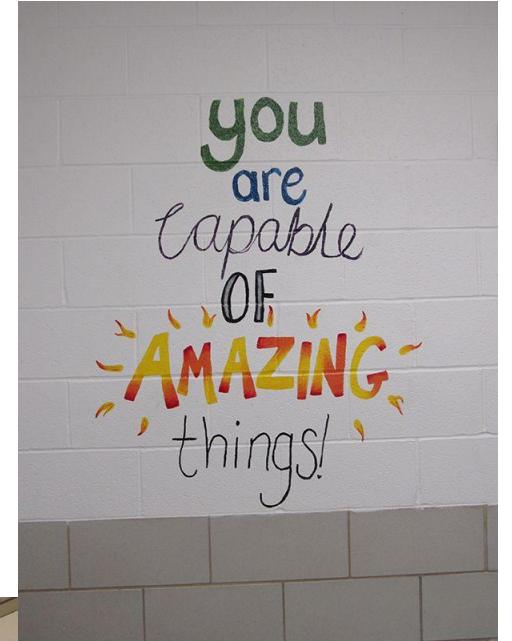


## Why do people self harm?

- Self harm is NOT the same as suicidal thought/intention
- Self harm is often a coping mechanism for another mental health problem
- Between 5% and 19% of middle and high school aged youth have used non-suicidal self injury as a way to cope

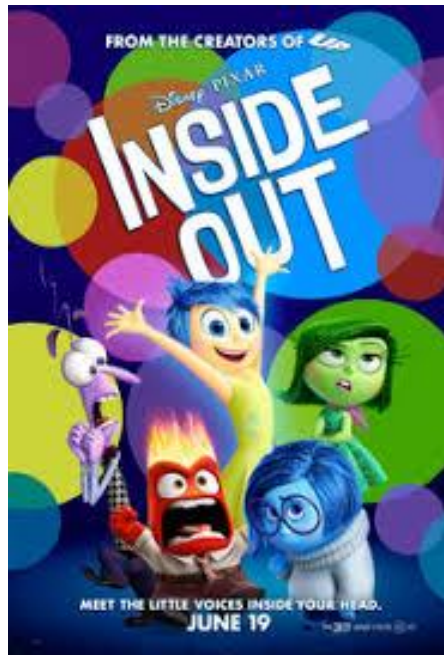




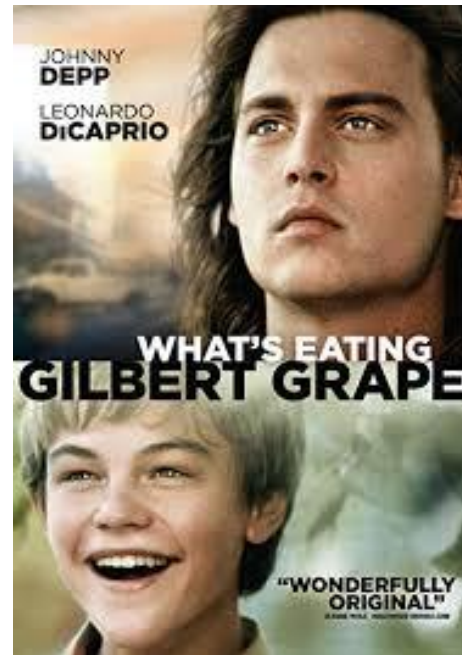


## Homework

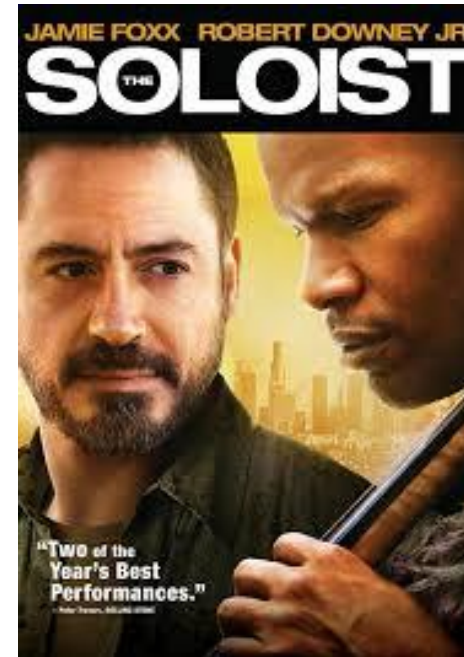
- Watch one of these movies this week:



Disney+



Amazon Prime  
Video



Amazon Prime  
Video



Netflix



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# Resilience

Item	Appearance Before	Appearance After	High or Low Resilience
Bag of Chips			
Plastic Water Bottle			
Egg			
Glass			
Apple			
Stone			
Buckeye			
Ball of Yarn			





WHEN “I” IS  
REPLACED WITH “WE”  
EVEN “ILLNESS”  
BECOMES “WELLNESS”

@PROJECTHAPPINESS\_ORG





## Helping Others

- What can you take away from this project to help others understand mental health better?
- How can YOU educate the people in your life to reduce stigma?
- How do you see yourself making a difference in the future?



## Resources to connect to:

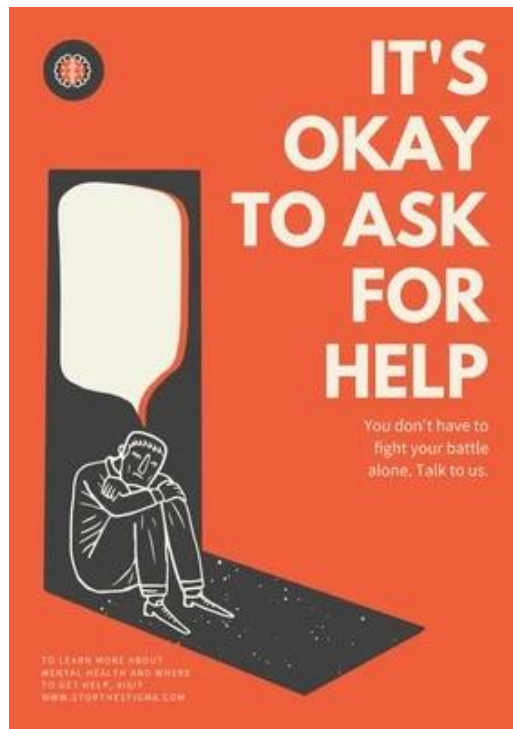
- Youth.gov
- National Suicide Prevention Lifeline
- OSU Public Health County Mental Health Resource Guides
- The Trevor Project
- Mental Health First Aid®





## Promotional Tool Project

- Flyer, website, video, t-shirt...
- Be creative and find a way to educate about Mental Health



## Next Week

- Showcase your promotional tool projects
- Wrap up our time together
- Post Survey





## Reflect on this Experience

- What is one thing you will take away from this SPIN Club experience?
- Has your perspective on mental health changed?
- Do you feel called to action in any way?
- What small things, if any, do you plan to change because of this experience?



## Important Resources

- Text HOPE to 741 741 – National Crisis Text Line
- 1-800-273-TALK – National Suicide Prevention Hotline
- Youth.gov – great resource with LOADS of information



## Spring 2020 SPIN Club “Unofficial” Results

- Opened to Youth throughout Ohio, did not have to be current 4-H
- 70plus youth registered, average attendance 40-55
- Don't make assumptions (use pronouns)
- Utilize connections (i.e. interview day)
- Offer grace
- Find great adults
- Utilize teen leadership
- 1 hour not quite enough, but at the same time it was
- Utilize breakout rooms
- Give time for “get to know you” activities





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