

Gotta Get It

PARENT COMPANION GUIDE

TABLE OF CONTENTS

From the Producer

Episode Synopsis

Guiding Questions

Resource Materials, Links, Info

Fact Sheet



Mental health education for a new generation

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FROM THE PRODUCER

Dear Parents/Guardians,

Glow media films are intended to destigmatize challenges that can make teens feel vulnerable and alone, and worry that they are different from their peers. When the adolescents in the films struggle, students viewing the films will feel less alone, less stigmatized by their own issues. The teens in the film model what it is like to confide in friends about a problem, and to seek advice from a parent/guardian, a coach, or a school counselor. The importance of getting support and learning coping strategies is emphasized. Through our educational series, schools can present our films and start discussions, raising the chances that young people will feel valued and empowered despite the challenges they face.

Gotta Get It aims to reach students on their level. With contemporary music and modern situations, the film follows three high school students from different racial, ethnic and class backgrounds as they navigate a typical week in a U.S. high school. In this film, we see the main character grapple with stress and anxiety. He seeks help from his soccer coach, who also serves as the school social worker.

Students watching ***Gotta Get It*** will learn that struggling with stress and anxiety is not uncommon among adolescents. Not only will this help students to cope with their own challenges, but should heighten their sensitivity and empathy to other students who may be struggling. Classroom discussions of the film can help to teach tolerance, build community, and increase trust between students.

This guide includes resource materials and information about stress and anxiety, as well as the guiding questions and assignments your student will experience in the classroom. It is our hope that discussion may continue in the home in addition to the classroom.

Sincerely,

Trish Glowacki
Executive Producer
Gotta Get It
Publish Date, August 2, 2017

EPISODE SYNOPSIS

A teenage boy's typical day at school and home

Brandon strives for perfection. After an intense day at school and on the soccer field, Brandon sits at the kitchen table doing homework. . As Brandon's mother tries to encourage him, describing her dreams for his future, we see that his mother's good intentions have ended up putting pressure on her son. . Will Brandon be able to handle all of this pressure to succeed? Is Brandon grappling with something beyond ordinary performance anxiety?

GUIDING QUESTIONS

Accompanies the Lesson Plan

Read through these questions and prompts.

While watching the episode a second time, respond to the questions and prompts below:

1. When Brandon begins to open up to his mom about how he is feeling, she tells him her dreams about what he will achieve in life.
 - Why do you think his mom lists the many good things about her son and what he will achieve?

 - Why do you think this ends up being upsetting to Brandon?
 - Do you think all of the pressure on Brandon comes from his parents? What do you notice about Brandon's own desire to be successful?

2. At night, Brandon has very vivid dreams stemming from his conversation with his mother.
 - We see his thoughts race from the future, to soccer, to the SATs; he starts to panic. Have you ever felt like Brandon?

3. Brandon decides to talk with his coach, who says, "Don't be hard on yourself. Anxiety and stress is really common among adolescents. You're growing and changing and you're figuring out who you are. And on top of that you have all these pressures: school, sports, college applications, peer pressure, family."
 - Brandon opens up about how his parents have such high hopes for him – How do you think talking about what's going on helped Brandon cope with all of the stressors in his life?

PLANNING MATRIX

Reproducible worksheet

This Organizational Tool will help you identify what needs to take priority in your brain and allow you to focus on one thing at a time.

Using the chart below categorize your current duties, assignments, activities, responsibilities, etc...

<i>Urgent & Important</i>	<i>Urgent but Not Important</i>
<p>DO: Do it now!</p>	<p>DELEGATE: who can help?</p>
<i>Not Urgent & but Important</i>	<i>Not Urgent & Not Important</i>
<p>DECIDE: Schedule a time to do it</p>	<p>DELETE: don't worry about it</p>

RESOURCE MATERIALS, LINKS & INFO

Chronic Stress Can Cause Long-term Health Issues Including Anxiety and Stress

U.S. Navy Bureau of Medicine and Surgery Blog Article

“Stress is simply your body’s reaction to a stimulus and it is present in our everyday lives. The stimulus can be an event that is either good or bad; it can be real or perceived; and it can range in severity from mild to major or even traumatic. Stress is so prevalent in our society that according to an American

Psychological Association survey, about one-fourth of Americans rate their stress level as 8 or more on a 10-point scale.

Stress can affect your health, thoughts, emotions, sleep, diet, and behavior even though you may not realize it. These affects are caused by your body’s own hormones such as adrenaline and cortisol. An acute stress that is mild and of short duration can be beneficial. This is part of the “fight or flight” response in which you tend to be more alert and active during this time. However, long lasting stress is called chronic stress. Chronic stress can cause long term health problems such as high blood pressure, heart disease, weight control issues, sleep disruption, depression, anxiety, and decreased immune system function to name just a few.

The effects of stress on your body build up slowly over time. Because these changes are subtle, you may not even notice they are occurring. You may even think you are “off” or your symptoms are due to an illness. The National Institute of Mental Health offers these tips that may help you cope with stress.”

**By Cmdr. John Brooks, M.D.,
Lovell Federal Health Care Center**





<https://www.nimh.nih.gov/health/publications/stress/index.shtml>

<https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

<https://www.nimh.nih.gov/health/topics/depression/index.shtml>




- National Suicide Prevention Lifeline
 - 1-800-273-8255 (24/7) Press 1 for Veterans line

FACT SHEET

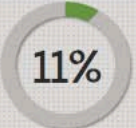
Mental Health Facts CHILDREN & TEENS

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



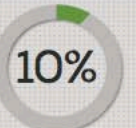
20%

20% of youth ages 13-18 live with a mental health condition¹



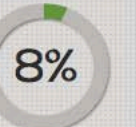
11%

11% of youth have a mood disorder¹



10%



10% of youth have a behavior or conduct disorder¹





8%

8% of youth have an anxiety disorder¹











Impact

- 50%** 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹
- 10 yrs** The average delay between onset of symptoms and intervention is 8-10 years.¹
- 37%**  37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹
- 70%**  70% of youth in state and local juvenile justice systems have a mental illness.¹


Suicide

- 3rd**  Suicide is the 3rd leading cause of death in youth ages 10 - 24.¹
- 90%**  90% of those who died by suicide had an underlying mental illness.¹


Warning Signs

<ul style="list-style-type: none">  Feeling very sad or withdrawn for more than 2 weeks (e.g., crying regularly, feeling fatigued, feeling unmotivated).  Trying to harm or kill oneself or making plans to do so.  Out-of-control, risk-taking behaviors that can cause harm to self or others.  Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing.  Not eating, throwing up or using laxatives to lose weight; significant weight loss or gain. 	<ul style="list-style-type: none">  Severe mood swings that cause problems in relationships.  Repeated use of drugs or alcohol.  Drastic changes in behavior, personality or sleeping habits (e.g., waking up early and acting agitated).  Extreme difficulty in concentrating or staying still that can lead to failure in school.  Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes.
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4 Things Parents Can Do




Talk with your pediatrician



Get a referral to a mental health specialist



Work with the school



Connect with other families

¹ This document cites statistics provided by the National Institute of Mental Health: www.nimh.nih.gov