

Welcome to



Mental Health Awareness



Slide: Welcome

Facilitator Notes:

Welcome Students

Introduce Facilitator

Acknowledge Participants i.e. Teacher/Safety Village Staff/Others

Program Structure

- Learning Expectations of K.I.D.S.;
- Learning Expectation of Current Class;
- Length of Class 1 hour;
- Review Trip to Safety Village – Plans, busing;
- State the Date of Trip _____;
- Discuss Graduation and Receipt of T-shirts, Graduation Certificate;
- Promote Accessing the K.I.D.S. Program on the T.I.C.K. Web-site; and
- Web-site www.tickbrantford.ca;

 -Knowledge
-Issues
-Decisions
-Supports

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Slide: Welcome

Facilitator Notes:

KIDS acronym:

- Knowledge – building upon your current knowledge and capacity while dispelling myths or misunderstandings
- Issues – applying your new knowledge to real life situations
- Decisions – providing you with skills and information in order to make safe and or healthy decisions
- Supports – sharing with you some further learning opportunities and resources for you to use on your own time

The KIDS Program

1. *Mental Health*

2. Healthy Relationships

3. Online and Social Media

4. Youth and the Law

5. Substance Use and Youth



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Slide: Outline

Facilitator Notes:

The KIDS program is comprised of 5 one hour lessons. Each class is being taught separately, some by public health nurses and some on location at the children's safety village with an expert in education and knowledge of the law. These classes are different, however they are all interconnect in building upon your current knowledge and skills with a focus of a better understanding of healthier choices, decisions and how our relationships impact our lives and our role in and with society.

As you can see we will be covering the following topics mental health today and healthy relationships shortly, following these classes here at school you will be going on a field trip to the children's safety village. At the children's safety village you will explore the remaining three classes Online and Social Media, Substance Use and Youth, and Youth and the Law.

Following these three classes at the children's safety village you will experience an additional learning opportunity with the Brantford Fire Services with a Fire Prevention

Officer. This Officer will take you through fire safety skill development. This is separate and apart from the K.I.D.S. program but allows for a great opportunity.

At the conclusion of the day at the children's safety village you will receive a graduation certificate from the K.I.D.S. Program and a T-shirt for you to keep and remember your learning experiences.

Mental Health Awareness



Mental Health Awareness



Slide: Mental Health Awareness

Facilitator Notes:

This class will be focused on Mental Health Awareness.

Ground Rules 

GROUND RULES

- G** - Give thoughtful feedback
- R** - Respect for myself and others
- O** - Option to pass
- U** - Use New Vocabulary
- N** - No question is a silly question
- D** - Do not use names

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Slide: Ground Rules

Facilitator Notes:

Lets begin by establishing some common courtesy ground rules.

Review slide contents with class. Ask class if there are any other ground rules?

Lets all keep in mind with these Ground Rules that:

- Share your ideas and not personal stories, or names so that peoples privacy is respected;
- Please raise your hand to ask questions or share a comment;
- Respect that everyone has different life experiences and level of knowledge and all questions are welcome; and
- The only silly question is one that is not asked.

Who has mental health?



Mental Health Awareness



Slide: Question

Facilitator Notes:

Pre-Activity:

Facilitator: Who has mental health?

-Ask class to share their thoughts on what mental illnesses are?

Answer: Everyone!



Slide: Video

Facilitator Notes:

Explain to the class we are about to watch a video that shares with us more information on mental health and well-being. While you watch it think about these questions:

Activity:

1. Ask the class to identify some of the traits Sasha and André were feeling?

For Sasha:

- Stressed
- Overwhelmed
- Worried
- Racing thoughts
- Sadness

For André:

- Tired
- Cant think
- Feeling isolated

- Didn't feel like himself
- No longer enjoying the things he used to

2. What strategies did Sasha or André use to help with their mental health?

- For Sasha rest and relaxation were good coping strategies
- For André exercise and talking to friends and family were good coping strategies

3. What other strategies were identified?

- Writing
- Art
- Reading
- Listening to music
- Playing with your pet

Strategies from the video

Talking	With safe, trusted friends or adults
Listening	Active listening is highly valuable
Self care	Doing things that are healthy, safe and fun
Writing in a journal	Writing our thoughts and feelings
Being Active	Doing physical activities can improve mood
Positive music	Listening to music with positive messages
Nutrition	Eating a wide variety of whole foods



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Slide: Strategies From the Video

Facilitator Notes:

Activity:

Show this slide and elaborate on each of the points with the class.

1. Talking about concerns with a good listener can help us feel connected and less alone.
2. Self-care is about really taking care of ourselves, saying no to things that make us uncomfortable and getting enough sleep and rest time.
3. Writing in a journal for some people is very helpful to get their own thoughts into words on paper and consider/think about them later.
4. Being active is important to growing bodies. It can be organized sports or dancing in front of a mirror or brisk walking.
5. Positive music can help boost our mood because we are hearing words that are helpful/encouraging/positive.

6. Nutrition is key to well-being as processed foods are hard to digest. We need healthy foods to fuel us.

Strategies For Helping Others

Listen	Take time to hear their story; you don't have to have answers.
Ask	Ask how can you help them
Tell	Tell a trusted adult about your concerns .
Support	Show support – smile, do something together or just be there WE ALL NEED SUPPORT
No secrets	It is important not to promise to keep secrets. Tell a trusted adult.
Reaching out	When we reach out to others with Random Acts of Kindness, it helps us too



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Slide: Helping Others With Mental Health and Well-being

Facilitator Notes:

Activity Continued:

Ask class to share what they thought would be helpful to a friend struggling with mental health and well-being?

Take one answer from each pair of students, ask class to try and not repeat ideas shared.

Show this slide with some key learning points to remember.

Elaborate on the power and impact of random acts of kindness such as,

- The ways they make others feel
- The way performing on acts of kindness makes you feel

Resources

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At School:

- ✓ Teacher/EA/LRT
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Slide: Resources

Facilitators Notes:

Let's talk about mental health



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Slide: Question

Facilitator Notes:

Ask the class:

Lets have a look at this model for mental health.

Can you give me an example of how each component contribute to our mental health and well-being?



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Slide: Question

Facilitator Notes:

Ask the class:

Lets have a look at this model for mental health.

What do you see? – ask class to share some facts about what is on the slide.

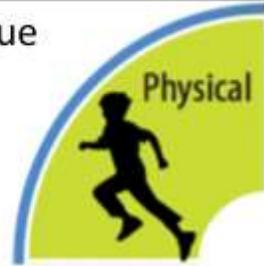
Answer:

Ask class:

Can you give me an example of how each a piece of the pie may contribute to our mental health and well-being?

Physical

- Less tension, stress and mental fatigue
- A natural energy boost
- Improved sleep
- A sense of achievement
- Focus in life and motivation
- Less anger or frustration



Slide: Question

Facilitator Notes:

Physical

Our brains respond in a healthy way when we are physically active, chemicals i.e. dopamine is released that contribute to feeling good. Think about a time when you were active and enjoying what you were doing (pause and let them think). Think about for example how excited and happy people are when they play active games?

- What are some activities that you already do, and think about for a moment how it makes you feel? (ask class to share some examples)
- What are some activities that you could do for little or no cost that could contribute to your physical wellbeing and impact your sense of wellbeing? (ask class for examples)

Some examples:

- less tension, stress and mental fatigue
- a natural energy boost
- improved sleep
- a sense of achievement
- focus in life and motivation

- less anger or frustration
- a healthy appetite
- better social life
- having fun

Cognitive

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- More creativity
- Greater problem-solving skill
- Clearer thinking
- Better mood
- Better coping skills



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Slide: Question

Facilitator Notes:

Cognitive

How we think about things based on how we perceive and understand them. What has happened and could happen to ourselves is greatly influenced by our thought process based on our previous experiences. i.e. When I see or think of “Ice Cream – I think of cold, sweet, delicious treat”.

With practice we can be aware of our cognitive state (i.e. What we are thinking, what are the facts, am I guessing? And is that guessing changing how I think about a situation?

- People can actively work to have a more positive and healthy outlook on situations when they focus more on the facts.
- Can you give an example when you ‘thought’ something was true, when you learned later it wasn’t? How did that change the way you feel?

Positive Thinking Benefits:

- More creativity
- Greater problem-solving skill
- Clearer thinking

- Better mood
- Better coping skills

Emotional

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- Connecting with supportive people
- Increased energy
- Attachment and belonging
- Connection with others
- Self esteem and self worth



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Slide: Question

Facilitator Notes:

Emotional

Our emotions are likely the first thing we think about as our mental health. Consider this, that your emotions can with practice be influenced by how you think, what you do and who you do it with. You can actually learn how to better enhance and build your positive emotions while also learning how to manage difficult and challenging emotions.

- What happens to you when you think about your most favorite food?
- What happens when you think about something you are really looking forward to; a positive event or special occasions?
- How does this 'thinking' impact your emotions?
- Can you share some of your thoughts about this? Ask class to participate.

Emotional Aspects:

- A sense of contentment
- A zest for living and the ability to laugh and have fun.
- The ability to deal with stress and bounce back from adversity.
- A sense of meaning and purpose, in both their activities and their relationships.

- The flexibility to learn new skills and adapt to change.
- A balance between work and play, rest and activity, etc.
- The ability to build and maintain fulfilling relationships.
- Self-confidence and high self-esteem.

Social

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- Supportive Networks
- Family
- Friends
- Peers
- Chosen Family
- Activities – hobbies, interests
- Promote meaningful relationships

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Slide: Question

Facilitator Notes:

Social

Our social environment can significantly impact our mental health and wellbeing. The many different pieces that make up our environment influence how we function. Who we spend time with, will influence how we think, feel, and act. Whether this influence is positive or negative can be under our control based on how we manage our social circles.

- What is different about you when you are at school in that environment, verses your home? How are they different? This is Social Environment
- What is different about you when you are with friends verses family? How are they different? This is Social Environment
- What would happen if we only spent our time with one group of people, in one place, doing the same things?

What is mental health and well-being?

“Mental health is defined as a state of well-being in which every individual realizes their own potential”.

- Can cope with the normal stresses of life,
- Can work productively and accomplish goals,
- Able to make a contribution to their community



Mental Health Awareness



Slide:

Facilitator Notes:

Pre-Activity:

Facilitator: What is mental health and well-being?

-Ask class to share thoughts on this aspect of mental health.

Answer: Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community

What is mental illness?

Mental illnesses are identified by doctors noting;

- Significant distress
- Impaired functioning
- Thinking
- Mood
- Behaviour

Think about the last time you were sick?



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Slide: Question

Facilitator Notes:

Pre-Activity:

Facilitator: What are mental illnesses?

-Ask class to share their thoughts on what mental illnesses are

Answer: Mental illnesses are characterized by alterations in thinking, mood or behaviour associated with significant distress and impaired functioning.

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Continuum of Mental Health

Mental Health and Well-being	Mental Illness
✓ We can feel well	✓ We can feel well
✓ We aren't having any problems we can't manage	✓ We aren't having any problems we can't manage
✓ We enjoy our lives	✓ We enjoy our lives
✓ We can have bad days too but be okay	✓ We can have bad days too but be okay


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Slide: Continuum of Mental Health

Facilitator Notes:

Show the first box “mental health and well-being” point to appear single with each click.

Show the second box “mental illness” to appear. Ask class to consider the points as each one is shown with clicks.

Ask Class:

What do you see written in each of these boxes? They are the same. Are you surprised that they can be the same?

Facilitator Summary:

- Yes, they are the same, because everyone with or without a mental illness can: feel well, have few problems, enjoy our lives and have bad days too!!
- Our state of being is always sliding back and forth from feeling good to feeling OK to feeling not so good with or without a mental illness.
- We can all experience our mental health and wellbeing as an ebb and flow from day to day, like a wave of the ocean and this is perfectly normal.

- What can influence the 'wellness' of a person with or without a mental illness are; supports, self care, environment

List of Thoughts

Initial Thought	Feeling	Healthier Thought
Everything I do has to be perfect!	Stress pressure	I will do my best at what I am trying to do
I am not good at soccer!	Disappointment Frustrated	More practice will lead me to better soccer skills
All my friends are better at school than me	Jealousy Sadness	I do well in school and other things in my life.
I got 5 questions wrong on my math test, what went wrong?	Upset Low Uncertain	I got 20 questions right on my math test only have 5 to better understand



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Slide:

Facilitator Notes:

Activity:

Bring up each of the initial thought followed by the feeling and then the healthier thought for each of the four examples provided.

Ask class:

In small groups or individually:

1. Can you give me an example of a negative thought and how can we make it a healthier thought?
2. Why is practising this important?
3. How does changing our thoughts from negative to positive impact out mental health and well-being?

True or False

- People don't recover from mental illnesses. **False!**
- Being worried about a class presentation is common? **True!**
- It is natural to feel sad about someone not being well? **True!**
- Mental illnesses aren't real illnesses. **False!**
- Its ok to feel shy around other people? **True!**
- Its common to feel nervous about getting report cards? **True!**
- Talking to other people I trust is not helpful to me? **False!**
- I have influence over my own mental health? **True!**



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Slide: Normal or Not?

Facilitator Notes:

Show each point one at a time, they will appear with each click.

Explain how:

1. We all have feelings about things we are familiar with or are uncomfortable with;
2. We are all always learning about our feelings and how to manage them; and
3. If we have good mental health and sense of well-being we can still have negative thoughts and feelings too!

Our level of mental well-being assists us to manage negative thoughts and feelings in a productive/positive/helpful way

Show next slide

What is Self Care?



Slide: Strategies From the Video

Facilitator Notes:

Activity:

What is Self Care?

A: **Self-care** is the ability of individuals, families and communities to promote health, prevent disease, maintain health, and cope with illness and disability with or without the support of a healthcare provider – World Health Organization.

Is Self Care Selfish?

A: NO!

Who needs Self Care?

A: EVERYONE!



Slide: Strategies From the Video

Facilitator Notes:

Activity:

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Is Self Care Selfish?

A: NO!

Who needs Self Care?

A: EVERYONE!

Why is Self Care Important for everyone?

How do we practice Our Self Care?

HINT: Think back to the video we just watched

How Is Self Care valuable for everyone?



Slide: Strategies From the Video

Facilitator Notes:

Activity:

What is Self Care?

A: **Self-care** is the ability of individuals, families and communities to promote health, prevent disease, maintain health, and cope with illness and disability with or without the support of a healthcare provider – World Health Organization.

Is Self Care Selfish?

A: NO!

Who needs Self Care?

A: EVERYONE!

Why is Self Care Important for everyone?

How do we practice Our Self Care?

HINT: Think back to the video we just watched

Self-care is the ability of individuals, families and communities to:

- Promote our own health
- Prevent diseases
- Maintains our health and well-being
- Cope with stress
- Increase our enjoyment of life



Slide: Strategies From the Video

Facilitator Notes:

Activity:

What is Self Care?

A: **Self-care** is the ability of individuals, families and communities to promote health, prevent disease, maintain health, and cope with illness and disability with or without the support of a healthcare provider – World Health Organization.

Is Self Care Selfish?

A: NO!

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A: EVERYONE!

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How do we practice Our Self Care?

HINT: Think back to the video we just watched

Mental Wellbeing Model

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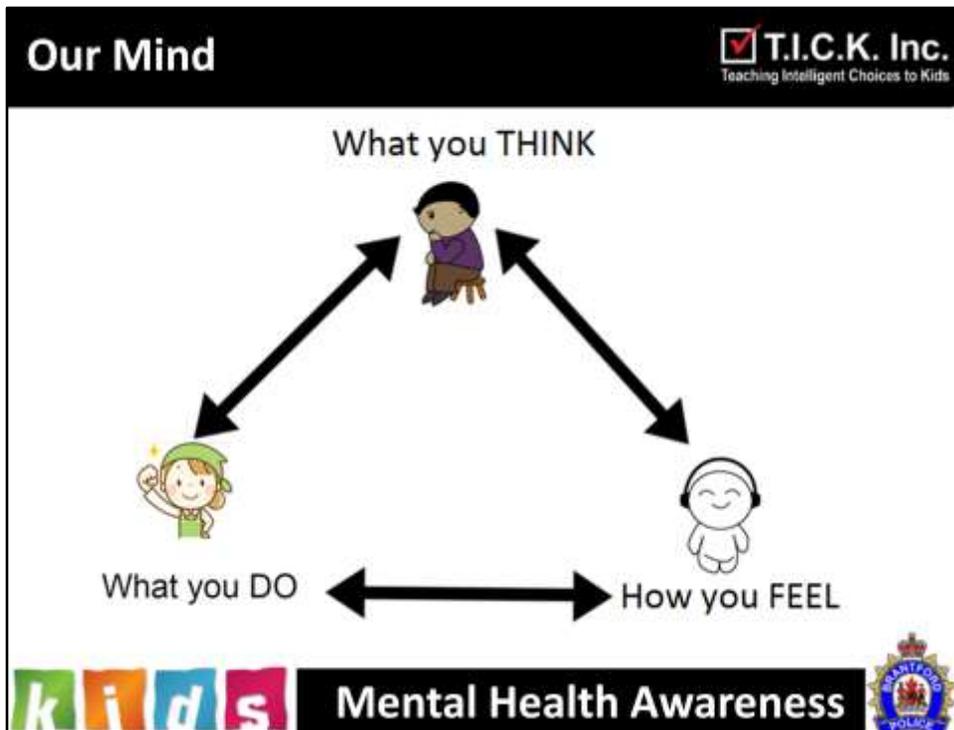


Slide:

Facilitator Notes:

Ask class:

How do we contribute to our own mental health and well-being?



Slide: Our Mind

Facilitator Notes:

Our cognitive ability is about our thoughts and thinking. How we experience life by what we:
see, hear, taste, touch, and feel is based on events, conversations, interactions, and observations.

Activity:

Ask Class:

Working in small groups discuss how:

1. we think about something changes how we feel about it? i.e. Not prepared for a math test? Anxious, nervous, scared, worried
2. We feel about something changes how we think about it? i.e. Feeling badly about math test results? I'm not smart, I didn't get perfect, parents will be upset

Our Mind

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What you THINK



What you DO

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Slide: Our Mind

Facilitator Notes:

Our Mind



What you DO



How you FEEL



Mental Health Awareness

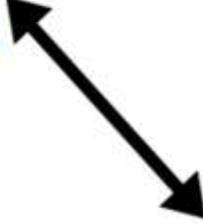


Slide: Our Mind

Facilitator Notes:

Our Mind

What you THINK



How you FEEL



Mental Health Awareness



Slide: Our Mind

Facilitator Notes:

**What ideas do you have to
build YOUR mental health and
well-being?**



Slide: Your Mental Health Strategies

Facilitator Notes:

Activity:

Part One:

In small groups talk about other ideas you have that you might do to increase YOUR mental health and well-being?

Facilitator:

Ask class to share their thoughts on ideas they have. Ask class to share new and different ideas.

Part Two:

In small groups talk about what could you do SUPPORT A FRIEND may be concerned about?

Facilitator:

Ask class to share their thoughts on ideas they have. Ask class to share new and

different ideas.

Key Messages

Self-Care

Talk to a trusted adult

Ask for Support



Mental Health Awareness



Slide: Key Messages

Facilitators Notes:

Key Messages

- Everyone feels sad anxious or angry at times and it is normal
- There are things that you can do to take care of your mental wellness
- There are things the you can do to support the mental wellness of others

Questions

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Slide: Questions

Facilitators Notes:

Resources

At School:

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Kids Help Phone

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Slide: Resources

Facilitators Notes:

Credits



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Slide: Credits