



Educator Guide

Welcome to CKG Foundation’s Mental Health Awareness Toolkit. This guide is to help facilitate a successful online and classroom follow up experience to meet the content learning objectives.

Learning Objectives

At the conclusion of this activity, students will be able to:

1. Define mental health and mental illness.
2. Identify effects of mental health stigma and how to positively contribute to stigma reduction.
3. Identify steps to proactively care for one’s mental health.
4. Identify trusted adults in one’s life and when to use them as a resource for help.

Self-Reflection

The Mental Health Awareness Toolkit uses self-reflection surveys to encourage students to think about how they approach challenges and how they practice self-care to better understand personal areas for improvement. *All surveys are multiple choice and do not allow for short answer responses. Students are unable to report high risk behaviors or dangerous environments through the toolkit.*

MENTAL HEALTH AWARENESS TOOLKIT LESSON PLAN

Option 1 Toolkit Only	Students complete Mental Health Awareness Toolkit either in class or at home. 20 minutes*
Option 2 Classroom Discussion	After students have completed the Mental Health Awareness Toolkit, educator facilitates classroom discussion using questions below. 30 minutes*
Option 3 Segment Completion	Students complete Part One of the Mental Health Awareness Toolkit and educator facilitates Part One discussion. 25 minutes* Students complete Parts Two & Three of Mental Health Awareness Toolkit and educator facilitates Parts Two & Three discussion. 25 minutes*

*Times are approximate and do not include journal or mental health plan

Set the Tone for Discussion

Mental health and wellness topics are personal by nature and require sensitivity. It is important to set a safe and supportive tone to encourage deeper consideration of the topics and promote a sense of safety to share and learn. Following is a set of suggested guidelines for participants and facilitators. The facilitator will read the expectations, gain agreement, and move to the discussion questions. It can be helpful to have the group write or read each statement aloud starting with: "I will..."

- Listen generously and understand that another's life experience is their truth.
- Respect each other's privacy, values, and personal priorities.
- Speak from the (*my*) heart.
- Be yourself (*myself* - if spoken/written as suggested above).

PART ONE DISCUSSION

1. In the intro video, Jonathan Austin describes how he felt like an outcast when he was younger which resulted in depression. What helps Jonathon get through this difficult time in his life? Jonathan went to several therapists. He learned to juggle when he was 12, and it became a healthy outlet that gave him purpose.

2. What is mental health?

Mental health is our emotional and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.

3. What are the two most common mental health disorders and what are symptoms of each? Anxiety and Depression.

We all feel anxiety at times. Symptoms of an anxiety disorder include: excessive worrying, feeling agitated, restlessness, fatigue, tense muscles, difficulty sleeping, and panic attacks.

We all feel “down” or “blue” at times. Symptoms of depression include: persistent feelings of sadness and loss of interest, change in weight, appetite and/or sleep patterns, fatigue, and feelings of worthlessness.

A diagnosis of anxiety or depression can only be made by a medical professional.

4. What is mental health stigma?

A negative attitude or unfair treatment of someone due to a mental health challenge or diagnosis.

5. Name two effects of mental health stigma.

Feelings of shame and embarrassment

Self-isolation

Decrease in self-esteem

Fear of discrimination

PART TWO DISCUSSION

1. How can each of us help erase mental health stigma?
Openly talk about mental health.
Include mental health in conversations about physical health.
Show compassion towards those struggling.
Ask for help.
2. Name two things you can do to proactively take care of your mental health.
Get enough sleep
Eat healthily
Find a healthy outlet/hobby that you enjoy
Exercise
Get outside
3. What is a trusted adult and why is it important to identify three trusted adults in your life?
A trusted adult is any adult in your life with whom you are comfortable sharing a personal concern. Adults can access professional resources and have lived experience to help teens navigate difficult times.

PART THREE DISCUSSION

1. In the video, *Words of Wisdom*, Roscoe Burnems recommends finding an outlet that brings you joy. For Roscoe, that's poetry. What is your outlet that brings you joy? If you're not sure, what activity would you like to try?

FAQs

How do I access CKG Mental Wellness Toolkits?

The Cameron K. Gallagher Foundation requires a point of contact at each school or organization to read, sign, and submit the CKG Toolkit Privacy Security Use Agreement. This Use Agreement outlines educational intent of the Mental Wellness Toolkits, online data privacy policy, and copyright of content.

Once we have received a signed Use Agreement, access to the Mental Wellness Toolkits is provided.

To request a CKG Toolkit Privacy Security Use Agreement, contact: program@ckgfoundation.org

How long will it take my students to go through this course online?

See lesson plan options.

Can I split the toolkit into multiple lessons?

Yes, see lesson plan.

How does a student log in?

- On the course homepage, the student clicks on the Middle School or High School course selection in the middle of the page.
- On the next screen, select Mental Health Awareness Toolkit.
- At the top left of the page, click the button “Enter Toolkit.”
- This will prompt the student to create an account. The student uses an email address and creates a password.

Does the student receive a course completion notification?

Yes, the student receives a certificate of completion once the entire toolkit has been completed. The student has the option to copy the link to the certificate or download the certificate. The student can access the certificate at any time from their personal “dashboard” once logged into the Toolkit site.

Does the course have to be completed all at once?

No. Once a student has created an account and logged in, they may complete the toolkit over multiple sessions. Once completed, they can go back and review the toolkit, however, they cannot re-visit the self-reflection sections once submitting responses.

Can I see my students' survey responses to questions in the toolkit?

No, responses to questions are not collected. Questions are only intended to prompt personal self-reflection.

Who do I contact to provide feedback about my experience using the toolkit?

We love feedback! We are always working to improve the educator and student experience with our Mental Wellness Toolkits. Please contact program@ckgfoundation.org

VIRGINIA & AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

ASCA Mindsets & Behaviors tied to Learning Objectives

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.

ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.

Standards of Learning for Virginia Public Schools (2020) tied to Learning Objectives

- Sixth Grade
 - 6.1 r. Define mental health and describe what it means to be mentally healthy.
 - 6.2 q. Explain the importance of understanding the feelings and perspectives of others.
 - 6.3 r. Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.
- Seventh Grade
 - 7.3 r Promote help-seeking for mental health concerns.
 - 7.3 u Identify personal, family, school, community and healthcare professional resources that can help oneself and others with mental illnesses and challenges.
- Eighth Grade
 - 8.2 r. Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.
- Ninth Grade
 - 9.2 q. Identify school and community mental health resources to help and assist with mental illnesses or challenges.
 - 9.3 q. Promote access to mental health resources to help oneself and others.
- Tenth Grade
 - 10.1 m. Identify school and community mental health resources to help and assist with mental illnesses or challenges.

- 10.2 k. Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.
- 10.2 m. Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges.
- 10.3 k. Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.

Education, Virginia Department of. "Health." *VDOE :: Health Standards of Learning Resources*, www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml.