

Healthy Minds: A Toolkit for Youth Empowerment and Emotional Wellbeing

American University
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Table of Contents

Cover Page

Acknowledgements	1
Table of Contents	2
<u>Introduction</u>	<u>5</u>
<u>Facilitator's Guide</u>	<u>6</u>
SUMMARY OF WORKSHOPS	6
HOW TO READ THIS GUIDE	8
MENTAL HEALTH RESOURCES	9
UNDERSTANDING SELF-TALK	11
<u>Workshop Curriculum</u>	<u>13</u>
WORKSHOP 1: IDENTIFYING & PREVENTING STRESS	13
WORKSHOP 2: MENTAL HEALTH CONCERNS AND HARM PREVENTION	20
WORKSHOP 3: RESILIENCY	24
WORKSHOP 4: COPING WITH GRIEF AND LOSS	28
WORKSHOP 5: HELPING FRIENDS COPE AND CULTIVATING ADVOCACY SKILLS	36
WORKSHOP 6: SELF-COMPASSION AND MINDFULNESS (MIDDLE SCHOOL)	42
WORKSHOP 6: SELF-COMPASSION AND MINDFULNESS (HIGH SCHOOL)	50
<u>Appendix</u>	<u>58</u>
1A: NAME GAMES AND ICEBREAKERS	59
1B: FINDING SOMETHING POSITIVE ACTIVITY	63



1C: POSITIVE REFRAMING OF STRESS ACTIVITY	64
1D: EXIT CARD FOR WORKSHOP 1	65
2A: EXIT CARD FOR WORKSHOP 2	66
3A: LETTER FROM YOUR 88 YEAR OLD SELF	67
3B: DEAR 88 YEAR OLD ME	68
3C: EXIT CARD FOR WORKSHOP 3	69
4A: SIX BASIC PRINCIPLES OF TEEN GRIEF	70
4B: THE BILL OF RIGHTS FOR GRIEVING TEENS	72
4C: CREATE A GRIEF SUPPORT SYSTEM	73
4D: REGRET PROMPTS	74
4E: “I REMEMBER” SAMPLE POEM	75
4F: “I REMEMBER” POEM STRIPS	76
4G: EXIT CARD FOR WORKSHOP 4	77
5A: EXIT CARD FOR WORKSHOP 5	78
6A: SCRIPT FOR SMALL MEDITATION	79
6B: BODY SCAN SCRIPT	80
6C: FINAL PROGRAM EVALUATION FOR PARTICIPANTS	81
7: FACILITATOR EVALUATION OF PROGRAM	83
8: REFERENCES	87



INTRODUCTION

The Healthy Minds workshop series is a part of Jubilee Housing's youth and family services. In partnership with the American University Public Health capstone group, this six workshop series is aimed at addressing the following topics for youth in the Jubilee community: stress management, mental health, resiliency, coping with grief and loss, helping others cope, and self-compassion.

The mission of this workshop series is to support the participants of Jubilee Housing through the development of a mental health workshop program. The curriculum in this program provides the tools, knowledge, resources, and understanding to better cope with stress and mental health.

The Healthy Minds workshop series should give the participants the tools needed to handle their everyday stressors in a safe space. The workshops can be given on their own but were designed to be delivered in a consecutive order. This program aims to foster a sense of community between the facilitator(s) and participants in order for them to feel welcomed and supported.

This toolkit includes a facilitator's guide, the curriculum of all workshops, and an appendix that includes all necessary handouts for the activities. The facilitator's guide will aid facilitators in understanding the workshops, activities, and information needed to lead the program. It is encouraged to read over this toolkit before beginning the workshops.



FACILITATOR'S GUIDE

A. Summary of Workshops

Workshop #1 Identifying & Preventing Stress: This workshop focuses on identifying and preventing stress, and will encourage participants to talk about their personal lives within a group setting. The workshop will open with introductions, followed by ice breakers to get the participants engaged and more comfortable with each other. Then, discussing stress, where it comes from, and how they can learn to handle it. The goal of this workshop is to ease participants into the program and provide examples on how they can manage stress in their own lives.

Workshop #2 Mental Health Concerns and Harm Prevention: This workshop is an introduction to common mental health conditions and concerns. Major Depression and Generalized Anxiety Disorder will be defined briefly along with identifying some of their signs and symptoms. It is a discussion based workshop. Hopelessness and self-harm prevention will be discussed for participants to better understand these aspects of mental health concerns. Information provided in this workshop come from the Mental Health USA curriculum developed by the National Council for Behavioral Health.

Workshop #3 Resiliency: This workshop will focus on teaching participants about resiliency. Resiliency is “bouncing back” from difficult situations and life stressors. It is not a trait, but rather a behavior and skill that can be practiced over time (“Resilience Guide for Parents & Teachers”, 2018). Throughout this workshop, participants will practice different activities that build resilience. It can be built through goal-setting, practicing gratefulness, and reflecting. The first half of the workshop will encourage participants to reflect on their lives on a long-term scope and to make realistic goals. The second half participants will practice optimism, gratefulness, and compassion. Both elements of this workshop are essential because there is a healthy balance of planning for the future while also being present and grateful in the moment.

Workshop #4 Coping with Grief and Loss: This workshop will focus on coping with grief and loss. While participants may not have lost loved ones, friends, or other important figures in their life, this workshop is aimed at giving participants tools and strategies to help them through this experience in the future. This workshop will explain grief, loss, and the grieving process, which is experienced in many different ways and is important that participants know and understand this.



Workshop #5 Helping Friends Cope and Cultivating Advocacy Skills: The focus of this workshop is to teach participants healthy and safe ways to help friends cope, including setting boundaries and cultivating advocacy skills. Having several coping strategies may be an important way to investigate coping and can be more helpful long-term (Heffer, 2017). As such, this workshop should encourage participants to recall coping strategies they may already use, as well as learn new ones. While participants have already learned about coping skills in previous workshops, it's important that participants understand how to help a friend in a safe, effective and healthful way. Overall, participants should be able to explain strategies to help friends cope and to de-escalate crisis moments, identify ways to set boundaries, and describe signs and symptoms that may indicate help is needed.

Workshop #6 Self-Compassion & Mindfulness:

Middle School: The purpose of this workshop is to frame the intrapersonal conversations participants have within themselves in a positive way. Self-Compassion encourages one to acknowledge their flaws and limitations, allowing one to look at themselves from a more objective and realistic point of view (Wong, 2017). Dr. Kristin Neff (2018) of the University of Texas - Austin describes self-compassion as “treating yourself with the same kindness, care and concern you show a loved one.” The purpose of this workshop is to allow participants to realize that they are someone of value and are significant in other people’s lives. It will also help participants start to understand how they feel about themselves and see the world. From this workshop, participants will learn how to take a step towards changing their outlook of themselves.

High School: The purpose of this workshop is to frame the intrapersonal conversations participants have within themselves in a positive way. Self-Compassion encourages one to acknowledge their flaws and limitations, allowing one to look at themselves from a more objective and realistic point of view (Wong, 2017). Dr. Kristin Neff (2018) of the University of Texas - Austin describes self-compassion as “treating yourself with the same kindness, care and concern you show a loved one.” The purpose of this workshop is to allow participants to realize that they are someone of value and are significant in other people’s lives. It will also help participants start to understand how they feel about themselves and see the world. From this workshop, participants will learn how to take a step towards changing their outlook of themselves.



B. How to Read this Guide:

- Words printed in *blue italicised* font are to be read aloud by the facilitators. This is to help facilitators distinguish what should be read aloud to the participants and what are the instructions for the facilitators.
- Facilitators should review the Materials section of each workshop immediately and communicate with Teen Renaissance staff to ensure they will have access to the appropriate materials and identify materials that are still needed.
- Facilitators should review the Name Games and Icebreakers section of the Facilitator's Guide (page 10-12) before beginning the first workshop, and decide on which Name Game(s) and Icebreakers they would like to use and any preparation they require. Note that these are suggested activities, however if the facilitator wants to do another Name Game or Icebreaker that they prefer or feel more comfortable with, it is up to their discretion.
- There will be community standards created in the first workshop for participants to follow and refer to throughout the six weeks. It is important to foster a safe space and these standards should be reviewed each workshop. Participants are welcome to include more standards as the program unfolds.
- At the end of each workshop participants are to fill out an Exit Card as a brief check-in of how the workshop went. This will help facilitators gauge participants' feelings afterwards and to better present the information for the next workshop. This should be quick and not made to feel like an exam at the end of each workshop. Be sure to review participants' Exit Cards before the start of the next workshop to address any questions or concerns, and when finished return completed Exit Cards to the youth supervisor.
- There is an evaluation for the facilitators for each workshop so they can also evaluate the program. This can be found in the Resource Appendix Section 7 and should be completed at the end of each session.
- At the end of the workshop series there is an overall program evaluation for participants. This is to be completed after Workshop Six ends. It is a bit longer than the individual Exit Card evaluations and so a more thorough response should be provided by participants.
- While the timing of each workshop may vary, the workshops were designed to be about 60-90 minutes in duration.
- It is important that the facilitators take the time out to read through the entirety of this program before presenting this information to participants. This will allow for better understanding and presentation of the materials. If necessary, this will help facilitators know if some activities or questions should be altered or modified to better fit the group.
- Please pay close attention to the materials section for each workshop, as there are handouts and resources, as well as Exit Cards, to print out.



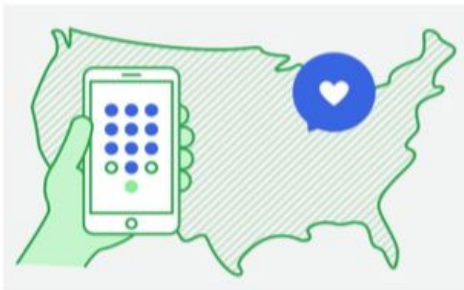
C. Mental Health Resources

SUICIDE PREVENTION

National Suicide Prevention Lifeline

We can all help prevent suicide. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

 1-800-273-8255



The National Prevention Lifeline is a national network of local crisis centers that provide free and confidential support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

- The lifeline is committed to improving crisis services and advancing suicide prevention by empowering individuals, advancing professional best practices, and building awareness. Visit suicidepreventionlifeline.org to learn more about services and support for suicide.

What Happens When You Call The Lifeline?

1. First you'll hear an automated message featuring additional options while your call is routed to your local Lifeline network crisis center.

3. A trained crisis worker at your local center will answer the phone.



2. They will play you a little music while they connect you to a skilled, trained crisis worker.

4. This person will listen to you, understand how your problem is affecting you, provide support, and get you the help you need.

Additional Information

General Crisis Support by Text

Crisis Text Line: Text SUPPORT to 741-741 (24/7). Our trained counselors can discuss anything that's on your mind. Free, 24/7, confidential.

Depression & Suicide

The Trevor Project Call 866-488-7386 (24/7) Live Chat with the Trevor Project (Fridays 4:00 PM to 5:00 PM EST)

Dating Abuse & Domestic Violence

loveisrespect Call 1-866-331-9474 (24/7)

Chat Online with loveisrespect (7 days/week, 5:00 PM to 3:00 AM EST) or text loveis to 22522

National Domestic Violence Hotline Call 1-800-799-7233 (24/7) Email the National Domestic Violence Hotline (24/7)

RAINN: Rape, Abuse and Incest National Network Call 1-800-656-4673 (24/7) Live Chat with RAINN (24/7)

Child Abuse

Childhelp National Child Abuse Hotline Call 1-800-422-4453 (24/7)

National Safe Place Text SAFE and your current location to the number 69866 (24/7)

Runaways, Homeless, and At-Risk Youth

National Runaway Safeline Call 1-800-786-2929 (24/7) Live Chat 7 days/week, 4:30 to 11:30 PM CST

Home Free Family reunification program provides free bus tickets to eligible runaway and homeless youth.

Adapted from: *Hotline List* | *DoSomething.org* | *Volunteer for Social Change*. (2018). *Dosomething.org*. Retrieved 10 April 2018, from <https://www.dosomething.org/us/about/hotline-list>



D. Understanding Self-talk & Changing Negative Self-talk into Positive Self-talk

Anytime you think about something, you are in a sense talking to yourself. Self-talk is utilized in multiple ways: to enhance concentration, to break bad habits, to initiate action, to sustain efforts in performance, to acquire skill, and to regulate energy levels. The following is a summary of information found in Weinberg's *Foundations of Sport and Exercise Psychology* (2015). There are three main types of self-talk: positive, instructive, and negative. Positive, or motivational, self-talk increases energy and effort of the individual. It is portrayed in broad statements like, "You got this!" Instructional self-talk is focused on the technical and task-related aspects of a skill to increase performance. Phrases include: "Keep your eye on the ball," or, "Focus on finishing this paragraph." Negative self-talk is critical and self-demeaning. Phrases are counterproductive and anxiety producing, including, "You stink," and "That was a stupid thing to do."

In helping your participants change their negative thoughts into positive ones, you want these statements to excite them, build confidence, and focus on an instruction. There are four elements to the creation of self-talk statements: nature, structure, person, and task instruction. It is important to focus on the ideals of the positive self talk. Is the self talk focused on an internal or external factor? Is the self-talk strived to be a cue word (like "breathe"), a phrase (like "you got this"), or a sentence (like "don't worry about mistakes that occur"). It is also important to restrict self-talk to either I/me or you statements. This changes based on how one already talks to themselves, or how they utilize self-talk motivation in a set task (Weinberg, 2015).

To improve your student's self talk, focus on these six techniques:

1. Keep your phrases short and specific
2. Use first person, present tense
3. Construct positive phrases
4. Say your phrases with meaning and attention
5. Speak kindly to yourself
6. Repeat phrases

Here are examples of negative self-talk and their positive self-talk counterparts:

- Negative: "I'll never stay with this exercise program."
Positive: "Just take one day at a time, and make exercise fun."
- Negative: "I am going to fail this test."
Positive: "I am going to take each section at a time, and be well prepared for this test."
- Negative: "I am never going to get out of here."
Positive: "I have the ability to do and go wherever I want."



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Workshop #1: Identifying & Preventing Stress

Overview

This workshop focuses on identifying and preventing stress, and will encourage participants to talk about their personal lives within a group setting. The workshop will open with introductions, followed by ice breakers to get the participants engaged and more comfortable with each other. The workshop will then move on to discussing stress, where it comes from, and how they can learn to handle it. The goal of this workshop is to ease participants into the program and provide examples on how they can manage stress in their own lives.

Learning Objectives

Upon completion of this workshop participants will be able to:

1. Identify signs of stress and sources of stress in their lives
2. Explain strategies for reframing perceived stress and stress reduction
3. Identify challenges they may experience in relating to peers and discussing personal issues and formulate strategies to address those challenges

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 1d) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
 - Decide which option to use for Activity #2 and print out Appendix 1c for Activity #2 for all participants if necessary
- Remember that this is the very first workshop, therefore it is okay to be flexible and accommodating. Since this is your first time meeting the participants, it may be a little uncomfortable for both you and them, so lean into the discomfort.
- This workshop will be a bit longer than the ones to follow because it is the first one.
- Set the tone to be friendly, laid back and respectful from the moment you begin. Embrace every comment or question that the participants have and encourage group discussion even if it gets a little off topic.

Agenda

- Introduction to Program (*5 minutes*)
- Name Tag & Name Game Activity (*10 minutes*)
- Setting Community Standards (*5 minutes*)
- Icebreaker Activity (*15 minutes*)
- Activity #1: What Is Stress? (*20 minutes*)
- Activity #2 : Reframing Stress and Finding Something Positive (*20 minutes*)



- Wrap Up and Exit Card (10 minutes)

Total Time: 90 minutes

Materials

Name tags (enough for each participant), at least 6 large pieces of paper (poster paper or butcher paper preferred), writing utensils (markers or pens preferred), Post-It Notes (enough for each participant to have four)

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline:

Introduction to the Program (5 minutes)

- Facilitators introduce themselves to the participants and introduce the program

Example: Hi everyone, my name is ____, and we are so excited to be here and to meet all of you today. Over the next 6 weeks, ____ and I will be joining you once a week at Teen Renaissance to talk about some important topics and hopefully give you some useful skills for you to use in your everyday life. Our workshops will be focusing on things like stress, mental health, and how to deal with some of the hard things we all face in life. We want this program to be fun and interesting, and we can't wait to get to know you all a little bit better. Does anyone have any questions?

Name Tag & Name Game Activity (10 minutes)

Now that you know who we are, we would like to know more about you. The first thing we'd like you all to do is make a name tag. This will help us to learn your names better. Afterwards we are going to play a quick name game and then create some community standards.

1. Pass out blank name tags and writing utensils to participants
2. After participants have taken a few minutes to make their name tags, explain the Name Game activity. You may choose to play one or both of the name games (Appendix 1a).

Setting Community Standards (5 minutes)

1. For this introductory activity you may choose to write the community standards down on a large piece of paper. Afterwards you can hang the paper on the wall for all participants to see. Alternatively, you could write the standards on a whiteboard or chalkboard, if available.
2. Ask the group: *Who thinks they know what a community standard is? Can anyone give an example?*



3. *A community standard is a set of rules or guidelines for how we are all expected to act towards each other when we're in this room together. An example of a community standard is: (choose one)*
 - a. Respect each other's thoughts and opinions
 - b. "What happens in this room stays in this room" (or some variation of respecting privacy)
 - c. Be kind to each other
 - d. Be patient. Let others finish their thought before sharing your own.
 - e. Have an open mind.
 - f. Treat others the way you want to be treated.
 - g. Listen and follow directions.
4. *Let's brainstorm some more ideas for community standards. Who can think of one they would like to see?*
5. Continue brainstorming ideas for community standards from the participants. If they are feeling shy or not volunteering ideas, continue to read possible standards from the list above, and see if the participants agree with them or can build off of them.
6. Once you feel you have a sufficient list, review the standards with the participants and ask if they can all agree to abide by them for the remainder of the six week program.
7. If written on a piece of paper, hang the paper on a wall where it will not be removed. If written on a whiteboard/chalkboard, be sure to copy down the community standards somewhere so that you can rewrite them at the start of the next workshop if they get erased.

Icebreaker Activity (20 minutes)

These are a few sample icebreakers. Depending on how long the Introduction and Name Game sections take, the facilitator(s) can decide to do one or two icebreakers from the list below. See "Icebreakers" in Appendix 1a for more details on each activity.

- a. Snowball fight (writing facts about oneself on a piece of paper & guessing who wrote what)
- b. Race for the truth (facilitator reads facts and participants take a step forward if it applies to them)
- c. Would you rather? (facilitator reads 2 statements and participants move to one side or the other)
- d. "Find someone who...." (get to know each other bingo-style game)



High/Low Icebreaker (5 minutes)

This activity will help transition the participants into thinking about and discussing more personal topics. It will also become a staple of the workshop program, and will be used as an icebreaker for all of the other workshops.

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?

Activity #1: What Is Stress? Brainstorming Session (20 minutes)

Objective

To get participants beginning to think about stress in their own lives.

Materials

Four large pieces of paper, writing utensils for each participant, four Post-it Notes for each participant

Instructions

Today we're going to talk a bit about stress, and ways to deal with it. Stress is your body's natural response to situations that are overwhelming, worrisome or uncomfortable. Even though stress is uncomfortable, it's not always a bad thing. Sometimes stress helps us deal with tough situations. A lot of stress changes our bodies quickly and helps us react to an emergency. A little stress keeps us alert and helps us work harder. Stress is a normal part of life, and something we've probably all experienced, but we may not have taken the time to really think about it. Or maybe some of you think about it a lot. Either way, we're going to talk about it now.

Stress can come from many different areas in our lives. Something that causes us stress is called a "stressor". I want you all to think about the stressors in your life, how you feel when you are stressed, and what you do about it.

1. Facilitator lays out four large pieces of paper and makes sure every participant has a writing tool and at least four Post-It notes.
2. At the top of the first paper, write "What makes you stressed?", at the top of the second paper write "How do you feel when you're stressed?", at the top of the third paper write "What do you do when you're stressed?" and at the top of the fourth paper write, "What do you do to feel less stressed?"



3. Place the four papers in different areas of the room and instruct the participants to take 5 minutes to write down their responses to each prompt on their Post-It notes and go around to each paper and stick the Post-It note on the paper.
4. Before they begin, facilitator should give their own responses to each question, by writing them down on a Post-It note and demonstrating the activity for the participants.
5. After 5-10 minutes the group reconvenes and the facilitator draws attention to each paper or brings the papers to the front for a discussion.

Let's take a look at what we wrote. Does anyone want to share something they wrote down, or something else about stress? What similarities do we notice on each piece of paper? Do you think we all share a lot of the same stressors? What are some healthy ways we can deal with stress?

Allow for discussion among the group. Every participant's personal reactions to stress are valid and important. When the discussion is winding down, share the following with the participants:

There are many things we can do to feel better when we're stressed. It is important to take care of ourselves first instead of letting stress get the best of us. Managing daily stress can also lead to a more overall positive outlook on your life and well-being. Some examples of healthy stress coping strategies are:*

*Note that some of these strategies may have already been discussed in the group but it's still important to reiterate them.

- *Talking about what's bothering you or making you feel stressed to a friend, teacher, family member, or someone here at Teen Renaissance. Sometimes talking about it is the best way to clear your mind or get helpful advice.*
- *Be active! Engaging in physical activity, whether that means going for a walk, playing basketball, or dancing like crazy with your friends, is a proven way to reduce stress and keep your body healthy.*
- *Take time to do the things that make you happy, like listening to music, drawing or watching your favorite movie, even when you are busy or overwhelmed.*
- *Take care of yourself, by eating nutritious foods and getting enough sleep. Try to do something everyday that helps you relax.*

Wrap up activity and thank participants for sharing their thoughts.



Activity #2: Reframing Stress and Finding Something Positive (20 minutes)

Objective

To have participants become aware of and identify their own thought process about stress to minimize negative thoughts and practice reframing stress in a more positive way.

Materials

Printed activity handouts for each participant, found in Appendix 1c

Instructions

There are two activity options to choose from. They can both be found in the Appendix, Section 1b and Section 1c. The activities are similar and there is likely not enough time to do both, so the facilitator may choose which activity to use, based on their own preference and discretion.

Now that we've brainstormed some ideas about what stress is and how to deal with it, we're going to practice "reframing" our stress, or turning our negative thoughts about stress into positive thoughts. When we take a moment to find something positive in a stressful situation, we call this "positive reframing". Positive reframing helps us to look at the same situation in a new way and focus on the possibilities rather than the struggles involved. Viewing our stressors as challenges that we can face, rather than mere threats to our happiness, can help us out of feeling trapped. Does this make sense to everyone?

Proceed with introducing the chosen activity.

Option 1: Finding Something Positive

- This is a partner and group discussion based activity and does not require any handouts
- Full Instructions found in Appendix 1b

Option 2: Positive Reframing Activity

- Hand out Positive Reframing of Stress worksheets to participants, found in Appendix 1c
- This is mainly an individual activity, however if participants are getting stuck or struggling to complete it on their own, you may choose to complete the worksheet together as a large group.
- Prior to the activity, facilitators should also complete the worksheet so that if students are stuck they can offer possible answers
- When participants are finished with the worksheet, ask for volunteers to share some of the reframing statements they came up with.
- *This activity will help you practice positive reframing of stressful situations. Please take about 10 minutes to complete this worksheet. You are welcome to work with a partner or complete the worksheet on your own. Please let us know if you need help.*



- **Wrap Up** (*10 minutes*)
- Ask participants to fill out the Exit Card (Appendix 1d)
- Debrief discussion on stress prevention and stress management
 - Takeaways and questions from today's workshop
- Close out: briefly say next week's workshop title: Mental Health Concerns and Harm Prevention



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Workshop #2: Mental Health Concerns and Harm Prevention

Overview

This workshop is an introduction to common mental health conditions and concerns. Major Depression and Generalized Anxiety Disorder will be defined briefly along with identifying some of their signs and symptoms. It is a discussion based workshop. Hopelessness and self-harm prevention will be discussed for participants to better understand these aspects of mental health concerns. Information provided in this workshop comes from the Mental Health USA curriculum developed by the National Council for Behavioral Health.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Identify signs of major mental health conditions
2. Demonstrate strategies to cope with various mental health conditions
3. Understand hopelessness and self-harm prevention

Things to Remember

- This is a heavy topic and the facilitator must ensure the wellbeing of each participant before, throughout, and after the workshop.
- Please remember to end each workshop on a positive note.
- Having more than one facilitator is the best way to instruct this workshop.
- Print out Exit Card for this workshop (Appendix 2a).

Agenda

- Introduction (*8 minutes*)
- Icebreaker: High & Low (*5 minutes*)
- Overview of Mental Health Concerns (*2 minutes*)
- Discussion #1: Major Depression (*15 minutes*)
- Discussion #2: Generalized Anxiety Disorder (*15 minutes*)
- Break (*5 minutes*)
- Discussion #3: Self-harm and Suicide Prevention (*10 minutes*)
- Wrap Up and Exit Card (*10 minutes*)

Total Time: 60 minutes

Materials

Handouts including resource guide and Exit Cards

Note: words in *blue italics* are meant to be read aloud by the facilitator.



Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard aloud as a reminder of what they all decided they wanted the space to be like.

Questions from Last Topic (5 minutes)

Ask participants if there is anything they would like to review or discuss from the previous workshop. Review Exit Cards from last week's workshop and answer any questions participants wrote down.

Are there any questions or things that anyone wants to talk about briefly from last week?

Overview of Workshop (1 minute)

This workshop will begin to introduce common mental health conditions to help you understand their signs and symptoms. The workshop will cover depression, anxiety, and self-harm prevention and hopelessness.

High/Low Icebreaker (5 minutes)

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?

Overview of Mental Health Concerns (2 minutes)

Topic: Mental health conditions introduction

Talking Points: This serves the purpose of introducing mental health conditions to the participants.

Today we will be talking about common mental health conditions. Mental health conditions are REAL concerns and we should treat them like we would treat any other physical illness. Please remember that these affect people differently and not every person exhibits the same symptoms. Please be respectful of others and please take care of yourself. If you feel the need to step out, please feel free to do so.



Discussion #1 (15 minutes)

Topic: Major Depression

Talking Points:

These mental health conditions will be introduced to give participants a better understanding of each condition. Spend time explaining what each condition is, its signs and symptoms, and what to do in the case of experiencing symptoms.

Discussion points:

What is Major Depression?

- *Depression is very common in young adults. It is diagnosed as Major Depressive Disorder, meaning the person experiences the signs and symptoms of depression in recurring episodes. Depression is disabling and if you know someone who is experiencing symptoms please be patient and kind with them.*
- *Signs & Symptoms:*
As I mentioned earlier, not everyone experiences mental health symptoms the same. Some common signs of depression include:
 - *Unusual sad mood*
 - *Loss of interest in activities they used to enjoy before*
 - *Lack of energy and tiredness*
 - *Feeling worthless and guilty*
 - *Blaming themselves for things out of their control*
 - *Sleeping too much or too little*
 - *Avoiding spending time with others*

Discussion #2 (15 minutes)

Topic: Generalized Anxiety Disorder

Talking Points:

What is Generalized Anxiety Disorder?

- *Generalized Anxiety Disorder is different than anxiety and stress that we often get from everyday experiences. Anxiety disorder is very severe and lasts longer than intermittent or occasional anxiety. It has an impact on the person's ability to do everyday activities and interact with others.*
- *Signs & Symptoms:*
Anxiety disorder can differ from person to person, but some common symptoms include:
 - *Fast pounding heart and/or chest pain, or panic attacks*
 - *Dizziness and headache*



- *Nausea and vomiting*
- *Worry and/or fear*
- *Irritability, confusion, anger, nervousness*

Panic attacks can happen at any time. A panic attack is often physical and psychological. A person experiencing a panic attack can show it by putting their hand on their chest, saying their heart is beating rapidly, and/or crying and screaming.

Break #1: (5 minutes)

We are going to take a 5 minute break to decompress and come back here for one more discussion. Please feel free to use the restrooms, drink water, or do anything to help you relax.

Discussion #3 (10 minutes)

Topic: Self-Harm and Suicide Prevention (feeling hopeless)

Talking Points:

Often times, we hear about self harm and suicide. You may know someone that self-harms or has talked about feeling hopeless. Feeling hopeless is not an uncommon feeling. At times, when we face mental health concerns, the smallest details of anything can mean so much to us. Feeling hopeless is not about not wanting to continue, it is about feeling like there is no reason to continue. However, there are many reasons to feel hopeful. When survivors of suicide and self-inflicted injuries talk about what they went through, they mention that they feel blessed to have made it past a hard time in life without it costing them their lives. Suicide is not a choice that people make, but rather, it is often an outcome of certain mental health conditions.

Always remember that hurting oneself is not only by cutting. It could be by scratching, pulling, tearing, burning, not eating, not sleeping, and/or overdosing on drugs.

If you know someone that is harming themselves or considering it, please talk to a responsible adult, such as a teacher or counselor, or someone you trust. Connecting them with a responsible adult can help them get better.

Wrap Up (10 minutes)

- Ask participants to fill out the Exit Card (Appendix 2a)
- Debrief discussion on depression, anxiety, self-harm, and suicide prevention
 - Takeaways and questions from today's workshop
- Close out: briefly say next week's workshop title: Resiliency



Workshop #3: Resiliency

Overview

This workshop will focus on teaching participants about resiliency. Resiliency is “bouncing back” from difficult situations and life stressors. It is not a trait, but, rather a behavior and skill that can be practiced over time ("Resilience Guide for Parents & Teachers", 2018). Throughout this workshop, participants will practice different activities that build resilience. It can be built through goal-setting, practicing gratefulness, and reflecting. The first half of the workshop will encourage participants to reflect on their lives on a long-term scope and to make realistic goals. In the second half of workshop participants will practice optimism, gratefulness, and compassion. Both elements of this workshop are essential because there is a healthy balance of planning for the future while also being present and grateful in the moment.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Explain resilience and demonstrate strategies to build resilience
2. Create goals for their future and reflect on the ways they can accomplish their goals by developing tangible steps
3. Reflect on things they are thankful for in order to develop an optimistic perspective on life

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 3c) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
 - Print out Appendix 3a and 3b activity sheet for all participants.
- Each individual forms resiliency in their own way and the activities in this workshop are only suggestions. If participants have other ways to build resiliency encourage them to share.
- When participants are writing their goals and things they are grateful for encourage them to not choose materialistic things.
- Remind participants their feelings of sadness are valid and they are not weak if they feel sad.
- Resiliency does not mean to bear all their problems by themselves. They should seek support from Jubilee staff or counselors if they need support.



Agenda

- Introduction (8 minutes)
- Ice Breaker: High & Low (5 minutes)
- Activity #1: Letter to Myself (15 minutes)
- Activity #2: Spider Web (15 minutes)
- Activity #3: I Am Grateful For (10 minutes)
- Wrap-up and Exit Card (10 minutes)

Total Time: 65 Minutes

Materials

Blank paper, writing utensils, Letters To/From 88-year-old Self in Appendix

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard aloud as a reminder of what they all decided they wanted the space to be like.

Questions from Last Topic (5 minutes)

Ask participants if there is anything they would like to review or discuss from the previous workshop(s). Review Exit Cards from last week's workshop and answer any questions participants wrote down.

Are there any questions or things that anyone want to talk about briefly from last week?

Overview of workshop (1 minute)

Resiliency is the ability to “bounce back” from difficult situations. We all experience difficult situations and sometimes we feel like giving up. In this workshop, we will practice different strategies that one can do to pick themselves back up. When life knocks you down it is okay to feel sad, but you also have control on what actions you take next. We can gain control back by being optimistic, setting tangible goals, and being grateful for those around us.

High/Low Icebreaker (5 minutes)

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.



Ask participants to share out their answers to the question.

What is your high/low of the week?

Activity #1: Letter to/from 88-Year-Old Myself (15 minutes)

Objective

Participants will use this activity to reflect on their lives in order to uplift themselves and reflect on factors they would like to improve.

Materials

Sheets can be found in Appendix 3a and 3b, writing utensils

Instructions

1. Each participant will receive both worksheets and will be encouraged to read one question at a time. Participants will be encouraged to think deeply, reflect, and to take their time answering each question.
2. Participants will share with their partner(s) near them the sections they feel comfortable sharing.

Activity #2: Spider Web (15 minutes)

Objective

This activity will allow participants to reflect on their goals and to create tangible steps to complete them.

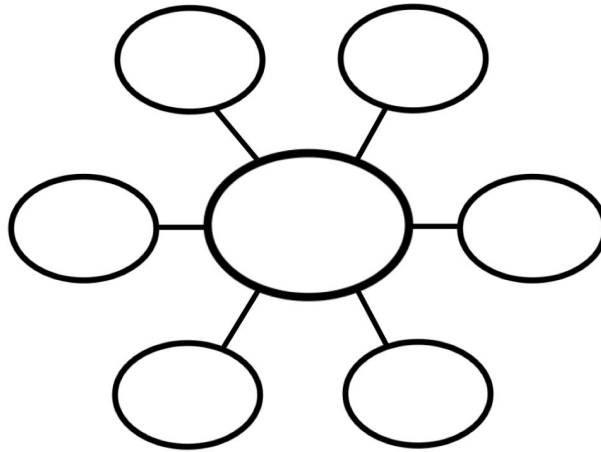
Materials

Blank paper, writing utensils

Instructions

1. Participants will reflect on the letters they wrote above and choose one specific goal. The goal they choose can vary from “receive better grades in school” to “become more physically active”. Facilitators should discourage participants from choosing a goal that involves money such as “make x amount of money”.
2. Each participant will receive a blank sheet of paper and the goal will be placed in the middle of the paper. Around the goal participants will draw arrows and write specific ways as how they can complete this goal. Participants should be as specific as possible and write daily steps they can take to complete this goal.
3. Participants will share their spider web with their partners.
4. See example of spider web below:





Activity #3: I Am Grateful For... (10 minutes)

Objective

Participants will learn the importance of perspective and optimism. When an individual is stressed and feel like they lack control, a healthy strategy to practice is optimism. During this activity participants will be given time to reflect on everything they are grateful for, which will encourage them to feel more grateful.

Materials

Paper, writing utensils

Instructions

1. Participants will write a list of things and people for which they are grateful. Participants should be encouraged to not list materialistic things (such as cell phones and laptops).
2. Participants will be asked to write a letter to someone they appreciate such as a family member, friend, or a celebrity. They will write what they learned from this person and how they have impacted their life.
3. If participants are comfortable they can share to their partners or the class.

Wrap Up (10 minutes)

- Ask participants to fill out the Exit Card (Appendix 3c)
- Debrief discussion on resiliency
 - Takeaways and questions from today's workshop
- Close out: briefly say next week's workshop title: Coping with Grief and Loss



Workshop #4: Coping with Grief and Loss

Overview

This workshop will focus on coping with grief and loss. Participants may not have lost loved ones, friends, or other important figures in their life. This workshop aims at giving participants tools and strategies to help them through this process. This workshop will explain grief, loss, and the grieving process, which is experienced in many different ways and is important that participants know and understand this.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Identify at least two strategies for healthy grieving
2. Describe grief and the grieving process

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 4g) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
 - Print out Appendix 4a - 4c activity sheet for facilitators.
 - Print out Appendix 4d - 4g activity sheet for all participants.
- Emphasize private reflection and/or sharing in small groups that the facilitators may choose so it's more comfortable.
- Tread lightly with traumatic issues. We don't know the full range of the participants' experiences; remember we are not here as clinicians, but as peer educators.
- Address boundaries! This is always important, but crucial for this topic as we want participants to cultivate advocacy skills and to know their limits.
- If participants are quiet, prompt them by sharing an answer to the question you are on. Also be okay with allowing there to be silence in between asking the question and an answer.

Agenda

- Introduction (*8 minutes*)
- Ice Breaker: High & Low (*5 minutes*)
- Activity #1: Way/No Way (*25 minutes*)
- Activity #2: Regrets and Letting Go (*20 minutes*)
- Wrap Up and Exit Card (*10 minutes*)

Total Time: 70 minutes



Materials

Paper: plain and colored, writing utensils, tape, glue, regret prompts (Appendix 4d), “I Remember” sample poem (Appendix 4e), “I remember...” sentence starters on strips of paper (Appendix 4f),

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard aloud as a reminder of what they all decided they wanted the space to be like.

Questions from last topic (5 minutes)

Ask participants if there is anything they would like to review or discuss from the previous workshop(s). Review Exit Cards from last week’s workshop and answer any questions participants wrote down.

Are there any questions or things that anyone want to talk about briefly from last week?

Overview of Workshop (1 minute)

This workshop will focus on coping strategies when dealing with grief and loss. Everyone’s understanding and experience is different when coping with change. As a group, we will come to shared knowledge of what grief is and what it means to experience loss. Also within this workshop participants will have an opportunity to practice different strategies that could help them overcome or deal with the challenges that comes with change.

High/Low Icebreaker (5 minutes)

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?



Activity #1: Way/No way or Agree or Disagree (10 minutes)

Objective

This activity provides grief education and dispels myths of death; promotes discussion about grief and loss issues. This activity is designed to establish a sense of comfort and familiarity among participants. It should encourage participants to talk about and begin to deal with any loss or grief they may have experienced/ing. It is a good way to get the participants talking and warmed up for later activity.

Materials

Paper, tape

Instructions

1. Before participants arrive or at the beginning of activity, mark a line down the center of the room with visible tape. One side of the room is the “Way” side (agree with statement) and the other side of the room is the “No Way” side (disagree with statement).
2. Participants will stand in the middle of the room on the tape.
3. Facilitators will read a statement or question aloud, participant(s) stand on or jump to the side of the line that feels true for them.
4. As you see fit, ask participants to share out why they agreed or disagreed with the statement.

Does anyone want to elaborate on why they chose this answer? Or can someone in the ‘way’ group explain why they agree with this statement?

5. Keep asking questions/ reading statements for at most 10 mins or until you see participants are no longer engaged. Once at least 7-8 statements are read, depending on the feel of the room and participants, facilitators can move on to next activity.

Questions/statements to be read. Facilitators can choose at most 10 statements to be read.

1. *Everything that is alive dies someday.*
2. *Most people live a long time before they die.*
3. *People die in many different ways* (discuss some of the ways people die)
4. *Sleeping is the same as being dead* (discuss whether people breathe, heart beats or get hungry after they die)
5. *Do people feel pain/hurt after they die?* (discuss that people can’t feel pain)
6. *All feelings are OK* (discuss some feelings that children and adults may have if a loved one has died or moved away)
7. *It is ok to cry.*
8. *Good friendships are supposed to last forever.*



9. *I have moved from one home (city) to another and I miss my old home.*
10. *I have had a pet that I loved.*
11. *I have lost a pet.*
12. *I still miss my pet.*
13. *Can crying help sad feelings get better?* (Discuss other ways that may help participants get their feelings out)
14. *A funeral service or memorial service is a good way to say goodbye to our loved ones who died.*
15. *My thoughts or feelings can make someone die.*
16. *People die because they were “bad”.*
17. *It’s my fault that my loved one left/ I am no longer in contact with or no longer talk with them anymore.*
18. *Other people sometimes say dumb things to me about my loved one who died.*
19. *I sometimes worry about other people in my family dying.*
20. *I sometimes worry that I might die too.*
21. *Sometimes I feel mad that my loved one died.*
22. *Sometimes I feel alone since my loved one died.*
23. *Even though my loved one died, I can still have fun and happy times.*
24. *I have seen a real dead body.*

Discussion/Activity Recap (15 minutes)

Read and understand the resources referenced below (found in the appendix 4a-c) before giving the workshop. These can be used as talking points for this discussion. If appropriate, they can be printed out and given to participants so they can follow along.

Questions

How was that activity for you all?

- Have a large piece of paper or whiteboard to jot down ideas as participants begin to answer the following question:

What does it mean to experience loss?

- Define what grief is. This could be framed as a community definition. Based on everyone’s ideas (Appendix 4a)
 - *Before we dive deeper in the discussion, lets first make sure we are all on the same page on what grief is. We want this to be a definition we all agree upon and know to be true. We’re going to write down what grief is and expand its meaning to be more than just about death.*



- *If you have lost someone, how has that impacted your life?*
 - Discuss the importance of addressing these feelings and talking about them rather than letting them ruminate and build up inside (Appendix 4b).
- *Do you know anyone who has lost someone and have you had to help them grieve or deal with this loss? How did that make you feel? Did you feel like your support helped in their process?*
 - Talk about ways people cope. A few examples of coping or working through loss may include but are not limited to (Appendix 4b):
 - Crying
 - Writing about it
 - Talking with a friend or family member
 - Finding your support system
 - Talking about happy memories
- Provide information on how they can identify their own network of support as well as helping a friend who is grieving or dealing with loss and creating/finding support (Appendix 4c).

Activity #2: “Regrets: Letting Go” (20 minutes)

Objective

Provides an opportunity to identify and let go of regrets; offers an opportunity for self-reflection and the promotion of healing.

Materials

White and colored paper, regret prompts (Appendix 4d), writing utensils

Instructions

1. Make sure that the context of regret isn’t only centered around the passing of someone. We experience regret in all aspects of our life, but it can be especially difficult when having these feelings when someone passes or left/moved away and they are no longer around for us to be able to reconcile these feelings. In this activity participants will have an opportunity to address any regrets they have and hopefully find some peace. Emphasize that this doesn’t necessarily have to be focused on the passing of someone, as not everyone has experienced the death of family or friends. It could be about someone who’s left their family or neighborhood. Maybe a really close friend moved really far away and they have regrets about that relationship.
2. Explain that the activity will be around the idea of regrets. Ask participant(s) if they know what the word “regret” means.



3. Before reading the passage below, preface by saying that this paragraph reads and speaks mainly about death, but keeping in mind the discussion we just had that regrets and grief are not exclusively experienced when someone dies. These feelings can be present if someone you loves moves far away or is no longer in contact with you any more.
4. After discussion, have group members close their eyes, and read aloud the following:
When someone we love dies, moves away, or are no longer in contact with us, it is normal to have thoughts that can be called regrets. A regret is something we wish we had done differently. Some people regret, or feel sad, that they were not able to say goodbye or be with their special person before he or she died/left them. Others may regret they had an argument, or cross words or thoughts, before their loved one died. Sometimes people even think they caused the death to happen by something they did, said or thought. Most people have a regret or two. It is important to know that there is nothing you did, said or thought that caused the death of your loved one. Talking about our regrets with people we trust can help us understand that these thoughts are very normal and most people have them. If we do this, we can then let the regrets go! I would like you to think about your regrets.

Let me give you a few sentence starters to help you begin:

- *I wish I had...*
- *If only...*
- *It was my fault...*
- *I'm sorry that...*
- *I blame myself for...*

4. Give participants about 2 minutes to think about the above paragraph that was read before moving on.
When you are ready, open your eyes. Draw or write your regrets on your piece of paper. These will be only for you to read. We won't be looking at them and neither will anyone else, unless you are okay sharing them. For this exercise you can write down whatever is on your mind or are feeling about things you may regret. I will give you 10-15 minutes to work on your regrets.
5. When participants are finished, ask them: *Are you ready to let go of your regrets?*
6. Emphasize that this doesn't necessarily have to be focused on the passing of someone, as not everyone has experienced the death of family or friends. It could be about someone who's left their family or neighborhood. Maybe they're really close friend moved really far away and they have regrets about that relationship.
For those that are ready to let go of their regrets, tell them the time has come for their regrets to be released.



7. Invite each participant to tear their paper into many small pieces. When they have all finished, get in a circle with each participant holding his/her pieces of paper. Count to three, and have the participants toss the pieces of paper into the air in the center of the circle like confetti.
8. Explain that all of the brightly colored paper with thoughts of guilt, blame and regret are now released, and when regrets are outside of a person, the colors (regrets) are beautiful, but when kept inside, the regrets are not helpful.

Wrap Up (10 minutes)

- Ask participants to fill out the Exit Card (Appendix 4g)
- Debrief discussion on coping with grief and loss
 - Takeaways and questions from today's workshop
- Close out: briefly say next week's workshop title: Helping Friends Cope & Cultivating Advocacy Skills

Additional Activities (Optional or Time Permitting)

I Remember Poem (20 minutes)

Objective

Provides opportunity for written expression to honor and remember loved ones; creates a forum for sharing stories of self, family and loved one who passed away or moved.

Materials

"I Remember" sample poem (Appendix 4e); plain colored paper; "I remember..." sentence starters on strips of paper (Appendix 4f); colored pencils or markers, glue

Instructions

Either read the sample poem or ask one participant to read the sample poem aloud. If there is a group, it can work well to have each participant read a line. Participants each take 5-7 "I remember..." sentence starters and complete the sentences with memories of their loved one or other loss they may have experienced. Encourage participants to be as descriptive as possible. To help participants think of detailed memories, suggest prompts such as, "I remember the sight...the sound...the taste...the smell...the touch." Participant can arrange and glue "I remember..." statements on another piece of paper in the order they would like. Using markers, participants can title their poem and decorate the page. Invite participants to share their poems.



Letter Writing (20 minutes)

Write a letter to someone you've lost, seal it in an envelope and keep it, or tear it up, do whatever you need to feel complete after writing.

This exercise is just to give you an opportunity to write things out on paper and get any thoughts or feelings out that you want to say that may be hard to vocalize. You do not have to turn this in and are not obligated to share.



Workshop #5: Helping Friends Cope & Cultivating Advocacy Skills

Overview

The focus of this workshop is to teach participants healthy and safe ways to help friends cope, including setting boundaries and cultivating advocacy skills. Having several coping strategies may be an important way to investigate coping and can be more helpful long-term (Heffer, 2017). As such, this workshop should encourage participants to recall coping strategies they may already use, as well as learn new ones. While participants have already learned about coping skills in previous workshops, it is important that participants understand how to help a friend in a safe and healthful way. Overall, participants will be able to explain strategies to help friends cope and to de-escalate crisis moments, identify ways to set boundaries, and describe signs and symptoms that may indicate help is needed.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Explain strategies to help friends cope and de-escalate crisis moments
2. Identify ways to set boundaries
3. Describe signs and symptoms that may indicate help is needed

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 5a) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
- Tread lightly with traumatic issues. We do not know the full range of the participants' experiences; remember we are not here as clinicians, but as peer educators.
- Address boundaries! This is always important, but crucial for this topic as we want participants to cultivate advocacy skills for their friends, but also want participants to know their limits.

Agenda

- Introduction (*8 minutes*)
- Icebreaker: High & Low (*5 minutes*)
- Activity #1: Coping Strategies (*30 minutes*)
- Activity #2: Helping Friends Cope (*20 minutes*)
- Activity #3: Discussing Resources (*5 minutes*)
- Wrap Up and Exit Card (*5 minutes*)

Total Time: 70 minutes



Materials

Pen/pencil and paper to create the list of resources (participants may also share the resources into their phone if they would prefer!)

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard aloud as a reminder of what they all decided they wanted the space to be like.

Questions from Last Topic (5 minutes)

Ask participants if there is anything they would like to review or discuss from the previous workshop(s). Review Exit Cards from last week's workshop and answer any questions participants wrote down.

Are there any questions or things that anyone want to talk about briefly from last week?

Overview of Workshop (1 minute)

Today's workshop will help you feel more empowered to speak to your friends or others who you believe might need help, while becoming more aware of coping skills and being able to share those skills with friends.

High/Low Icebreaker (5 minutes)

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?

Activity #1: Coping Strategies (30 minutes)

Objectives

Participants should identify coping strategies they may already use and can share them with the group if they would like. Additionally, participants can learn new coping strategies, which they are also encouraged to share with friends if they would like.



Materials

None

Instructions

Reflection activity (5 minutes): have participants reflect privately on different coping strategies that they might use already.

Ask the participants to think of strategies they might use to make themselves feel better and why they enjoy these activities.

Bring the group back together and discuss (15 minutes):

What coping strategies or activities did you discuss?

Here are a couple of different coping strategies to share:

- *Exercise, such as running and walking, can help you manage stress and make you feel better*
- *Practicing healthy behaviors like eating well, drinking lots of water, and getting enough sleep at night, are all good ways of keeping your body healthy, including your mind!*
- *Relaxing, maybe by listening to music, coloring, or even a mindfulness activity like the one we're about to learn in a few minutes, can help you take the time to breathe and think about what's bothering you, and begin to cope with it or let it go*
- *Taking breaks from activities that may stress you out*
- *Seek emotional support from your friends, family, loved ones, or someone at school counseling support. We'll talk more about this one below!*

Activity Recap:

- *How was that activity for you all?*
- *What did you enjoy most about the activity?*
- *Where might you find the time in your day to do this activity?*

Activity #2: Helping Friends Cope (20 minutes)

Objective

Talk about assisting a friend who may be experiencing a mental health crisis and/or really needs help. Participants will be able to identify when it's appropriate to refer a friend if they feel something is wrong (AU Wellness Center).



Materials

None

Instructions

Ask the questions below and seek answers have a discussion about each:

Now we're going to talk about a couple of things to keep in mind when trying to help a friend out if you notice they need help.

When you feel like your friend is in trouble or is really upset, what do you do?

What are some things you might do to try to help your friend?

What are the things you think you should do?

But what if you think that this problem is bigger than normal... what are some of the signs you should be looking out for?

Examples:

- Any reference to self-harm or hurting others
- Withdrawal
- Changes in your friend's behavior, such as the way they act around you or others, the way they act in class or school
- Something they said that you really didn't like because it worries you

Well, one thing you can do when talking to a friend about something serious is trying to listen without judgement and show that you care and would like to help. You can give reassurance and tell them it's going to be okay. However, there are many things you should definitely NOT do.

Now it's time discuss setting boundaries and lay out things you shouldn't do to help a friend:

- *DON'T give advice or try to solve the problem for them*
- *DON'T be judgmental or make your friend feel badly about how they're feeling*
- *DON'T tell your friend it's not a big deal or to just blow it off*
- *DON'T diagnose your friend with any condition you may have heard of*
- *DON'T assume that your experience is similar to your friend's; this is why they need to speak to a professional or responsible adult who can help them.*



It may feel awkward, the best thing to do is to connect your friend to find someone who can help them. Examples of people who can help would be physicians or psychiatrists, social workers, counselors at Jubilee or at school, other mental health professionals, or any other trusted adult or professional in your life.

Activity #3: Discussing Resources (5 minutes)

Objective

Create a list of resources that the participants can refer to in the future.

Materials

Writing utensils and paper, and/or cell phone

Instructions

Explain: *By making this list, we want you to think of the people that you would reach out to if they wanted to get a friend help. Having a plan in place can help save time and can be even more helpful to your friend in need.*

You may ask them to take out their phones and add the telephone numbers, or take out a piece of paper, of the following resources:

1. *Who is your number one person you would call if you felt like a friend of yours needed help?*
2. *Who are some people at school you would feel comfortable talking to?*
3. *The National Suicide Prevention Lifeline is 1-800-273-8255.*

Exit Activity: Five Senses Exercise (10 minutes)

This exercise is called “five senses”, and is a really quick, easy, and fun way to be mindful! All you need is to notice something you are experiencing with each of the five senses. No other materials required!

Begin by discussing the activity and why we’re learning it:

Remind the participants of the first discussion you led about coping strategies and all the different ways you can cope, and how you can share those coping strategies with your friends or loved ones if you feel they can use it.

Remember the mindfulness strategy? The Five Senses activity is one way of practicing being mindful, which can center your mind and make you more conscious and aware of what’s happening in your life or around you.



Remind them that this strategy can be done anytime, anywhere. It's also an easy activity to share with friends and have them use whenever they feel the need!

Notice five things that you can see.

- *Look around you and notice five things that you can see. Pick something that you wouldn't normally notice or look at.*

Notice four things that you can feel.

- *Bring awareness to four things that you are currently feeling, like the texture of your pants, the feeling of the breeze on your skin, or the smooth surface of a table you are resting your hands on.*

Notice three things you can hear.

- *Take a moment to listen and note three things that you hear in the background. This can be the chirp of a bird, the hum of the refrigerator, or the faint sounds of traffic from a nearby road.*

Notice two things you can smell.

- *Bring your awareness to smells that you usually filter out, whether they're pleasant or unpleasant, like the smell of a fast food restaurant across the street.*

Notice one thing you can taste.

- *Focus on one thing that you can taste right now, in this moment. You can take a sip of a drink, chew a piece of gum, eat something, or just notice the current taste in your mouth or open your mouth to search the air for a taste.*

Close out the activity by connecting it back to coping strategies!

Wrap Up (10 minutes)

- Ask participants to fill out the Exit Card (Appendix 5a)
- Debrief discussion on helping friends cope and advocacy skills
 - Takeaways and questions from today's workshop
- Close out: briefly say next week's workshop title: Self-Compassion & Mindfulness



Workshop #6: Self-Compassion & Mindfulness

(Middle School Participants Workshop)

Overview

The purpose of this workshop is to frame the intrapersonal conversations participants have within themselves in a positive way. Self-Compassion encourages one to acknowledge their flaws and limitations, allowing one to look at themselves from a more objective and realistic point of view (Wong, 2017). Dr. Kristin Neff (2018) of the University of Texas: Austin describes self-compassion as “treating yourself with the same kindness, care and concern you show a loved one.” The purpose of this workshop is to allow participants to realize that they are someone of value and are significant in other people’s lives. It will also help participants start to understand how they feel about themselves and see the world. From this workshop, participants will be able to learn how to take a step towards changing their outlook of themselves.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Affirm that people find them substantial
2. Demonstrate awareness of self and their feelings in the moment
3. Identify strategies to help change their negative self-talk into positive self-talk

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 6c) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
 - Print out Appendices 6a and 6b if you do not have access to an audio player and speakers.
- It is your job to ensure that every person is tapped in the “Tap Someone” activity.
- Don’t overestimate how much time each workshop will actually take! Once you get a good discussion rolling, it’s easy to lose track of time!
- Always have your own answer prepared for any question you are going to ask the participants to answer.
- If participants are quiet, prompt them by sharing an answer to the question you are on. Or if you know the participants, answer the question first. Also, be okay with allowing there to be silence in between asking the question and an answer.



Agenda

- Introduction (8 minutes)
- Ice Breaker: High & Low (5 minutes)
- Activity #1: Tap Someone (20 minutes)
- Activity #2: Small Meditation (10 minutes)
- Activity #3: Body Scan (10 minutes)
- Wrap up: Discussion about all six workshops (10 minutes)
- Final Evaluation (10 minutes)
- Closing Activity: Feeling Word (5 minutes)

Total Time: 80 Minutes

Materials

Lots of floor space, a room where the lights can be turned off, audio player and speakers, printed put (Appendix 6c)

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard out loud as a reminder of what they all decided they wanted the space to be like.

Questions from Last Topic (5 minutes)

Ask participants if there is anything they would like to review or discuss from the previous workshop(s). Review Exit Cards from last week's workshop and answer any questions participants wrote down.

Are there any questions or things that anyone want to talk about briefly from last week?

Overview of Workshop (1 minute)

The focus of this workshop is to allow participants to see their self-worth through their own and their peers' eyes. Participants will learn how to utilize self-compassion to encourage themselves to acknowledge their flaws and limitations as well as their strengths, allowing them to look at themselves from a more objective and realistic point of view. Focusing on their senses and body, participants will recognize their inner feelings so that they are able to understand their limitations and successes.



High/Low Icebreaker (5 minutes)

Participants will share their high and low of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?

Activity #1: Tap Someone (20 minutes)

Objective

The objective of the Tap Someone activity is to show participants that they are important and are inspirational to someone, and to help them recognize qualities of themselves they do not see but others do.

Materials

Lots of floor space, optional lights off

Instructions

1. Instruct participants to sit in a circle with their backs facing the circle so they are not looking at each other.
2. Have them close their eyes if they are comfortable with that.
3. Give a brief description about what is going to happen: 2-4 people (number depends on group size), will stand inside the circle and tap a person or two on the shoulder that is the answer to the statement I am going to read for them.
4. *Give example of statement*
5. Remind the participants that they will all have a turn to be the person tapping.
6. Choose 10-15 of these statements to say. Depending on the time, feel free to create your own:
 - a. *Tap someone who has made an impact on your life*
 - b. *Tap someone who makes you laugh*
 - c. *Tap someone who you have learned something from*
 - d. *Tap someone who makes you smile*
 - e. *Tap someone athletic*
 - f. *Tap someone artistic*
 - g. *Tap someone intelligent*
 - h. *Tap someone who is quiet*
 - i. *Tap someone who you can trust*
 - j. *Tap someone you want to know more about*
 - k. *Tap someone you respect*



- l. Tap someone who is truly a leader*
 - m. Tap someone who you can tell anything*
 - n. Tap someone that makes you feel important*
 - o. Tap someone who has inspired you*
 - p. Tap someone who can really brighten your day*
 - q. Tap someone who has inspired you*
 - r. Tap someone who always displays a good attitude*
 - s. Tap someone who will go above and beyond*
 - t. Tap someone who shares an interest you have*
7. Start a discussion about what the participants thought of the activity. Discuss for as long as you see fit but no longer than 5 minutes.
 8. Examples of discussion questions:
 - a. What did you think of this activity?*
 - b. Did anyone get tapped for something they were not expecting to get tapped for?*
 - c. How did this make you feel?*

Activity #2: Small Meditation (10 minutes)

Objective

This activity is to help the participants recognize their senses in another light. Focusing on one sense at a time will allow the participants to learn how to focus in the moment.

Materials

Lots of floor space, room with a light switch, audio player and speakers, appendix 6a if there is no access to an audio player and speakers.

Instructions

1. Have the audio recording set up prior to the workshop starting.
2. Let the participants know that you will be doing a guided meditation and they should get into a comfortable position, whether that is sitting, lying down, or leaning against something.
3. Play the recording
 - a. <https://open.spotify.com/episode/oLhcV4ikHKsyomjiSf55yd> 4:35-7:36
 - b. (Mandybur, 2018)
4. If you are unable to play the recording or do not have audio, read the script located in Appendix 6a
5. Have a small (2-3 minutes max) discussion about the meditation
 - a. *Did you feel anything different?*



- b. Did you realize something different about the any of your senses you didn't realize or notice before?

Activity #3: Body Scan (10 minutes)

Objective

This activity is to show another version of meditation by focusing in on one aspect. This will also allow participants to get a better understanding of their bodies, and will help them relax.

Materials

Lots of floor space, room with a light switch, audio player and speakers

Instructions

1. Have the audio recording set up prior to the workshop starting.
2. Let the participants know that you will be doing a body scan meditation, where they will focus on each part of the body, and they should get into a comfortable position whether that is sitting, lying down, or leaning against something.
3. Play the recording
 - a. <https://soundcloud.com/mindfulmagazine/3-minute-body-scan-meditation>
 - b. (Winston, 2016)
4. If you are unable to play the recording or do not have audio, read the script located in Appendix 6b
5. Have a small (2-3 minutes max) discussion about the meditation
 - a. *Did you feel anything different?*
 - b. *Do you feel any calmer?*

Wrap Up: Discussion on Six Workshops (10 minutes)

Objective

This discussion and wrap up session is to remind participants of the skills and knowledge they have gained over the past six weeks.

Materials

None

Instructions

1. Give them a quick recap of each workshop
 - a. *Stress is something we all experience but also something we can learn to manage and prevent. Stress comes from many different places in our lives and*



can be uncomfortable and overwhelming, but when we practice identifying and reframing stress we can learn to deal with it better. Can anyone give an example of a stressor and a way to reframe it in a positive way?

- b. **allow for answers**
- c. *People experience mental health concerns differently. It is important to know that these are like any other illness and must be treated as one. When you notice a sign or symptom of a mental health concern, be sure to reach out to someone for help. This can be a teacher, school counselor, staff member, or your doctor. Remember to always take care of yourself.*
- d. *Resiliency is the ability to bounce back from difficult situations. There are so many ways to build up resiliency! What are some different ways to remain optimistic and persevere when things get tough?*
- e. **allow for answers**
- f. *As a group, we have come to shared knowledge of what grief is and what it means to experience loss. Participants had an opportunity to practice different strategies that could help them overcome or deal with the challenges that come with change.*
- g. *In the “Helping Friends Cope” workshop, we learned how to help friends cope in a healthy and safe way, including setting boundaries and cultivating advocacy skills. We reflected on what coping strategies we may already use, and we learned new ones too!*
- h. *And finally, today we learned how important we are to each other, and how to become in tune with our own senses and respect how our bodies feel.*

Final Evaluation (10 minutes)

Objective

This evaluation is to allow participants to provide feedback on the workshop programs.

Materials

Writing utensils, Appendix 6c printed out for all participants

Instructions

1. Hand out a writing utensil and final evaluation (Appendix 6c) to each participant.
2. Remind them to not put their names on it, and that it is anonymous feedback about the program and not a test.
3. Do not watch them or stare them down while they are completing the evaluation.



Closing Activity: Feeling Word (5 minutes)

Objective

This activity is for participants to allow themselves to validate their own feelings.

Materials

None

Instructions

1. Start with seeing if anyone can describe what a feeling word is, If not describe it.
2. *A feeling word describes an emotional state of being: tired, sad, bored, happy, great, motivated, anxious, flustered, excited, or however you are feeling right now.*
3. Tell the participants that they can share one word, whatever word they want, and do not have to give an explanation of why.
4. Thank everyone for sharing and for participating in the entire workshop series.



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Workshop 6: Self-Compassion & Mindfulness

(High School Participants Workshop)

Overview

The purpose of this workshop is to frame the intrapersonal conversations participants have within themselves in a positive way. Self-Compassion encourages one to acknowledge their flaws and limitations, allowing one to look at themselves from a more objective and realistic point of view (Wong, 2017). Dr. Kristin Neff (2018) of the University of Texas: Austin describes self-compassion as “treating yourself with the same kindness, care and concern you show a loved one.” The purpose of this workshop is to allow participants to realize that they are someone of value and are significant in other people’s lives. It will also help participants start to understand how they feel about themselves and see the world. From this workshop, participants will be able to learn how to take a step towards changing their outlook of themselves.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Affirm that people find them substantial
2. Demonstrate awareness of self and their feelings in the moment.
3. Identify strategies to help change their negative self-talk into positive self-talk.

Things to Remember

- Do before workshop:
 - Print out Exit Card for this workshop (Appendix 6c) for all participants.
 - Print Facilitator Evaluation of Workshop (Appendix 7), complete after workshop, and turn into supervisor.
- It is your job to ensure that every person is tapped in the “Tap Someone” activity.
- Don’t overestimate how much time each workshop will actually take! Once you get a good discussion rolling, it’s easy to lose track of time!
- Always have your own answer prepared for any question you are going to ask the participants to answer.
- If participants are quiet, prompt them by sharing an answer to the question you are on. Or if you know the participants, answer the question first. Also, be okay with allowing there to be silence in between asking the question and an answer.

Agenda

- Introduction for participants (*8 minutes*)
- Ice Breaker: High & Low (*5 minutes*)
- Activity #1: Tap Someone (*20 minutes*)



- Activity #2: Discussion on self-talk, self-confidence, and self-efficacy; Turning Negative thoughts into Positive Thoughts (20-40 minutes)
- Wrap up: Discussion about all six workshops (10 minutes)
- Final Evaluation (10 minutes)
- Closing Activity: Feeling Word (5 minutes)

Total Time: 80 Minutes

Materials

Lots of floor space, a room where the lights can be turned off, whiteboard, or somewhere that notes can be written on a board and is visible, individual pieces of paper, writing utensils, Appendix 6c printed out

Note: Words in *blue italics* print are intended to be read aloud by the facilitator.

Workshop Timeline

Community Standards (2 minutes)

Have participants read each community standard aloud as a reminder of what they all decided they wanted the space to be like.

Questions from last topic (5 minutes)

Provide a time for participants to ask questions or address anything about what they discussed in the previous workshop.

Are there any questions or things that anyone wants to talk about briefly from last week?

Overview of Workshop (1 minute)

The focus of this workshop is to allow participants to see their self-worth through their own and their peers' eyes. Participants will learn how to utilize self-compassion to encourage themselves to acknowledge their flaws and limitations as well as their strengths, allowing themselves to look at themselves from a more objective and realistic point of view. Focusing on learning how to turn negative thoughts into positive thoughts will help participants increase self-compassion.



High/Low Icebreaker (5 minutes)

Participants will go around and share out what their high and low was of the week/day. Always start with the facilitators then move around the circle/group.

Ask participants to share out their answers to the question.

What is your high/low of the week?

Activity #1: Tap Someone (20 minutes)

Objective

The Tap Someone activity is to show participants that they are important and are inspirational to someone, and to help them recognize qualities of themselves they do not see but others do.

Materials

Lots of floor space, optional lights off

Instructions

1. Instruct participants to sit in a circle with their backs facing the circle so they are not looking at each other.
2. Have them close their eyes if they are comfortable with that.
3. Give a brief description about what is going to happen: 2-4 people (number depends on group size), will stand inside the circle and tap a person or two on the shoulder that is the answer to the statement I am going to read for them.
4. *Give example of statement*
5. Remind the participants that they will all have a turn to be the person tapping.
6. Choose 10-15 of these statements to say. Depending on the time, feel free to create your own:
 - a. *Tap someone who has made an impact on your life*
 - b. *Tap someone who makes you laugh*
 - c. *Tap someone who you have learned something from*
 - d. *Tap someone who makes you smile*
 - e. *Tap someone athletic*
 - f. *Tap someone artistic*
 - g. *Tap someone intelligent*
 - h. *Tap someone who is quiet*
 - i. *Tap someone who you can trust*
 - j. *Tap someone you want to know more about*
 - k. *Tap someone you respect*
 - l. *Tap someone who is truly a leader*
 - m. *Tap someone who you can tell anything*



- n. *Tap someone that makes you feel important*
 - o. *Tap someone who has inspired you*
 - p. *Tap someone who can really brighten your day*
 - q. *Tap someone who has inspired you*
 - r. *Tap someone who always displays a good attitude*
 - s. *Tap someone who will go above and beyond*
 - t. *Tap someone who shares an interest you have*
7. Start a discussion about what the participants thought of the activity. Discuss for as long as you see fit but no longer than 5 minutes.
 8. Examples of discussion questions:
 - a. *What did you think of this activity?*
 - b. *Did anyone get tapped for something they were not expecting to get tapped for?*
 - c. *How did this make you feel?*

Activity #2: Discussion on self-talk, self-efficacy, and self-confidence; turning negative statements into positive ones (20-40 minutes)

Objective

This discussion will introduce the topics of self-talk, self-efficacy, and self-confidence. Participants will be able to differentiate these attributes and utilize them to their advantage.

Materials

Lots of floor space, a room where the lights can be turned off, whiteboard, or somewhere that notes can be written on a board and is visible, individual pieces of paper, writing utensils

Instructions

1. Regroup the participants
2. Start by saying that the conversation is going to focus on getting in touch with what we think of ourselves.
3. Start with questions like:
 - a. *Does anyone talk to themselves for motivation?*
 - b. *Does anyone know they can tackle any task they set their mind to?*
4. They do not need to necessarily answer these besides a yes or a no.
5. Ask if anyone knows what self-talk is and can give examples
 - a. Have examples of positive self talk ready
 - b. Have examples of negative self-talk ready
6. Write some of these examples on the board
7. *All of these thoughts (whether we say them aloud, to ourselves, or just think them in our head) can alter our demeanor, mood, level of confidence, and self-efficacy.*



8. *Can someone explain what self-efficacy or self-confidence is?*
 - a. Wait for answers if no one knows or after a few guesses
 - i. See below for which works best for your participants.
 - ii. *Self-efficacy is belief in one's capacity to succeed at tasks.*
 - iii. *Self-confidence refers to belief in one's personal worth and likelihood of succeeding.*
 - iv. *Confidence is a feeling of trust in one's abilities, qualities, and judgment. Self-efficacy is your belief in your ability to succeed in specific situations or accomplish a task*
9. Talk about this more.
 - a. *How can this change the way we think or act in situations?*
10. *Now we are going to work on changing examples of negative thoughts into positive ones.*
11. *Anyone have any examples of negative thoughts we can put on the board?*
 - a. If they do not have examples, you should be ready to start adding a few to the board.
 - b. Examples include:
 - i. "You are an idiot - how could you fail such an easy exam?"
 - ii. "Wow, I suck, I will never make the basketball team."
 - iii. "What is even the point? It's not like I am going anywhere?"
 - iv. "I'm the loser of the family."
 - v. Feel free to use other ones. Make sure to not create an example that is close to an event a participant is going through in their life.
12. On the side of the board write this list of tools:
 - a. Keep phrases short and specific
 - b. Use first person and present tense
 - c. Construct positive phrases
 - d. Say your phrases with meaning and attention
 - e. Speak kindly to yourself
 - f. Repeat phrases often
13. After receiving about 5-7 thoughts/statements ask the participants if they can come up with ideas on how to change these to be positive.
 - a. *Now, how can we change these negative statements into positive ones?*
 - b. *We're going to utilize the first two tools listed on the side of the board to help us.*
 - c. As a group change the negative phrases into positive ones.
14. *Now, we're all going to individually work on negative phrases we say to ourselves. I'm going to pass around paper and pens. You do not have to share your thoughts with anyone.*



15. Have them work on small papers by themselves to come up with a few of their own statements/ personal thoughts.
 - a. Work with them individually to change them
 - b. Have them try to aim of doing 10 thoughts. Practice makes perfect.
16. Have everyone come back together. Now remind them about the last 4 tools on the side of the board.
 - a. Construct positive phrases
 - b. Say your phrases with meaning and attention
 - c. Speak kindly to yourself
 - d. Repeat phrases often
17. *Now at the same time, we are all going to say one of the positive statements we created for ourselves. If you feel more comfortable saying it to yourself, that is okay too. Ready? 1, 2, 3.*
 - a. You might be saying this alone. That is okay. If participants feel that they cannot open up, out load yet. That is okay.

Wrap Up: Discussion on Six Workshops (10 minutes)

Objective

This discussion and wrap up session is to remind participants of the skills and knowledge they have gained over the past six weeks.

Materials

None

Instructions

1. Give them a quick recap of each workshop
 - a. *Stress is something we all experience but also something we can learn to manage and prevent. Stress comes from many different places in our lives and can be uncomfortable and overwhelming, but when we practice identifying and reframing stress we can learn to deal with it better. Can anyone give an example of a stressor and a way to reframe it in a positive way?*
 - b. *allow for answers*
 - c. *People experience mental health concerns differently. It is important to know that these are like any other illness and must be treated as one. When you notice a sign or symptom of a mental health concern, be sure to reach out to someone for help. This can be a teacher, school counselor, staff member, or your doctor. Remember to always take care of yourself.*



- d. *Resiliency is the ability to bounce back from difficult situations. There are so many ways to build up resiliency! What are some different ways to remain optimistic and persevere when things get tough?*
- e. **allow for answers**
- f. *As a group, we have come to shared knowledge of what grief is and what it means to experience loss. Participants had an opportunity to practice different strategies that could help them overcome or deal with the challenges that come with change.*
- g. *In the “Helping Friends Cope” workshop, we learned how to help friends cope in a healthy and safe way, including setting boundaries and cultivating advocacy skills. We reflected on what coping strategies we may already use, and we learned new ones too!*
- h. *And finally, today we learned how important we are to each other, and the value we hold in our lives, and how to change our negative thoughts into positive ones.*

Final Evaluation (10 minutes)

Objective

This evaluation is to allow participants to provide feedback on the workshop programs.

Materials

Writing utensils, Appendix 6c printed out for all participants

Instructions

1. Hand out a writing utensil and final evaluation (Appendix 6c) to each participant.
2. Remind them to not put their names on it, and that it is anonymous feedback about the program and not a test.
3. Do not watch them or stare them down while they are completing the evaluation.

Closing Activity: Feeling Word (5 minutes)

Objective

This activity is for participants to allow themselves to validate their own feelings.

Materials

None



Instructions

1. Start with seeing if anyone can describe what a feeling word is, If not describe it.
2. *A feeling word describes an emotional state of being: tired, sad, bored, happy, great, motivated, anxious, flustered, excited, or however you are feeling right now.*
3. Tell the participants that they can share one word, whatever word they want, and do not have to give an explanation of why.
4. Thank everyone for sharing and for participating in the entire workshop series.



<u>Appendix</u>	<u>58</u>
1A: NAME GAMES AND ICEBREAKERS	59
1B: FINDING SOMETHING POSITIVE ACTIVITY	63
1C: POSITIVE REFRAMING OF STRESS ACTIVITY	64
1D: EXIT CARD FOR WORKSHOP 1	65
2A: EXIT CARD FOR WORKSHOP 2	66
3A: LETTER FROM YOUR 88 YEAR OLD SELF	67
3B: DEAR 88 YEAR OLD ME	68
3C: EXIT CARD FOR WORKSHOP 3	69
4A: SIX BASIC PRINCIPLES OF TEEN GRIEF	70
4B: THE BILL OF RIGHTS FOR GRIEVING TEENS	72
4C: CREATE A GRIEF SUPPORT SYSTEM	73
4D: REGRET PROMPTS	74
4E: "I REMEMBER" SAMPLE POEM	75
4F: "I REMEMBER" POEM STRIPS	76
4G: EXIT CARD FOR WORKSHOP 4	77
5A: EXIT CARD FOR WORKSHOP 5	78
6A: SCRIPT FOR SMALL MEDITATION	79
6B: BODY SCAN SCRIPT	80
6C: FINAL PROGRAM EVALUATION FOR PARTICIPANTS	81
7: FACILITATOR EVALUATION OF PROGRAM	83
8: REFERENCES	87



1a. Name Games and Ice-Breakers

Name Games

1. Adjective Name Game

Participants will introduce themselves with an adjective that starts with the first letter of their name (i.e Bold Brandon, Creative Carmen, etc). There is an option to make it a memory game, where participants must introduce themselves with an adjective, and then introduce every person that went before them, by saying their adjective and name. (Example: “I am Loud Lauren, and this is Bold Brandon and Creative Carmen)

2. What would you bring to a picnic?

Participants say their name and a food item that begins with the first letter of their name. (Example: My name is Marcus and I would bring marshmallows to the picnic). There is an option to make it a memory game, where participants must introduce themselves with their chosen food and introduce every person that went before them, by saying their names and their chosen food item. (Example: My name is Marcus and I would bring marshmallows to the picnic, and this is Josh and he would bring Juice to the picnic, etc.)

3. My name

Participants introduce themselves and share what they know about why they got their name. It could be first, middle or nickname.

Ice Breakers

1. Snowball Fight

To play, participants write on a piece of paper 2 or 3 interesting facts about themselves that they would like to share. Tell them not to write their name on the paper and to ball up the paper into a “snowball”. Have all of the participants toss their snowballs toward the center of the room (have an empty space there) on the count of three. Everyone picks up a snowball and participants take turns reading aloud snowballs and either the participant or the class try to guess who wrote each.

Tips for Snowball Fight:

- Give participants at least five minutes to think before sharing.
- Tell participants to WRITE DOWN all (two or three) items before they read them aloud. Otherwise, people tend to forget things and this drags the game out.
- Give participants a few examples of “categories” they can draw from if they can’t think of anything to say: number of siblings, pets, hobbies, favorite foods, things they like or dislike, places they have visited, and any unusual or interesting characteristic or ability. Believe it or not, injuries are always a popular type of fact.



- Have an idea of where you want participants to throw the snowballs BEFORE you say “go.” Otherwise, some participants may just whip the snowballs at their frenemies’ faces. Not cool. If there is room, have participants throw the snowballs toward an empty space in the classroom.

2. Race for the Truth

Have each participant stand on the starting line (one side of the room or open area) while the facilitator lists off general facts. (For example, I have a dog.) If the stated fact is true for any of the participants, those participants must move forward a step. Whoever crosses the finish line first wins!

Sample Facts to be read:

- I have a pet
- I am the youngest in my family
- I am the oldest child in my family
- I am an only child
- I live with one or both of my grandparents
- I went to school today
- I play a sport
- I have a job
- I speak more than one language
- I am a leader
- I was born outside of the U.S
- I was born in Washington, D.C.
- I am left handed
- I like to sing or play an instrument
- I have more than two siblings
- I have traveled outside of the U.S.
- I enjoy school most of the time
- I enjoy coming to Teen Renaissance

3. Would you rather?

Ask silly would-you-rather questions and have your group move to different areas of the room based on what they chose. Then, have them present their arguments and see if they can change the other participants’ minds!

Sample questions:

- Summer or winter?
- Cupcakes or cookies?



- Be a good singer or be a good dancer?
- Snapchat or Instagram?
- Cats or dogs?
- Nicki Minaj or Cardi B?
- Internet or TV?
- Shower or bath?
- Stay up late or go to bed early?
- Read a good book or watch a good movie?
- Be an Olympic gold medalist or a Nobel Peace Prize winner?
- Be able to fly or be able to be invisible?
- Time travel to the past or to the future?
- Go without music or go without TV for the rest of your life?
- Be 9 feet tall or be 9 inches tall?
- Eat an entire pizza or an entire tub of ice cream?
- Win the lottery, or live twice as long?
- Have the best job in the world and make no money, or the worst job in the world and be rich?

4. Find Someone Who

Give each participant a handout (see next page) with a list of facts. The goal is to go around the room and find a person who matches each fact, and have them “autograph” next to the fact. The first person to get autographs for every fact (or as many as possible) “wins”, and the game ends.



Find someone who....

Instructions: Find someone in the room who each of these statements applies to and have them write their name next to the statement

Find someone who....

Is in high school

Is in middle school

Has their ears pierced

Has a brother

Has a sister

Speaks another language

Plays a sport

Rides the Metro

Wears glasses or contacts

Has or has had braces

Has broken a bone

Has a birthday in the summer

Has been to the beach

Knows how to cook

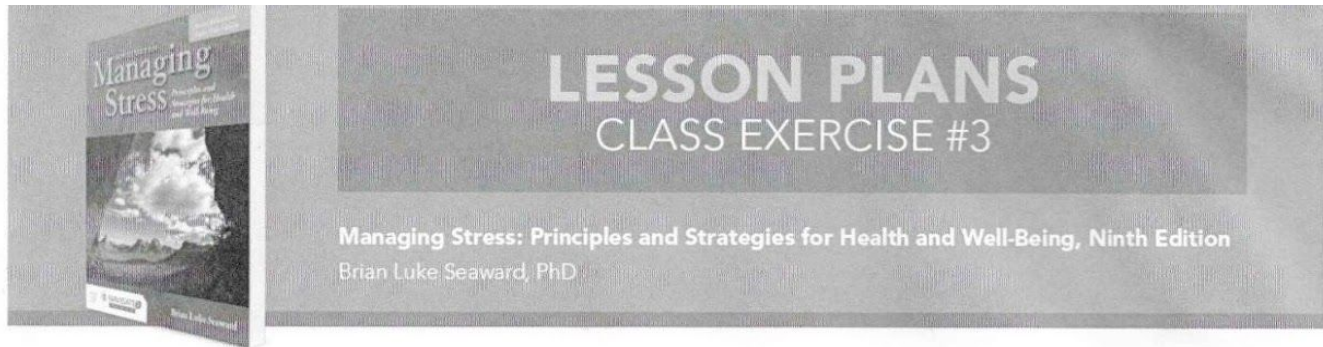
Has been to a concert

Has a pet

Likes math



1b: Finding Something Positive Activity



BMW Exercise/Finding “Something Positive” Exercise

Overall Purpose: Help to achieve emotional balance.

Learning Objective: To have participants become aware of (observe, recognize, and identify) their own thought processing, so as to minimize negative thoughts and feelings that promote stress.

Class Setting: This exercise can be done in any class setting.

Preparation for This Lesson: Try practicing this on your own so, if need be, you can speak from experience. Suggested reading in *Managing Stress*: Chapters 4, 5, and 6.

Materials Needed: None, however in a slide presentation I tend to set the stage with a photo of Ronald Reagan sticking his tongue out as an example of BMW (Bitch, Moan, and Whine) followed by a photo of Nelson Mandela smiling to symbolically emulate the positive side of balance. The respective photos emphasize the point being made in terms of modeling behavior. It might also be good to have a bell, chime, or some means to get everyone’s attention as you move through the exercise.

Time Allocated: About 10 to 12 minutes (don’t go too long with this).

Instructions

- a. **Introduction:** Explain that it’s okay to complain, but not all the time. Negative thought processing only attracts more negative things to complain about. (The universal law of attraction suggests that you attract what you think about!) It is important, if not essential, to place a time limit on the amount of whining.
- b. **Activity:** Participants are asked to get a partner. Divide the group into pairs (As and Bs). As are asked to “cathart” about a particular topic of their choice while Bs simply listen. Give the As about 2 minutes to cathart. Then, by getting their attention to alternate roles, let Bs cathart while As listen. (You can also just let everyone talk and cathart with their partner all at once).

Then: Stop everyone from BMW and instruct that they now must find something positive to say about that which they were complaining about minutes earlier. I often add that I don’t want the room to become dead silent either. Give the group about 2–3 minutes with this and then get their attention, perhaps by ringing a bell.
- c. **Discussion:** Close out the exercise by reinforcing the idea that while it is certainly normal to whine and complain, it is not normal or healthy to do it all the time—which most people do. Emotional balance is necessary. Emphasize the importance of time limits on negativity.
- d. **Closing Comments:** I emphasize the point that we don’t want to all become Pollyanna, but on the same token, we don’t all want to become the Grinch either. Emphasize the point of placing a time limit on the negative talk and then move on.

Outside Class Assignments: What they have just done in this exercise is role-playing. I then tell them that once they walk out the door, it won’t be role-playing; it will be the real thing! I give this exercise as a homework assignment to (1) see how often they catch their friends and family BMW, and (2) how often they catch themselves doing the same. Once they recognize their own thought patterns, the next step is to learn to make the shift to something neutral or preferably more positive.

1c: Positive Reframing of Stress Activity

Positive Reframing of Stress

When trying to cope with a stressful situation, if you try to see things in a more positive light and look for something good in the situation, it can help you to cope more effectively with the stress and most often results in greater satisfaction at the end of the day. Whether these statements apply to you or not, try to imagine you are in these situations and how you could put a positive spin on them. At the bottom of the worksheet, think of something that might be causing *you* stress and practice reframing it in a positive way or find something good that could come out of it.

Example: My parents are always bugging me about my grades. But school is hard, and I often feel overwhelmed.

Positive Reframing: My parents want what is best for me and to see me succeed. Maybe if I talk to them about what I'm struggling with in school, they can actually help me.

1. I just got into a fight with my younger sister. We share the same room and I don't want to see her when I go home.

Reframing: _____

2. My friends often want to go out and do things that cost money, like shopping or going to the movies, but I just can't afford these things and I don't like asking my parents for money.

Reframing: _____

Now try writing your own sentence about something that is bothering you or stressing you out:

Reframing: _____



1d: Exit Card for Workshop 1

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I understand what stress is and can identify one healthy stress prevention strategy.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?

1d: Exit Card for Workshop 1

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I understand what stress is and can identify one healthy stress prevention strategy.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?



2a: Exit Card for Workshop 2

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

This workshop helped me identify signs of major depressive disorder.

1 2 3 4 5

This workshop helped me identify signs of anxiety disorder.

1 2 3 4 5

This workshop helped me identify signs of self-harm/feeling hopeless

1 2 3 4 5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?

2a: Exit Card for Workshop 2

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

This workshop helped me identify signs of major depressive disorder.

1 2 3 4 5

This workshop helped me identify signs of anxiety disorder.

1 2 3 4 5

This workshop helped me identify signs of self-harm/feeling hopeless

1 2 3 4 5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?



3a: Letter From Your 88 Year Old Self

Dear Younger Version of Myself,

I am so proud of you for...

Thank you so much for learning how to...

Because you took the time to learn that, I have been able to...

You can be so hard on yourself sometimes about...

Try to remember that I turn out amazingly! Here are a few words of wisdom/pieces of advice that I offer you, with so much love, to make the next few decades a little smoother, more peaceful, and more fun!

**With lots of love,
Your 88 Year Old Self**



3b: Dear 88 Year Old Me

Dear 88 Year Old Me,

I am so proud that you...

It amazes me when you...

I am so happy you can enjoy...

I love knowing that you still...

And I love that you learned how to....

I always dreamed that one day you would...

All of your friends are still talking about how you...

Thank you so much for...

With much love,

Me



3c: Exit Card for Workshop 3

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am able to identify at least two strategies to build resiliency.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?

3c: Exit Card for Workshop 3

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am able to identify at least two strategies to build resiliency.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?



4a: Six Basic Principles of Teen Grief

Six Basic Principles of Teen Grief

For parents, caregivers, friends and guardians:

1. Grieving is the teen's natural reaction to a death.

Grief is a natural reaction to death and other losses. However, grieving does not feel natural because it may be difficult to control the emotions, thoughts, or physical feelings associated with a death. The sense of being out of control that is often a part of grief may overwhelm or frighten some teens. Grieving is normal and healthy, yet may be an experience teens resist and reject. Helping teens accept the reality that they are grievers allows them to do their grief work and to progress in their grief journey.

2. Each teen's grieving experience is unique.

Grieving is a different experience for each person. Teens grieve for different lengths of time and express a wide spectrum of emotions. Grief is best understood as a process in which bodily sensations, emotions, thoughts, and behaviors surface in response to the death, its circumstances, the past relationship with the deceased and the realization of the future without the person. For example, sadness and crying may be an expression of grief for one teen, while another may respond with humor and laughter.

3. There are no "right" and "wrong" ways to grieve.

Sometimes adults express strong opinions about "right" or "wrong" ways to grieve. But there is no correct way to grieve. Coping with a death does not follow a simple pattern or set of rules nor is it a course to be evaluated or graded.

4. Every death is unique and is experienced differently.

The way teens grieve differs according to personality and the particular relationship they had with the deceased. They typically react in different ways to the death of a parent, sibling, grandparent, child, or friend. For many teens, peer relationships are primary. The death or loss of a boyfriend or girlfriend may seem to affect them more than the death of a sibling or grandparent.



5. The grieving process is influenced by many issues.

The impact of a death on a teen relates to a combination of factors including:

- Social support systems available for the teen (family, friends and/or community)
- Circumstances of the death - how, where and when the person died
- Whether or not the young person unexpectedly found the body
- The nature of the relationship with the person who died - harmonious, abusive, conflictual, unfinished, communicative
- The teen's level of involvement in the dying process
- The emotional and developmental age of the teen
- The teen's previous experiences with death.

6. Grief is ongoing.

Grief never ends, but it does change in character and intensity. Many grieverers have compared their grieving to the constantly shifting tides of the ocean; ranging from calm, low tides to raging high tides that change with the seasons and the years.

These principles were developed by the Dougy Center and are the result of many years of experience working with teens and grief.



4b: The Bill of Rights for Grieving Teens

The Bill of Rights for Grieving Teens

Developed by grieving teens and shared by the Dougy Center for Grieving Children and Families.

A grieving teen has the right....

- to know the truth about the death, the deceased, and the circumstances.
- to have questions answered honestly.
- to be heard with dignity and respect.
- to be silent and not tell you her/his grief emotions and thoughts.
- to not agree with your perceptions and conclusions
- to see the person who died and the place of the death.
- to grieve any way she/he wants without hurting self or others.
- to feel all the feelings and to think all the thoughts of his/her own unique grief.
- to not have to follow the “Stages of Grief” as outlined in a high school health book.
- to grieve in one’s own unique, individual way without censorship.
- to be angry at death, at the person who died, at God, at self, and at others.
- to have his/her own theological and philosophical beliefs about life and death.
- to be involved in the decisions about the rituals related to the death.
- to not be taken advantage of in this vulnerable mourning condition and circumstances.
- to have guilt about how he/she could have intervened to stop the death.

4c: Create a Grief Support System

Create a Grief Support System

1. Find three people you are comfortable talking to.
2. Name a place that you can go that is comfortable and safe.
3. Name three things you can do, or three people you can be with, where you can let out anger without hurting yourself or others.
4. Name three things you can do or three people you can be with to let out sad feelings.
5. Name three non-harmful ways to release feelings of anger or sadness.
6. Name three things you can do when life feels meaningless.
7. Name three activities you can do that will help you to express your feelings. Examples: writing, drawing, hitting pillows, singing, playing sports, dance.
8. Name some things that will help you get your mind off your loss.



4d: Regret Prompts

Regrets

I wish I had...

If only...

It was my fault...

I am sorry that...

I blame myself for...

4e: “I Remember” Sample Poem

I Remember

by Joe Brainard

I remember the only time I ever saw my mother cry. I was eating apricot pie.
I remember how much I used to stutter.
I remember the first time I saw television. Lucille Ball was taking ballet lessons.
I remember Aunt Cleora who lived in Hollywood. Every year for Christmas she sent my brother and me a joint present of one book.
I remember a very poor boy who had to wear his sister's blouses to school.
I remember shower curtains with angel fish on them.
I remember very old people when I was very young. Their houses smelled funny.
I remember daydreams of being a singer all alone on a big stage with not scenery, just one spotlight on me, singing my heart out, and moving my audience to total tears of love and affection.
I remember waking up somewhere once and there was a horse staring me in the face.
I remember saying “thank you” in reply to “thank you” and then the other person doesn't know what to say.
I remember how embarrassed I was when other children cried.
I remember one very hot summer day I put ice cubes in my aquarium and all the fish died.
I remember not understanding why people on the other side of the world didn't fall off.

Brainard, J. (2007). I remember. In Collum, J., & Noethe, S., *Poetry Everywhere: Teaching poetry writing in school and in the community* (pp. 105-110). NY: Teachers & Writers Collaborative.



4f: “I Remember” Poem Stripts

I remember

I remember

I remember

I remember

I remember

I remember

I remember

I remember

I remember

I remember

I remember



4g: Exit Card for Workshop 4

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am able to identify at least two strategies for healthy grieving.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?

4g: Exit Card for Workshop 4

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am able to identify at least two strategies for healthy grieving.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?



5a: Exit Card for Workshop 5

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am more aware of how to help friends cope in a safe and healthful way.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?

5a: Exit Card for Workshop 5

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel I am more aware of how to help friends cope in a safe and healthful way.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Are there any questions, comments, or concerns you have remaining?



6a: Script for Small Meditation

Check in with ourselves --- guided meditation.

Translation created from Girlboss Radio Podcast (2018)

- *I want you to find a comfortable position in a chair or lying down, whatever feels good.*
- *Close your eyes, and rest your hands on your thighs, palms up to the sky*
- *Notice your breath, you don't need to change anything about it just feel into it*
- *Inhale, and Exhale, and the space in between, and over and over*
- *And now that we're relaxing, we're going to bring some awareness to each of our five senses*
- *Simple as that*
- *So begin to notice the sounds around you right now, try not to judge them, just notice them.*
- *They're not not positive, they're not negative, they're just there.*
- *Sounds might be internal like your digestion. They might be very close by or distant like traffic or birds,*
- *As you relax you might notice further away sounds that you didn't pick up on at first*
- *Now Shift your attention to the smells in your environment*
- *Maybe you can smell food, maybe you can smell dust or rain or paper maybe you can let yourself notice more than one smell at a time.*
- *Now even if you don't have anything in your mouth, see what you can taste*
- *You might notice an after taste, you might be able to taste your breath*
- *You can run your tongue across the inside of your mouth or your teeth if that helps, just noticing.*
- *Bring your attention to the feeling of your skin*
- *Is it making contact with the chair, or the floor, or clothing*
- *Notice the pressure between your body or your feet and the surface you're on*
- *Notice the temperature of the things that you are touching*
- *Now, slowly open your eyes, and just look at your surroundings*
- *Notice the things you might normally look over, like shapes, textures, colors, and just take a sec to sec yourself sitting there, or laying there in this moment*
- *How does your body feel?*
- *How does your mind feel?*
- *Can you name anything you need to increase your level of comfort?*
- *When you are ready, slowly sit back up and let's regroup.*



6b: Body Scan Script

Adaptive from (Greater Good Science Center, 2018)

- *Begin by bringing your attention into your body.*
- *You can close your eyes if that's comfortable for you.*
- *You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.*
- *Take a few deep breaths.*
- *And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.*
- *You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.*
- *You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.*
- *Notice your back against the chair.*
- *Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.*
- *Notice your hands. Are your hands tense or tight. See if you can allow them to soften.*
- *Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.*
- *Notice your neck and throat. Let them be soft. Relax.*
- *Soften your jaw. Let your face and facial muscles be soft.*
- *Then notice your whole body present. Take one more breath.*
- *Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.*



6c: Final Program Evaluation for Participants

Workshop six specific questions:

For the following question, circle one number: 1 = I can not at all; 5 = I can completely

I feel that I am able to recognize the impact I have on others and understand my own feelings.

1

2

3

4

5

What is one interesting thing you've learned from this workshop?

Overall Program Evaluation:

How many workshops did you attend (1-6)?

Which workshop did you like the most?

Which workshop did you enjoy the least?

On a scale from 1-5 how do you relate to these statements:

My facilitators actively involved me in learning experiences.

1

2

3

4

5

My facilitators made the activities clear and organized.

1

2

3

4

5

My facilitators created a supportive and inclusive environment.

1

2

3

4

5

My facilitators modeled good communication skills.

1

2

3

4

5

My facilitators encouraged group members to talk to each other.

1

2

3

4

5

In what ways did your facilitators challenge you to engage deeply with the topics discussed?



What was the best part of the workshops?

What was the greatest impact that the workshop had on you?

What improvements can be made to the workshops?

Share your views and experiences of the workshops?

Did the workshops invite you to think about issues that you may not have before?

Did the workshops allow you to appreciate experiences different from your own?

In the workshops did you learn new perspectives, ideas and concepts from group members?



7: Facilitator Evaluation of Workshop (please fill out after every workshop)

1. Which workshop did you complete today? _____

2. What was the overall attitude of the participants towards the workshop?

3. Were there any questions or issues the participants had that you didn't feel comfortable addressing or didn't know the answer to?

4. Please describe the engagement level of the participants for this workshop:

5. How effective do you think the workshop was in achieving the learning objectives? What improvements, if any, could be made?

6. Were the resources provided in the Facilitator's Guide and Resource Appendix useful for the workshop? Are there any additional resources you think could be helpful?

7. Does the workshop flow with the structure of the program? Is the workshop cohesive with the rest of the workshops?



8. What are your overall feelings on the program? How do you think that it went? What were the strengths and weaknesses? What could be changed or improved? Please share any thoughts or comments on the program as a whole.



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