

Community workshop to educate and help to dismantle the stigma surrounding mental health in school settings.

HOPE Foundation Workshop



PREPARED BY
ENGLISH CORE 2
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BIO-MED SCIENCE ACADEMY
DEAR EVAN HANSEN FINAL

TO WHOM IT MAY CONCERN:

We are not licensed mental health professionals, therapists, or counselors. This website was created as a school project inspired by the musical Dear Evan Hansen. If you are struggling with depression, anxiety, or suicidal thoughts, please contact a licensed professional. Links to hotlines and resources can be found [here](#).

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Introduction

This workshop was created by students in Bio-Med Science Academy's ELA 11 class. This workshop was created in the effort to help students tackle mental health stigma. The hope of this workshop is that students are able to identify with one another and have a productive discussion about mental health and how to avoid feeding into the stigma around it. The desired outcome of this workshop is that students feel more comfortable talking to others about their mental health and are better educated about the downside of stigma about mental health.

Acknowledgments

This manual was created by Bio-Med Science Academy in English 11 Core 2.

We would like to acknowledge several organizations whose materials have been adapted or used in this manual. The following are the MLA citations for these sources:

“NAMI.” *Home | NAMI: National Alliance on Mental Illness*, <https://www.nami.org/Home>. Accessed 11 May 2023.

“National Helpline 1-800-GAMBLER.” *National Council on Problem Gambling*, 2014, <https://www.ncpgambling.org/help-treatment/national-helpline-1-800-522-4700/>. Accessed 11 May 2023.

“NIMH » Help for Mental Illnesses.” *NIMH*, 2022, <https://www.nimh.nih.gov/health/find-help>. Accessed 11 May 2023.

SAMHSA. “Key Substance Use and Mental Health Indicators in the United States: Results from the 2021 National Survey on Drug Use and Health.” *SAMHSA*, <https://www.samhsa.gov/data/sites/default/files/reports/rpt39443/2021NSDUHFFRRev010323.pdf>. Accessed 16 May 2023.

Outline & Materials

This community workshop was designed to raise awareness about mental health in school settings. The program utilizes participatory awareness raising, community action items, and skills building tools.

The community workshop session is outlined as follows:

- Session overview and description.
- Learning objectives and mission
- Estimated time
- Material
- Facilitator preparation
- Activities with step-by-step instructions
- Session conclusion and take-away goals
- Evaluation

Materials, information, and resources needed.

- Handouts and game materials are needed for this session. These materials are attached at the end of the session design. There should be enough copies for each participant.

Group size

The ideal group size is 20-30 participants separated into five groups. This community workshop will use participatory methods and encourage discussion. By keeping the group size small, all participants will have a chance to actively engage in the program and facilitators will be better able to keep to a 45-minute session time. This workshop is designed to generate discourse to be shared after participation, therefore concentrating comprehensive instruction on a small group will allow for more effective information to reach others beyond the program.

Assess time needed

This community workshop is designed as a 45-minute session but may run shorter or longer depending on facilitation and discussion. Sessions were designed for this time length and ideally should be delivered as a whole.

MENTAL HEALTH STIGMA LESSON PLAN

Session Description: The session's goal is to address mental health stigma among students. To convey this message the session includes a mental health presentation, open discussion, role-assigning game, and a trusted resources worksheet.

Learning Objectives: By the end of this session participants should be able to:

- Feel more comfortable reaching out about their mental health

Time: 1 Hour and 5 Minutes

Material:

- Role-assigning cards
- Trusted sources worksheet
- Pre and Post Tests

Facilitator Preparation: Be comfortable discussing topics surrounding mental health. Preferably be a counselor or a teacher that is trained in how to handle a situation for students with poor mental health.

Activities: Activity 1: Open Discussion about Mental Health (10 Minutes)
Activity 2: Mental Health Role Game (15 Minutes)
Activity 3: Trusted Sources Worksheet (10 Minutes)

NOTE TO FACILITATOR:

It is important to be sensitive and non-judgmental during this session. It is important for the participants who have left work or home to feel motivated and supported by the other participants and the facilitator. If the participants feel supported, they may feel more encouraged to share this information or apply it in their own lives in ways they haven't previously.

Mental Health Introduction Presentation

Time: 10 Minutes

Materials: Computer and display

Use this presentation as an introduction to the lesson.

Before giving the presentation make sure you are comfortable with the information on the slideshow.

Slideshow: https://www.canva.com/design/DAFiVqpd1Wc/t4uDpXvTmAtuIrwXRF2B_g/view

ACTIVITY 1:

Open Discussion about Mental Health Experiences

Time: 20 Minutes

Materials: N/A

5 minutes: Have students introduce themselves.

15 minutes: Start a discussion with the entire group. Ask the following questions and allow students to share their thoughts. Make sure that you are leading the group in a productive and appropriate conversation:

- How do you define mental health?
- What do you know about mental health?
- Why do you think mental health is important?
- What personal experiences have you had with mental health?
- What stigma surrounds the topic of mental health?

ACTIVITY 2: Role Assignment Game

Time: 25 Minutes

Materials: Role Assignment Cards

1 minute: Separate students into five groups and give each group a Role Assignment Card.

3 minutes: Explain to students that they are each given a situation based on mental health. They will need to discuss in their group the action that they would take in that situation and why.

10 minutes: Give students time to discuss their cards and decide on what they would do.

10 minutes: Have students share their situation and their solution with the group. Allow a brief time for discussion if other students of the group want to comment on their solution.

You are a teacher and you notice that a student in class suddenly stops speaking in class. They seem tired and aren't turning in any assignments. What would you do in this situation?

Your friend is making jokes about their poor mental health. Although they are laughing, it seems as though the situation is serious. What would you do in this situation?

Your coworker is calling off work a lot. When they do come they seem distracted and anxious. What would you do in this situation?

You are a student-athlete. You notice that your coach is saying things that are offensive to your teammates and negatively affecting their mental health. What would you do in this situation?

A family member comes forward to you about their struggle with mental health and asks for your help. What would you do in this situation?

ACTIVITY 3:

Trusted Resources Worksheet

Time: 20 Minutes

Materials: Trusted Resources Worksheet

5 minutes: Start the activity by explaining the instructions given on the worksheet.

10 minutes: Give the students time to write down answers for each resource, reliability, and usage

5 minutes: Lead classroom discussion by having students share their answers. Have students discuss why certain resources are reliable and not reliable. Make sure by the end of the discussion students understand ways to find reliable information and assistance with mental health.

Worksheet:

<https://docs.google.com/document/d/1mpZ4vL1I0hT7ceb6hjaSYKKFXFQjfAcM86TCNWfNJxk/edit?usp=sharing>