

# BEHIND HAPPY FACES

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## Alpha Phi - Key



### LEARNING OBJECTIVES:

These outcomes show what knowledge and skills participants should gain from the lesson. It is crucial you review the goals of the lesson with the members so they know what they will learn.



### HANDOUT:

It is time to distribute a handout/materials to participants. These can be found at the end of each lesson if it includes a handout. Make copies in advance!



### WRITE ON FLIP CHART:

The main points are included in PowerPoint presentations. In the event you do not have access to a computer/projector, write examples and instructions on flip chart paper in the front of the room.



### GROUP DISCUSSION:

It is time to prompt participants with questions or dialogue for group discussion.



### INTERACTIVE ACTIVITY:

It is time for an activity, like scenarios or a game. These activities help participants feel more connected to the information.



### INSTRUCTIONS:

Read information or directions aloud to the groups.



### WATCH THE VIDEO:

Each lesson includes videos to help introduce the topic and engage viewers to take part in the lessons. It is important to make sure you test them in advance to make sure the video and audio work on your technology.

## Lesson 2: Your Mental Health

*This lesson helps members better understand the mental health challenges in their lives and learn about a spectrum to identify how they are addressing those challenges. Members are often overwhelmed by the number of mental health challenges that impact them. Knowing how to categorize those challenges helps a person recognize how severe the issues are. When someone is more aware of what is affecting them, then they can begin to determine how to work towards having a balanced life.*

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### **FACILITATOR:**

To facilitate this lesson effectively, it is helpful to have experience or training as a facilitator in other areas of chapter operations or campus life. If someone is or has been a resident assistant, student organization leader, peer advocate, or is studying to be a teacher, they could be an excellent facilitator for this program.

### **TIME NEEDED:**

17 minutes



### **OBJECTIVES:**

- Classify mental health challenges into five categories.
- Identify where they are on the mental health spectrum.
- Connect how mental health challenges impact where a person is on the mental health spectrum.

### **SETTING:**

- Choose a room that offers a lot of open space for small groups to be able to spread out and not be distracted by others. Members will need to be able to either sit and gather on the floor or move chairs around into small groups.
- You will be show a PowerPoint presentation and play a video during the lesson, so you will need a computer connected to a projector and screen.
- *If facilitating virtually, you should practice the presentation on your video conference platform to ensure the PowerPoint, video, microphone and sound are all working accordingly. You should read the Purpose of Lesson below and review the facilitation guide to be aware of exercises that will need to be adjusted to the virtual experience.*

### **GROUP SIZE:**

Groups should be no larger than 10 to make sure connections and conversations remain personal.

- Before the lesson begins, ask members to count off into groups of 10 (or fewer) and then move to different areas of the room.
- We recommend placing a trusted member or chapter officer in each group who can help follow instructions and facilitate small group discussion.
- If your chapter has more than 150 members, we recommend you use more than one room with different facilitators for all of the small group work.
- *If facilitating virtually, use the breakout room feature of your video conference platform to create groups.*

#### **MATERIALS NEEDED:**

- Projector and screen
- “Your Mental Health” PowerPoint
- “Your Mental Health” video



#### **FOR EACH SMALL GROUP:**

- One piece of paper and markers
- One set of 24 notecards—copy and cut from the Your Mental Health handout
- *If facilitating virtually, Your Mental Health handout with 24 mental health challenges notecards will need to be downloaded and shared with participants. The 24 challenges will also be available on slide 11 of the PowerPoint.*

#### **FOR EACH PERSON:**

- One notecard

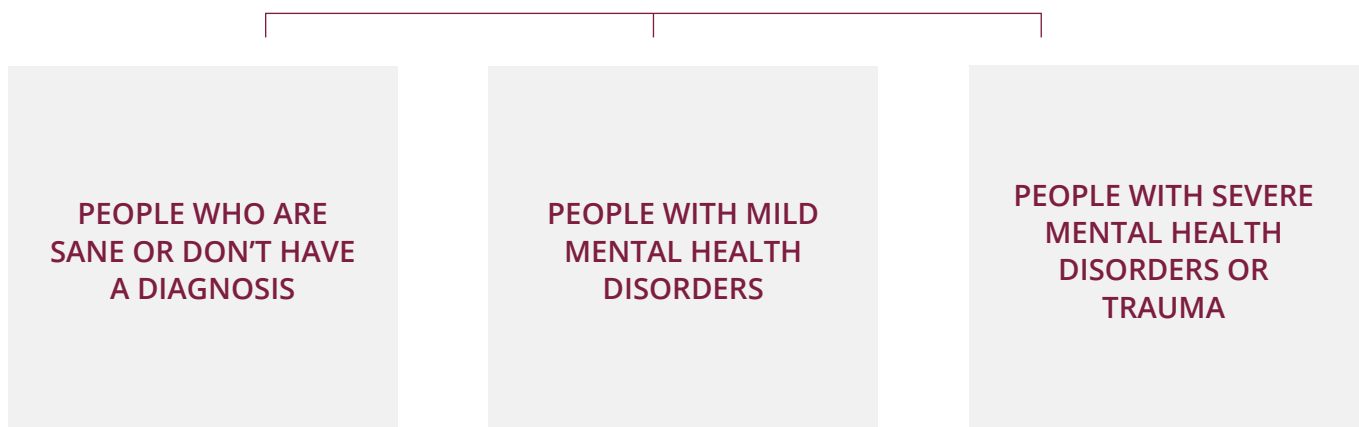
## WHAT TO KNOW ABOUT THIS LESSON

### PURPOSE OF LESSON:

The purpose of the second lesson is to help members develop clarity on different mental health challenges and expand their vocabulary in order to talk about their mental health in a more expansive manner. Most members believe that all of the mental health challenges they face fall under one umbrella. This creates a lot of confusion because a sister who has some level of stress may think it is the same as having an anxiety disorder. Another sister may go through a breakup and think it is the same as having clinical depression. Both of these examples can be dismissive of people who are experiencing mental health disorders. The sister who is stressed out may tell the sister with an anxiety disorder to just calm down. Likewise, the sister who went through a breakup may tell the sister with clinical depression to get happy. Members need more education on the different types of mental health challenges they are trying to address.

The first exercise educates members about five categories for mental health challenges. The categories are Everyday Challenges, Environmental Factors, Significant Events, Mental Health Disorders and Developmental Disabilities. The definitions of these categories are in the lesson plan. Members will be given 24 terms and asked to separate them into the five categories. Depending on how they look at the duration of each term will greatly impact in which category they want to place a term. For example, bullying could be an everyday challenge if it is happening every day. It could be an environmental factor if a sibling is bullying someone at home. It could be a significant event if it happened once and isn't happening anymore. The learning opportunity for members in this exercise is to debate about which category the more common mental health challenges fit into which allows them to understand that everyday challenges, environmental factors and significant events are separate. The exercise simultaneously reinforces what constitutes a mental health disorder and developmental disability. Both of these actions further clarify that mental health disorders and developmental disabilities are not the same as other challenges.

The second exercise introduces members to a different type of mental health spectrum. The spectrum that most members are familiar with is one that ranges from people being sane or not having a mental health disorder to people having severe mental health disorders.



This spectrum is problematic for two reasons. First, it promotes the concept that people with mental health disorders can't be on the same side of the spectrum as people who are sane, which we know is not true. Second, it perpetuates the stereotype that only people with a mental health disorder need to seek help for their mental health.

The mental health spectrum in this lesson has five places on it and is focused on balance. The five places on the spectrum are Able to Balance, Difficult to Balance, Need Help to Balance, Need Constant Assistance to Balance and Unable to Balance. The definitions for these places on the spectrum are in the lesson. The key differences between this spectrum and the one mentioned above is that everyone is on this spectrum and their place on it can change quickly depending on what is occurring in their lives. This spectrum also normalizes mental health by placing Needing Help in the middle of the spectrum. When teaching this spectrum, it's important to remind members that the spectrum isn't about judgment or functionality. Someone can be unable to balance their mental health due to grief, trauma or a significant event for months, but still be functioning as they typically do. There are more details about how to teach this exercise in the lesson plan.

- *If facilitating virtually, facilitator or host of the session will need to use the Polling feature to create a poll for members to complete during the session (administrator should set up the poll before the meeting). Please review Zoom Resource: Behind Happy Faces for more details.*

Creating a new vocabulary to talk about mental health is a critical element of mental health literacy. Members have a lengthy list of words to describe their physical health. It's time to give them the same ability to describe their mental health.

## **FACILITATOR:**

To facilitate this lesson effectively it is helpful to do the following:

1. Connect to members early about why mental health is important to you and why it should be important to them. If you have a personal story about why you care about mental health, then share it if you're comfortable doing so. Let members know they should take this seriously. The more that you can make yourself vulnerable and relatable the more effective you will be as a facilitator.
2. Make yourself vulnerable with a boundary. If you are going to share part of your personal story, make sure you share something that you are comfortable with and have processed. For example, if you share that you care about this issue because you have been diagnosed with a mental health disorder and it affected part of your life, then the members see you presenting from a place of strength. If you share something that you are still processing and become emotional, then the members may think they need to take care of you. It's helpful if you can be real about why you care and reinforce what you learned from your experiences.
3. Keep the exercises concise. If you give members too much time, they can devolve into so many other unnecessary conversations. Keep members focused.

4. Allow the exercises to be tools for members to identify how to work on mental health, but do not let the lessons become therapy. There's a difference between members identifying what they can work on and voicing all of their experiences or pain. Stress that you want to start conversations but that they can do the work outside of the lessons. This is a public health approach to mental health and not a therapeutic approach.
5. Focus on connecting members to their emotions and each other. Have fun when you can. Be positive. Make it a team building exercise that strengthens communication and connection.
6. It is important to let members know that lessons about mental health require everyone to be open, honest and non-judgmental. Members who share their stories need to feel safe and that the values of your organization are being upheld. Reinforce that the main goal is to start conversations about mental health in a way that can bring everyone together.
7. If a member is sharing their story extensively and continues to provide more details about their life than the lesson is asking for, it is OK to let her know that you hear their story and also want to hear from other members. Remind all members that these lessons are a start to this topic and provide ways to open conversations that can be continued after the lessons are over.
8. The recommended time for each lesson is 20-25 minutes. This gives you enough time to do each exercise; however, you might find that the group you are facilitating wants to spend more time on certain exercises. It is OK to do this when you feel that the group is having a discussion that will help everyone address mental health in a meaningful manner.
9. Show the slide that sets the ground rules for the conversation at the beginning of the lesson and make sure everyone agrees the ground rules.

## FACILITATOR NOTES:

As members enter the room, assign them to small groups and hand out the 24 notecards and piece of flip chart paper to each group.

- *If facilitating this lesson virtually, you can use breakout rooms for the group work in Exercise 1.*



## YOUR MENTAL HEALTH VIDEO (2 MINUTES):

- Play the “Your Mental Health” video for the large group. **CHANGE PPT SLIDE**

## EXERCISE 1 (10 MINUTES)

### INTRODUCTION:

- We’re going to do a lesson about mental health. This is a serious topic that affects all of us and can be really sensitive for members. If at any time you are triggered by the content in this lesson you can choose to not participate in the activities or leave the room to talk to someone who can help you.
- Being honest, open and non-judgmental of each other during these exercises will help us learn more about mental health and each other. **CHANGE PPT SLIDE**
- We don’t always have a vocabulary to describe mental health. When people are asked how their mental health is they often say it’s good, bad or fine. Many people confuse everyday scenarios with mental health disorders. This confusion dismisses people’s experiences with mental health disorders. **CHANGE PPT SLIDE**
- Oftentimes members want to work on how to balance their lives—their mental health—but don’t know where to begin. We need more clarity on the differences between mental health challenges in our lives.
- This lesson gives us a map to better determine what is happening to us and how to talk about our challenges. **CHANGE PPT SLIDE**



### INSTRUCTIONS:

- This exercise is to help us better understand the range of mental health challenges members can experience in life.
- You know the difference between a sprained ankle and a broken leg and the difference between cancer and diabetes. We need to have different categories for mental health challenges.
- In unfortunate situations one student who has stress might tell someone who has an anxiety disorder that they know what it’s like. Other students often confuse feeling sad from common experiences with having clinical depression. **CHANGE PPT SLIDE**
- Each group should turn a piece of paper so that it is horizontal.

- Write these headings across the top of the page from left to right: Everyday Challenges, Environmental Factors, Significant Events, Mental Health Disorders and Developmental Disabilities. **CHANGE PPT SLIDE**
- If facilitating virtually, identify a group leader in each breakout room and have them write down the five categories across the top of a piece of paper for their group to discuss during the exercise.

EVERYDAY CHALLENGES	ENVIRONMENTAL FACTORS	SIGNIFICANT EVENTS	MENTAL HEALTH DISORDERS	DEVELOPMENTAL DISABILITIES
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These are the descriptions for the 5 different categories:

- Everyday Challenge: Issues all of us try to balance on an everyday basis.
- Environmental Factor: Refers to how the home you grew up in, the school you attended and the way you were raised affects your mental health.
- Significant Event: Experiences with loss, change or rejection that have a major impact on a person's life.
- Mental Health Disorder: Any disorder that can be diagnosed by a mental health professional.
- Developmental Disability: A disability that manifests before a person reaches 22 years of age and can cause significant impairment in a person's life. **CHANGE PPT SLIDE**



### INSTRUCTIONS:

- You have 5 minutes to discuss each of these 24 challenges and decide in which category each card belongs.
- The mental health disorders and developmental disabilities can only be placed in the corresponding category. While they are challenges that people face everyday, they need to be diagnosed by a mental health professional.
- Some of the challenges that are not mental health disorders or developmental disabilities could be placed in more than one category.
- It's OK for you to keep those challenges separate and identify the categories in which the challenge could fit. **CHANGE PPT SLIDE**



**FACILITATOR NOTES:**

Show members the slide with the list of mental health challenges on it. You will ask the groups to write down where each challenge fits into the categories. The mental health disorders and developmental disabilities should only be placed in one category. Obviously, they can be everyday challenges, but for the purpose of this exercise they are in the mental health disorders or developmental disabilities category. Other challenges like bullying can be debated to fit under multiple categories.

- *If facilitating this lesson virtually, you can use breakout rooms for this portion of the Exercise.*

Sexual Abuse	Depression	Parents with Drug/ Alcohol Addiction	Schizophrenia
Identifying sexual orientation	Bipolar disorder	Intellectual Disabilities	Break-ups
Physical abuse	Lack of sleep	Death	ADHD
Rejection	Bullying	Low Self-Esteem	Anxiety Disorders
Autism	Drug/alcohol addiction	Eating disorders	Divorce
Borderline Personality Disorder	Adjusting/applying to college	Stress	Body image issues

- *Give the groups five minutes (or so) to complete the activity.*

**CATEGORIES:**

- Let's look at this table to see where the challenges could fit. **CHANGE PPT SLIDE**

EVERYDAY CHALLENGES	ENVIRONMENTAL FACTORS	SIGNIFICANT EVENTS	MENTAL HEALTH DISORDERS	DEVELOPMENTAL DISABILITIES
Stress	Sexual Abuse	Death	Anxiety Disorders	Autism
Lack of Sleep	Physical Abuse	Divorce	Depression	ADHD
Low Self-Esteem	Bullying	Breakups	Eating Disorders	Intellectual Disabilities
Body Image Issues	Parents with drug/alcohol addiction	Identifying Sexual Orientation	Drug/Alcohol Addiction	
		Rejection	Borderline Personality Disorder	
		Adjusting to/ Applying to College	Schizophrenia	
			Bipolar Disorder	

- Depending on how you look at the duration of each challenge, it could fit in multiple categories. For example, bullying could be an everyday challenge if it is happening everyday. It could be an environmental factor because it could happen at school or at home. It could also be a significant event if it happens one time.
- The goal of this exercise is for you to see the different categories where a challenge could fit. The only answers that have definite places in the categories are mental health disorders and developmental disabilities. **CHANGE PPT SLIDE**
- Mental Health Disorders: The National Institute of Mental Health estimates 20% of the adult population in the United States experiences a mental health disorder in a given year.
- Developmental Disabilities: Estimates show that 1-3% of the U.S. population has an intellectual disability, 1% of people have autism spectrum disorder and 5% of people have ADHD. That gives us the total of 9% of the adult population having a development disability. **CHANGE PPT SLIDE**

## SUMMARIZE:

- As a group, discuss the environmental factors that affect the mental health of your chapter.
- What could be done to make the environment more supportive?
- How would these changes affect our mental health?
- Separating our challenges into different categories can help us identify what is affecting us and determine what we need to address the challenge.
- Mental health disorders and developmental disabilities require more extensive treatment than the other categories.
- The environments we live in and the ones we cultivate greatly impact our ability to deal with challenges. **CHANGE PPT SLIDE**

## EXERCISE 2 (5 MINUTES)



### INSTRUCTIONS:

- We are all trying to address different challenges in our lives. Yet sometimes we aren't talking about them with those who can help.
- Opening up in these lessons allows us to support each other and know how to be there when it matters most. **CHANGE PPT SLIDE**

ABLE TO BALANCE	DIFFICULT TO BALANCE	NEEDS ASSISTANCE TO BALANCE	NEEDS CONSTANT ASSISTANCE TO BALANCE	NOT ABLE TO BALANCE
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- Explain each part of the spectrum to everyone. **CHANGE PPT SLIDE**
- ***Able to Balance:*** A person who manages harmful stress, is aware of triggers and has effective coping mechanisms. This person is able to balance their life without often thinking about their mental health.
- ***Difficult to Balance:*** A person who is aware of stress, triggers and ineffective coping, but struggles to find a way to address challenges effectively. This person is aware that they have issues but is not actively seeking help.
- ***Needs Assistance to Balance:*** A person who is triggered by stress; feels hopeful to change how they cope; and may need therapy, medications, exercise, yoga or set structure to specifically address their mental health. You don't need to have a mental health disorder to need help balancing your mental health.

- ***Needs Constant Care to Balance:*** A person who needs a structured life that includes supportive, nurturing people around them constantly. They may need to be part of a program or treatment center.
- ***Not Able to Balance:*** A person who has a mental health challenge so severe that even with help they are unable to engage with those around them. This could be someone who went through a breakup, parents' divorce, death or has a mental health disorder. **CHANGE PPT SLIDE**

### FURTHER INSTRUCTIONS:

- On a notecard, each person in the small groups will write down where you feel you are on this spectrum.
- You can only choose one place. It is OK for you to choose a place between two locations on the spectrum. You could be between Able to Balance and Difficult to Balance, etc. Your answer will be anonymous to the larger group.
- The goal is to get an accurate assessment of where you are, so you can become more aware of what you need to add balance to your life. **GO BACK TO SLIDE WITH DESCRIPTIONS THEN GO TO SLIDE THAT SHOWS THE MENTAL HEALTH SPECTRUM**
- Give the groups 3 (or so) minutes to discuss. **CHANGE PPT SLIDE**
- If facilitating virtually, use the Polling feature in the video conference platform to have members submit where they are on the balance spectrum. After the large groups answers the polling question, you can share results and then split members up into breakout rooms for sharing.



### SHARE:

*Ask a representative from each group to count the total numbers for each place on the spectrum and report it to the larger group. Keep track of the counts for each piece of the spectrum as the small groups report.*

- If anyone is comfortable, tell us why you identified with each category on the spectrum.
- Can someone who feels they are in the Able to Balance category share why?
- Someone who feels they are in the Difficult to Balance share why you feel that way?
- Someone in the Needs Assistance to Balance?
- Someone in the Needs Constant Assistance to Balance?
- Someone in the Not Able to Balance category? **CHANGE PPT SLIDE**

## FACILITATOR NOTES:

If there is a category or categories no one identified with, it is OK. Tell the group it is OK that no one is in a category. Review the definition of the category and reassure members that if they are in that category at some point in their lives, they can find a way to balance whatever challenge they are facing.

## SUMMARIZE:

- The goal of this activity is to help you identify how you are addressing your mental health.
- Where you are on this spectrum today may not be where you are on it next week or in a month.
- As our situations change, our ability to address what is happening can also change.  
**CHANGE PPT SLIDE**

## WRAP-UP:

- Knowing where we are on the mental health spectrum and what challenges impact our mental health better prepares us for the future and improves our ability to live in balance.
- It's important for you to have a vocabulary to talk to others about mental health. By letting each other know where you are on this spectrum, you will be able to support each other with what you need to find balance.
- If you need to talk to someone about your mental health, the counseling center on campus is a great place to start.

Please remind members that they should take the survey at the link provided. Show the QPR code on the screen and ask for confirmation that members took the post-test.

[https://corexmstcmk6ytnfrbb6.sjc1.qualtrics.com/jfe/form/SV\\_50CU0PA1vbCPvV3](https://corexmstcmk6ytnfrbb6.sjc1.qualtrics.com/jfe/form/SV_50CU0PA1vbCPvV3)



# Lesson 2 - 24 MENTAL HEALTH CHALLENGES CARDS

<b>BIPOLAR DISORDER</b>	<b>DEATH</b>
<b>BREAKUP</b>	<b>LACK OF SLEEP</b>
<b>ADHD</b>	<b>LOW SELF ESTEEM</b>
<b>PHYSICAL ABUSE</b>	<b>ANXIETY DISORDERS</b>
<b>AUTISM</b>	<b>DRUG/ALCOHOL ADDICTION</b>



<b>SCHIZOPHRENIA</b>	<b>PARENTS WITH DRUG/ALCOHOL ADDICTION</b>
<b>SEXUAL ABUSE</b>	<b>DEPRESSION</b>
<b>EATING DISORDERS</b>	<b>UNHEALTHY STRESS</b>
<b>BODY IMAGE ISSUES</b>	<b>BORDERLINE PERSONALITY DISORDER</b>
<b>PARENTS' DIVORCE</b>	<b>REJECTION</b>



<p><b>INTELLECTUAL DISABILITIES</b></p>	<p><b>APPLYING/ADJUSTING TO COLLEGE</b></p>
<p><b>BULLYING</b></p>	<p><b>IDENTIFYING SEXUAL ORIENTATION</b></p>