

BEHIND HAPPY FACES

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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—either DVD player or computer and speakers.

Lesson 2: Your Mental Health

The Your Mental Health 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 amount 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 his, then he can begin to determine how to work towards having a balanced life.

Facilitator

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

Time needed:

18 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 playing a PowerPoint presentation and videos during the lesson, so you will need a computer connected to a projector and screen.

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 less) 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 200 men, we recommend you use more than one room with different facilitators for all of the small group work.

Materials Needed:

- Projector and Screen
- “Your Mental Health” PowerPoint
- “Your Mental Health” Video

For Each Small Group:



- One flip chart piece of paper and markers.
- One set of 24 notecards—copy and cut from the *Your Mental Health* handout.
- **FOR EACH PERSON:** One notecard

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.



YOUR MENTAL HEALTH VIDEO (2 MINUTES:)

- We're going to watch a video of Ross Szabo introducing this lesson.
- *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. Being honest, open and non-judgmental of each others during these exercises will help us learn more about mental health and each others. **CHANGE PPT SLIDE**
- We live in a society where people are practically having a competition to see who is more busy or stressed out. Students like to know who has more papers, tests, work and who sleeps less. There seems to be a sense of achievement if you are the most stressed person you know. This is a competition that no one wins. **CHANGE PPT SLIDE**
- Oftentimes members want to work on how to balance their lives—their mental health—but don't know where to begin.
- 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.
- Oftentimes a brother can be dealing with stress, a breakup and depression. Each of these challenges is in different categories. It's helpful to know how to separate the challenges. **CHANGE PPT SLIDE**
- Each group should turn a flip chart page horizontally.
- 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**

THESE ARE THE DESCRIPTIONS FOR THE 5 DIFFERENT CATEGORIES:

Everyday Challenges	Environmental Factors	Significant Events	Mental Health Disorders	Developmental Disabilities
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FACILITATOR NOTES:

Each group should already have the 24 Your Mental Health notecards you copied and cut out before this lesson. Each card has one mental health challenge written on it. You will ask the groups to put each card into the categories. Some of these challenges like bipolar disorder should only fit in one category. Others challenges like bullying can be debated to fit under multiple 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 five minutes to discuss each of these 24 cards and decide in which category each card belongs.

- Some of the cards could be placed in more than one category.
- It's OK for you to keep those cards separate and identify the categories in which the card could fit. **CHANGE PPT SLIDE**
- Give the groups five minutes (or so) to complete the activity.

SUMMARIZE:

- Let's look at this table to see where the cards could fit.
- Depending on how you look at the duration of each card 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. **CHANGE PPT SLIDE**
- The goal of this exercise is for you to see the different categories where a card could fit. The only answers that have definite places in the categories are mental health disorders and developmental disabilities.
- Mental Health Disorders : The National Institute of Mental Health estimates 25 percent of the adult population in the United States experiences a mental health disorder in a given year.
- Developmental Disabilities : Estimates show that 1 to 3 percent of the U.S. population has an intellectual disability, 1 percent of people have autism/Asperger's Syndrome and 1 percent of people have ADHD. **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	Intellectual
Low Self Esteem	Bullying	Break ups	Eating Disorders	Disabilities
Body Image Issues		Identifying Sexual Orientation	Bipolar Disorder	ADHD
		Rejection	Schizophrenia	
		Adjusting to College	Borderline Personality Disorder	

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 our brothers 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 his life without often thinking about his 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.
- *Needs Assistance to Balance* : A person who is triggered by stress, feels hopeful to change how they cope and may need therapy, meds, exercise, yoga, or set structure to specifically address his mental health.
- *Needs Constant Care to Balance* : A person who needs a structured life that includes, supportive, nurturing people around him/his constantly. He 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 he is unable to engage with those around him. 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 member in the small group 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 FOR SHARE**
- Give the groups three (or so) minutes to discuss. **CHANGE PPT SLIDE**



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. **CHANGE PPT SLIDE**

- 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?

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 your brothers about mental health. By letting each others know while you are on this spectrum you will be able to support each others 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. There are also more resources listed on the PKP *Behind Happy Faces* website. **CHANGE PPT SLIDE**

BIPOLAR DISORDER

DEATH

BREAK UP

LACK OF SLEEP

ADHD

LOW SELF ESTEEM

PHYSICAL ABUSE

ANXIETY DISORDERS

AUTISM	DRUG/ALCOHOL ADDICTION
SCHIZOPHRENIA	PARENTS with DRUG/ALCOHOL ADDICTION
SEXUAL ABUSE	DEPRESSION
EATING DISORDERS	UNHEALTHY STRESS

<p>BODY IMAGE ISSUES</p>	<p>BORDERLINE PERSONALITY DISORDER</p>
<p>PARENTS' DIVORCE</p>	<p>REJECTION</p>
<p>INTELLECTUAL DISABILITIES</p>	<p>APPLYING/ADJUSTING TO COLLEGE</p>
<p>BULLYING</p>	<p>IDENTIFYING SEXUAL ORIENTATION</p>