

BEHIND HAPPY FACES

PI KAPPA 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!



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.

90 MINUTE BEHIND HAPPY FACES CURRICULUM

DESCRIPTION

The Behind Happy Faces mental health curriculum covers key aspects of mental health to provide skills and conversation about how brothers can support each other. This 90 minute lesson provides a definition of mental health, an activity to connect to each other, an overview of mental health language, guidance on effective coping mechanisms, how to talk to a brother and what to do when someone is suicidal. This curriculum utilizes a health education approach and is not therapeutic nor does it provide clinical counseling.



LEARNING OBJECTIVES

Participants will...

- State a correct definition of mental health.
- Recognize the common challenges others are facing.
- Discuss mental health literacy.
- State the definition of coping.
- Differentiate between effective and ineffective coping.
- Identify how to make coping more effective.
- Demonstrate what actions are helpful to approach a friend, family member, or partner who needs help.
- Articulate the differences between what a friend can do and what can only be done by a mental health professional.
- Know what steps someone can take when someone is experiencing suicidal ideation.



MATERIALS

Two notecards (there should be enough for all participants to have two)

Two pieces of paper (there should be enough for all participants to have two)

Black ink pens (note: pens should be the same color so participants can remain anonymous)

Projector and screen

Behind Happy Faces PowerPoint

iPad or laptop

Talk to a Brother handout

ROOM SETUP

- Space with room setup where everyone can see you and where members will be able to break out into small groups.

PREPARATION

- Review Behind Happy Faces curriculum prior to facilitating the program for chapter(s).
- Meet with the chapter's Risk Management Chair prior to the program.
- Utilize the pre-call agenda to confirm details like materials preparation, confirmed spaces, travel logistics, etc.
- Utilize the pre-call agenda to discuss the chapter's current understanding of mental health and how to best prepare participants for the Behind Happy Faces Content, as well as how to best prepare to facilitate for the chapter (since every chapter is at a different place in their learning journey).
- Anticipate size of small groups based on attendee amount conversation with DRW.

FACILITATOR

To facilitate this lesson effectively it is helpful to:

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. 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. Keep the exercises concise. If you give members too much time they can devolve into so many other unnecessary conversations. Keep members focused.
3. Allow the exercises to be tools for members to identify how to work on mental health, but not 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 this to start conversations, but that they can do the work outside of the lessons.
4. 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 membership development and retention. Mental health is a part of membership.
5. It is important to let members know that lessons about mental health require everyone to be open, honest and nonjudgmental. Members who share their stories need to feel safe and that Pi Kappa Phi's values are being upheld. Reinforce that the main goal is to start conversations about mental health in a way that can bring everyone together.
6. If a member is sharing his story extensively and continues to provide more details about his life than the lesson is asking for, it is ok to let him know that you hear his 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.
7. The recommended time for this lesson is 90 minutes. This gives you enough time to do each exercise, however you might find that your chapter wants to spend more time on certain exercises. It is ok to do this when you feel a chapter is having a discussion that will help everyone address mental health in a meaningful manner.

OVERVIEW [TOTAL TIME: 2 HOUR AND 15 MINUTES]

- Welcome and Introductions - 3 minutes
- Understanding Mental Health – 20 minutes

- Mental Health Language – 10 minutes
- Coping Mechanisms- 15 minutes
- Break – 5 minutes
- Talk to a Brother: Intervene – 15 minutes
- How to Respond to Suicide- 10 minutes
- Closing - 7 minutes
- Wrap Up – 5 minutes

HOW TO USE THIS FACILITATOR GUIDE

- Text formatted in standard font is identified as a talking point and is intended to be read aloud by the facilitator.
- Text formatted in italics is intended as a note for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in bold denotes a series of questions to engage participants in a dialogue.

INTRODUCTION

- Begin slide deck with title slide.
- Facilitator will introduce themselves to participants. Include:
 - Your name/pronouns
 - Chapter of Initiation/Fraternity or sorority affiliation
 - Professional and/or volunteer experience
 - Role for Pi Kappa Phi
- Introduce yourself and share a bit about why the topic of mental health is important to you. You can share a personal story of how you've been affected by mental health. If you choose to share a personal story, try to keep it to two minutes.
- Have the participants share their name with their neighbor about what they are interested in learning more about today.
- As an organization, Pi Kappa Phi believes that mental health is of great importance for all members, staff, and volunteers. Because of this importance, Pi Kappa Phi prioritized creating a mental health initiative and sharing mental health resources.

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 other during these exercises will help us learn more about mental health and each other. **CHANGE PPT SLIDE**
- Twenty percent of college students experience a mental health disorder each year. **CHANGE PPT SLIDE**
- Suicide is the second leading cause of death for college students. **CHANGE PPT SLIDE**
- The mental health crisis is affecting young men differently. Young men are five times more likely to die by suicide than young women. They are also more likely to live at home into their late 20's and less likely to get bachelors, master's and doctoral degrees than young women.
- Outside of mental health disorders students are dealing with lack of sleep, stress, substance abuse, body image issues and other challenges. **CHANGE PPT SLIDE**
- 50% of college students don't seek help for their mental health. **CHANGE PPT SLIDE**
- The purpose of these next exercises is to help us better understand a definition of mental health and our own personal barriers to achieving effective ways of addressing challenges in our lives. **CHANGE PPT SLIDE**

FACILITATOR NOTES:

This part of the lesson is vital to helping members understand the purpose of the activities they will be doing. Stress the introductory points to help everyone understand the goals of the workshop.

EXERCISE 1 (10 MINUTES)



PART 1 INSTRUCTIONS:

You will have three minutes to do this activity. In your groups, answer this question: What words, ideas, people, movies, songs, books, celebrities and scenarios do you think of when you hear the words "mental health?"



On one page, each group should make a list of everything they think of when they hear the words "mental health." Remember, the categories to discuss are words, ideas, people, movies, songs, books, celebrities and scenarios.

CHANGE PPT SLIDE



Give the groups three (or so) minutes to discuss. Make sure each group has written at least 7 words and move them on to the next instructions.



PART 2 INSTRUCTIONS:

You will have three minutes for this next part of the exercise. On the list you just made:

- How many of the words your group wrote down have a negative connotation, how many have a positive connotation and how many are neutral? Count the totals.
- Why do you think your group had more negative or positive answers? **CHANGE PPT SLIDE**
- *Give the groups three minutes or so to categorize and discuss.*



SHARE:

Ask each group to choose a representative to report how many negative, positive and neutral associations their group has. Each representative should also state why their group feels they had more negative or positive associations. **CHANGE PPT SLIDE**

SUMMARIZE:

- We did this exercise to identify what people think of when they hear the words mental health. It's important to know your thoughts in order to have an honest conversation about the topic.
- Often people associate the words mental health with negative ideas. Some people only think of worst-case scenarios, suicide, or diagnoses of mental health disorders.
- Mental health is not when a person has a problem. Mental health is how all of us manage our emotions. You can build your mental health like you do your physical health. **CHANGE PPT SLIDE**
- The World Health Organization's definition of mental health-Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
- By realizing that mental health is really more in connection to overall wellness, we can decrease the stigma. **CHANGE PPT SLIDE**

EXERCISE 2 (10 MINUTES)

- The goal of this next exercise is to learn more about the mental health challenges we are all trying to address.
- Sometimes we aren't aware other people are going through the same difficulty we have experienced.
- This exercise will be completely anonymous.
- It requires trust and a willingness to share.
- The work in this exercise should be confidential to the group. **CHANGE PPT SLIDE**

FACILITATOR NOTES:

You can ask the groups if they would be more comfortable reading the notecards from other groups in the room, so that they can be more anonymous. If groups decide to do this you can collect the cards from one group and give them to a different group. The goal of the exercise is for them to see what others are going through. It is ok for them to read another group's notecards.



INSTRUCTIONS:

- Each person in your group has a notecard.
- On the notecard write down one thing no one knows about you. If others knew this piece of information they would better understand you.
- This should be about a meaningful experience, how you deal with emotional challenges, something that has happened to you/your family or something that affects you. **CHANGE PPT SLIDE**
- After everyone has finished writing, one person should collect all of the cards and shuffle them. Then pass the notecards to each member of the group. It's OK if you get your own notecard.
- Each member reads the notecard aloud. No one should identify who wrote which card.
- After all notecards have been read aloud, each member of the group will say one word or thought that stayed with them from what was shared. **CHANGE PPT SLIDE**
- Give the groups 5 minutes (or so) to complete the activity.



SHARE:

- What did you learn from this exercise?
- Did you find you have things in common with other brothers you didn't realize?
- Do you feel more connected to other brothers after hearing what they wrote down? **CHANGE PPT SLIDE**

SUMMARIZE:

- Each person's experience with mental health is different. This exercise showed you that you aren't alone. It's important to have conversations to feel connected to each other.
- Building a foundation of how to address mental health requires us to communicate honestly and openly.
- The stigma surrounding mental health has multiple layers and affects all of us. **CHANGE PPT SLIDE**

WRAP-UP:

- Remember mental health is not having a mental illness. It is a state of well-being in which every individual realizes his or his own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or his community. **CHANGE PPT SLIDE**
- Understanding mental health is an important part Pi Kappa Phi's brotherhood. Having a connection to the emotions of our brothers helps us form stronger friendships and care about each other more. **CHANGE PPT SLIDE**

EXERCISE 3 (10 MINUTES)

MENTAL HEALTH LANGUAGE

INTRODUCTION

- People are more comfortable talking about mental health today than they have been in the past.
- On social media it's common to see people sharing diagnoses, experiences and what they are doing to take care of themselves.
- However, with all of these conversations there isn't a lot of clarity on what the differences are between emotions and mental health disorders. **CHANGE PPT SLIDE**
- There are different spectrums for anxiety disorders, clinical depression and how suicidal thoughts can develop into someone having a plan to take their life.
- Having more words to describe your emotions results in better mental health, because it allows you to identify what you are experiencing and what you need to do about it.
- We are going to look at these different spectrums and how they affect people. **CHANGE PPT SLIDE**



INSTRUCTIONS:

- You will have one minute to write down emotions that are similar to anxiety disorders. You will have an additional minute to write down emotions that are similar to clinical depression. Focusing on the emotions associated with these disorders can help give you more clarity on what people experience.



SHARE:

- Let's have some groups share what they wrote down for emotions that are similar to anxiety disorders. Next, let's have some groups share emotions that are similar to clinical depression.

SUMMARIZE:

- Some emotions that are similar to anxiety disorders; nervous, fearful, worried, anxious, scared, doubtful, tense, concerned, restless, apprehensive, stressed, overwhelmed and uneasy. The opposite of these feelings is being calm
- Anxiety disorders are an intense or disproportionate emotional response, interfere with daily life and feel impossible to manage. Anxiety disorders often cause racing thoughts, fear of impending doom, trouble breathing, panic attacks. Opposite of an anxiety disorder is being able to see reality. **CHANGE PPT SLIDE**
- When someone takes a typical emotion that is similar to being anxious and thinks it is the same as an anxiety disorder, then they may not get the accurate support that they need. It is ok to feel uncomfortable for a certain amount of time and find a coping mechanism that helps you.
- It's also difficult to compare typical emotions to an anxiety disorder, because it could dismiss the seriousness of what someone with an anxiety disorder experiences and the type of treatment they need.
- The most effective treatments for anxiety disorders are a combination of therapy and medication¹. **CHANGE PPT SLIDE**
- Some emotions that are similar to clinical depression; sad, lost, lonely, numb, miserable, disconnected, depressed, heartbroken, troubled, down, exhausted, bored and disappointed.
- Clinical depression often doesn't have an identifiable cause. It affects how you feel, think and function. It can cause hopelessness, despair and suicidal thoughts. It also leads to physical changes like appetite, sleep and energy. Opposite is vitality. **CHANGE PPT SLIDE**
- When someone takes a typical emotion that is similar to depression and thinks it is the same as a clinical depression, then they may not get the accurate support that they need. It is ok to feel uncomfortable for a certain amount of time and find a coping mechanism that helps you.
- It's also difficult to compare typical emotions to clinical depression, because it could dismiss the seriousness of what someone with clinical depression experiences and the type of treatment they need.
- The most effective treatment for clinical depression is a combination of therapy and medication.¹ **CHANGE PPT SLIDE**
- There is also a spectrum of considering one's existence versus having a plan to take one's life.
- It's extremely common to have thoughts about existence or why we are here. When these thoughts are expressed you can find connection, comfort and purpose.
- If a person hides these thoughts they can begin to focus on death, dying or suicidal thoughts. The longer they hide those thoughts they may focus on them more and experience them frequently.
- The last step a person takes before attempting to take their life is to have a plan. This can happen impulsively or over a long period of time. When a person is in this place they need help from a professional. **CHANGE PPT SLIDE**

EXERCISE 4 (10 MINUTES)

INTRODUCTION:

- Coping is one of the most important elements of exploring mental health. The goal of this lesson is to help us determine what our coping mechanisms are and how to change ineffective ones.
- Think about it this way: A lot of us use exercise to strengthen our bodies. Learning about coping mechanisms is a way to strengthen our minds. **CHANGE PPT SLIDE**
- If you want to change your ineffective coping mechanisms you need to become aware of the behavior you are using, then practice effective behaviors.
- It takes a unique amount of time for different people to change coping mechanisms. Mental health disorders can also complicate this process.
- When trying to adapt or change a coping mechanism, stay patient and don't give up. **CHANGE PPT SLIDE**

FACILITATOR NOTES:

This part of the lesson is vital to helping members understand the purpose of the activities they will be doing. Stress the introductory points to help everyone understand the goals of the workshop.



INSTRUCTIONS:

Coping is the way we deal with stress from adversity, disadvantage and other problems in our lives. Some examples of coping mechanisms are drinking alcohol, self harm, flipping out or talking about your feelings with a friend.

CHANGE PPT SLIDE

- For the next exercise, you are going to be working in pairs, so once I finish giving the instructions, choose a partner. If there is an uneven number it is okay to work in groups of three. **CHANGE PPT SLIDE**
- In a survey of 500 students, the top three answers to the question, "How do you cope with stress?" were eating, drinking alcohol and exercising.
- The survey showed that the most common causes of stress are school, dating, thinking about the future and finances. **CHANGE PPT SLIDE**
- You and your partner(s) will have five minutes to write down 3 causes of stress, 3 feelings from those causes and 3 ways you cope with those causes/feelings.
- For example someone gets stressed out when they think about the future. It makes them feel nervous. They cope with that by talking about the future with their friends, sometimes they cope by drinking alcohol.
- Give them 5 minutes to write down the 3 causes, feelings and coping mechanisms. Then come back together as a large group to discuss. We will be using your list of coping mechanisms in the next exercise. **CHANGE PPT SLIDE**



SHARE:

- I want to hear from several groups about how the causes of stress make them feel and how they cope with those causes and feelings. **CHANGE PPT SLIDE**
- Have at least three groups share their answers for each category.

SUMMARIZE:

- It's important to separate the causes from the feelings, because sometimes you are coping with how a cause of stress makes you feel. For example school may be a huge cause of stress, but it could be the feeling of being overwhelmed or afraid that leads you to cope a certain way.

- We need to be able to identify what a coping mechanism is in order for us to be able to change it.
- We don't need to change all of our coping mechanisms. The next exercise will help us determine which ones we may want to work on making more effective. **CHANGE PPT SLIDE**

EXERCISE 5 (8 MINUTES)

- Effective coping reduces stress, lessens the intensity of your triggers, allows you to face more challenges, helps you become more productive and allows you to be more engaged with the people in your life.
- Ineffective coping reduces your ability to address stress, prevents you from developing your mental health, and can be harmful to your overall physical/mental health. **CHANGE PPT SLIDE**

FACILITATOR NOTES:

This exercise is meant for members to identify their own coping mechanisms as a guide for themselves. You do not need to engage with members to help them see that a coping mechanism they feel is effective may be ineffective. The goal is for them to begin to identify these differences on their own.



INSTRUCTIONS:

- This exercise is meant to help you identify a coping mechanism that you might want to change.
- You now have three minutes to separate your list into the categories of effective or ineffective coping.
- Discuss with your partner(s): Could any of the ineffective coping be made more effective? **CHANGE PPT SLIDE**
- For example, if someone over eats as a way to cope, they could learn to eat less or eat healthy foods.
- *Give the partner(s) three (or so) minutes to separate their lists and discuss.*



SHARE:

- I want to hear from several groups about how an ineffective coping mechanism could be more effective.
- How can you commit to making those changes?

SUMMARIZE:

- The longer we use a coping mechanism the harder it can be to change it.
- Our brains create pathways for our actions. The longer we repeat actions the more automatic they become. There are a lot of actions we've been doing for so long, like tying a shoe or driving, we don't even think about them anymore. We just do them. **CHANGE PPT SLIDE**
- The steps to changing a coping mechanism are important:
 1. You have to want to change your coping mechanisms. No one can do it for you.
 2. You have to be able to identify when you're using an ineffective coping mechanism.
 3. You have to replace the ineffective coping mechanism with an effective one.
 4. You have to practice the effective coping mechanism until that skill becomes more natural.
 5. You have to create a supporting environment with brothers, friends and family that allows you to maintain the new coping mechanism.

WRAP-UP:

- Knowing how you cope and how our brothers cope is a great way to be able to support each other.
- Some of our brothers may have triggers or have had difficulties in their past that leads them to ineffective coping mechanisms. Try to be supportive to help them change. A healthy environment in Pi Kappa Phi can truly make a difference in a member's life. **CHANGE PPT SLIDE**

EXERCISE 6 (10 MINUTES)



INSTRUCTIONS:



- This next exercise will help us understand how to approach a person experiencing a mental health challenge.
- This could mean talking to a friend who has anxiety or depression, went through a break-up, got rejected, is drinking or abusing drugs, or other similar situations.
- These exercises are not intended for someone who you think is suicidal. **CHANGE PPT SLIDE**
- In your groups, think about the following scenario. You notice a change in your friend's behavior that causes you concern. He's not eating regularly. He is constantly stressed. You feel like he's hiding his emotions.
- You will take five minutes to discuss the questions on the Talk to a Brother Handout to help you better understand how to approach your friend.
- After your group has answered the questions, a representative from each group will report your answers to the large group. I'll let you know some positive answers. **CHANGE PPT SLIDE**
- *Give them 5 minutes to write on their handouts and discuss as a small group. Then come together as one large group to discuss their answers.*

FACILITATOR NOTES:

Share: After everyone is done with the worksheet, ask several groups how they responded to each question.

Summarize: Below we list the questions from the handout, along with positive answers to review with the chapter. After you facilitate sharing for each question, summarize the recommended responses/answers for the chapter.

Write down five ways you can express you're having this conversation because you care about your friend.

It's important to approach your friend by letting him know you care about him, because it can help someone feel more comfortable to talk about what is wrong and seek help. **CHANGE PPT SLIDE**

Acceptable answers to this question should include:

- "You're not doing the things you used to do, and I'm concerned about you."
- "I'm your friend and want to make sure you're OK."
- "I know you would do the same for me."
- "Sometimes people don't think these kinds of things can get better, but it's important to try."
- "I know it can be hard to talk about these things, but it's the only way that you can find a way to address this." **CHANGE PPT SLIDE**

Write down five open-ended questions you could ask your friend to help them talk about what they are going through.

Open ended questions are helpful, because they allow your brother to talk to you about what is wrong. It's helpful to let him say everything he wants and listen to him. **CHANGE PPT SLIDE**

Acceptable answers to this question should include:

- "How are you?"
- "How have you been feeling?"
- "What have you been thinking about?"
- "Is there anything stressing you out right now?"
- "Do you feel like anything has changed in your life?"
- "Do you want to talk about anything?"
- "Is there anything I can do for you?" **CHANGE PPT SLIDE**

Write down five steps you can take if your friend refuses to get help and their situation gets worse.

Acceptable answers to this question should include:

- Talk to a counselor about steps you can take.
- Research the problem to see what might work for other people in a similar situation.
- Never give up.
- Let them know you care and your door is always open to them.
- Keep listening to anything they say.
- Don't judge them. **CHANGE PPT SLIDE**

Write down six things you can do to take care of yourself while your friend is in a mental health crisis.

As you are trying to help a brother you may not be able to sleep, because you're texting him all night. You stop doing normal things like eating, studying and working to be there for your brother. List steps you would take in this scenario to better care for your mental health while helping your brother. **CHANGE PPT SLIDE**

Acceptable answers to this question should include:

- Get sleep.
- Talk about how your friend is affecting your life.
- Exercise.
- Make time for yourself.
- Do something fun.
- Write about your emotions.
- See other friends or family.
- Practice yoga or meditation. **CHANGE PPT SLIDE**

SUMMARIZE:

- When reaching out to a brother, it is important to establish trust and a system to be able to help.
- Being aware of the person's feelings and learning how to effectively engage him leads to more success in getting them the help they need.

WRAP-UP:

- Mental health challenges are extremely individualized. It can be hard to know exactly how to reach someone.
- If you're concerned about a friend or family member, one of the best things you can do is go to the counseling center and talk to a counselor about the person to find out more about your options. **CHANGE PPT SLIDE**

EXERCISE 7 (10 MINUTES):

INTRODUCTION

- Sixty-seven percent of college students first disclose suicidal thoughts or mental health challenges to a friend. That means you are all on the front lines of mental health. **CHANGE PPT SLIDE**
- Young men die by suicide at a rate 5 times higher than young women.
- When a person is suicidal, the steps we learned in the Talk to a Brother lesson change. The approach is more direct, and it's vital to take action. **CHANGE PPT SLIDE**
- In many situations, people care about a friend but don't know what signs to look for that they may seriously be contemplating suicide.
- In your small groups write down all of the warning signs that you know for someone who is contemplating suicide. **CHANGE PPT SLIDE**



SHARE

- Now let's come back together and make a list of the warning signs together. What do you think the signs are? Call them out and I'll write them down. **CHANGE PPT SLIDE**

FACILITATOR NOTES:

Write down the warning signs that someone is suicidal on a piece of paper as members say them aloud. After you create your list go over the main signs with the PowerPoint.

SUMMARIZE

Let's go over a list from the American Foundation for Suicide Prevention to ensure we covered all of the warning signs. **CHANGE PPT SLIDE**

- Talking about wanting to kill themselves, or saying they wish they were dead.
- Looking for a way to kill themselves, such as hoarding medicine or buying a gun.
- Talking about a specific suicide plan.
- Consistently feeling hopeless or having no reason to live.
- Feeling trapped, desperate or needing to escape from an intolerable situation.
- Having the feeling of being a burden to others.
- Feeling humiliated.

- Having intense anxiety and/or panic attacks.
- Losing interest in things or losing the ability to experience pleasure.
- Insomnia.
- Becoming socially isolated and withdrawn from friends, family and others.
- Acting irritable or agitated in a highly unusual manner.
- Showing rage or talking about seeking revenge for being victimized or rejected, whether or not the situations the person describes seem real. **CHANGE PPT SLIDE**

The actions you take when someone is thinking about suicide are important. Here are the main actions to take:

- Try to get them to a professional.
- Know the warning signs.
- Do not handle the person alone.
- Be direct with your questions about suicide.
- Do not judge.
- Do not keep secrets. If someone in the chapter tells you he is thinking about suicide you should share it with a chapter president or the counseling center.
- Remove harmful objects.
- Never leave the person alone. When someone is suicidal it's vital to make sure that someone is always with them.
- Remove guns or any access to lethal means, because young men often use more violent methods to take their own lives.
- Call for help. **CHANGE PPT SLIDE**

CONCLUSION

- To create a space where truth, ultimate respect and friendship is at the core of the membership experience, you must take some time to highlight and appreciate where being a brother and mental health connect.
- Truth and mental health connect when you are being honest with yourself and not just looking to place blame on other people but taking accountability for your own actions.
- Take time to reflect and determine how much you are contributing to your chapter. Is that the best version of myself? Did I show up for my chapter when I could have? What was I doing when no one was watching? **CHANGE PPT SLIDE**
- Ultimate respect and mental health connect in a couple ways. The first way is showing kindness to others, by having the sometimes difficult conversations about how we can be better for each other. The second is prioritizing taking care of yourself in order to provide the best care for others. You can't pour from an empty cup.
- Lastly, mental health can be connected to friendship by caring, encouraging and empowering the person. **CHANGE PPT SLIDE**
- Your chapter experience is shaped by you. You get what you put into it. This aligns with ultimate respect and friendship simultaneously. The one you nurture the most and invest in the most will be the most reciprocated.

- That goes for anything that we put our time and energy towards, especially your chapter of Pi Kappa Phi.
CHANGE PPT SLIDE
- Find the why as a driving force to leave with a sense of purpose and connection to one another.
- For our last few minutes together, I want you to think about how you will contribute to creating a positive mental health environment in the chapter and who you will check in with to be accountable. “I believe that my chapter can become an ideal chapter, and I shall do my share to make it so.”

¹ Parish AL, Gillis B, Anthamatten A. Pharmacotherapy for Depression and Anxiety in the Primary Care Setting. J Nurse Pract. 2023 Apr;19(4):104556. doi: 10.1016/j.nurpra.2023.104556. Epub 2023 Feb 24. PMID: 36855373; PMCID: PMC9951804.