

Activity Plan



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NAME OF THE ACTIVITY:

MENTAL HEALTH LEVEL-UP

OVERVIEW

CONCEPT MAPPING ACTIVITY FOR UNDERSTANDING MENTAL HEALTH, MENTAL HEALTH CHALLENGES, EVERYDAY STRUGGLES AND DIVING INTO MENTAL HEALTH LITERACY.

OBJECTIVES:

INCREASE THE UNDERSTANDING OF MENTAL HEALTH AND DIFFERENTIATE IT FROM MENTAL HEALTH CHALLENGES. RECOGNIZE THAT MENTAL WELL-BEING EXISTS ON A SPECTRUM. IDENTIFY FACTORS THAT INFLUENCE MENTAL HEALTH AND THE IMPORTANCE OF MAINTAINING GOOD MENTAL WELL-BEING.

COMPLEXITY AND TIME:

LEVEL 1 90 MINUTES TOTAL.

GROUP SIZE:

AROUND 30 (5 PEOPLE PER GROUP)

THEMES ADDRESSED:

MENTAL HEALTH
MENTAL HEALTH STRUGGLES
MENTAL HEALTH LITERACY

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

PEN, MARKERS, TAPE, FLIPCHARTS

RESOURCES:

WE USED THE CONCEPT MAPPING EDUCATIONAL METHODOLOGY FOR CREATING THIS SESSION. YOU CAN FIND OUT MORE ABOUT IT HERE: [HTTPS://WWW.LUCIDCHART.COM/PAGES/TUTORIAL/CONCEPT-MAP](https://www.lucidchart.com/pages/tutorial/concept-map)

THIS IS AN EXAMPLE FOR YOU, HOW A CONCEPT MAP SHOULD LOOK LIKE AND WHAT MAIN TOPICS NEED TO BE INCLUDED. YOU WILL NOT SHOW THIS TO PARTICIPANTS. THIS IS FOR YOU TO BE ABLE TO VISUALIZE THE MAP.

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?
UTM CONTENT=DAGJNXVX8DI&utm campaign=designshare&utm medium=link2&utm source=sharebuttonon](https://www.canva.com/design/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?utm_content=DAGJNXVX8DI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebuttonon)

INSTRUCTIONS:

THE SESSION STARTS WITH ASKING PARTICIPANTS ABOUT MENTAL HEALTH (15 MIN) QUESTIONS LIKE:
"WHAT DOES A GOOD DAY LOOK LIKE FOR YOU?"
"WHAT ARE SOME THINGS THAT AFFECT YOUR MOOD DURING THE WEEK?"
"HOW DO YOU KNOW WHEN YOU'RE NOT FEELING LIKE YOURSELF?"
"WHAT DOES MENTAL HEALTH MEAN TO YOU?"
"HOW DO YOU KNOW WHEN YOUR MENTAL HEALTH IS IN A GOOD STATE?"
"WHAT CAN STRENGTHEN OR WEAKEN OUR MENTAL WELL-BEING?"
"DOES ONLY FEELING POSITIVE, HAPPY, CALM, PEACEFUL MEAN HAVING GOOD MENTAL HEALTH STATE?"
WHILE PARTICIPANTS ARE DISCUSSING, YOU WILL WRITE KEY WORDS ON THE WHITEBOARD SO THAT THEY HAVE A CLEAR LOOK AT WHAT MENTAL HEALTH MEANS FOR THEM. THEN, BASED ON KEYWORDS, THEY WILL TRY TO FORM A DEFINITION OF MENTAL HEALTH.

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INSTRUCTIONS:

THE NEXT STEP IS ASKING PARTICIPANTS ABOUT MENTAL HEALTH CHALLENGES:

“WHAT COMES TO YOUR MIND WHEN YOU HEAR MENTAL HEALTH CHALLENGE?”

“HOW DO MENTAL HEALTH STRUGGLES DIFFER FROM DIAGNOSED DISORDERS?”

“IS THERE A DIFFERENCE BETWEEN MENTAL DISTRESS, MENTAL HEALTH PROBLEM AND MENTAL DISORDER?”

“WHY DO YOU THINK THEY ARE SOMETIMES MISUNDERSTOOD?”

PARTICIPANTS MUST UNDERSTAND THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER. TO ACHIEVE THAT, IT WOULD BE BEST TO DIVIDE SOME SPACE ON THE WHITEBOARD INTO 3 SECTIONS AND WRITE KEYWORDS FOR EACH OF THEM WHILE PARTICIPANTS ARE DISCUSSING. AGAIN, ALL THE QUESTIONS ENCOURAGE THEM TO DEFINE ALL THE TERMS ON THE WHITEBOARD BY USING KEYWORDS ON IT.

AFTER THESE QUESTIONS, YOU WILL HAVE SEVERAL WORDS WRITTEN ON THE WHITEBOARD THAT ARE CRUCIAL FOR UNDERSTANDING MH. THEN, YOU WILL EXPLAIN THE PURPOSE OF CONCEPT MAPPING AND PROVIDE AN EXAMPLE FOR PARTICIPANTS. EXPLAIN TO THEM THAT THEY WILL CREATE THEIR CONCEPT MAP ABOUT MENTAL HEALTH AND DISCUSS WITH THEM WHAT WILL BE INCLUDED IN THE MAP BY OVERVIEWING THE KEY WORD ON THE WHITEBOARD. FOCUS ON THE DEFINITION OF MENTAL HEALTH, MENTAL HEALTH CHALLENGES, UNDERSTANDING THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER AND WHAT CAN AFFECT OUR MENTAL HEALTH – PROMOTING AND CHALLENGING MH. THE FLIPCHART SHOULD BE VISIBLE DURING THE CONCEPT MAPPING ACTIVITY.

THEN, PARTICIPANTS WILL DIVE INTO THE CONCEPT MAPPING ACTIVITY (30 MIN). THEY WILL BE DIVIDED INTO 5 INTERNATIONAL MIXED GROUPS. EACH GROUP WILL GET A FLIPCHART AND CREATE A CONCEPT MAP. ON THE TOP OF THE FLIPCHART, PARTICIPANTS WILL DEFINE MENTAL HEALTH AS OUR MAIN CONCEPT. THEY NEED TO CONNECT THEIR DEFINITION OF MH WITH MENTAL HEALTH CHALLENGES (DISTRESS, PROBLEM AND DISORDER) BY DRAWING A LINE THAT LEADS FROM THE DEFINITION OF MH TO MENTAL HEALTH CHALLENGES AND FURTHER ELABORATE THEM OR GIVE EXAMPLES. ON THE OTHER SIDE, THEY ARE SUPPOSED TO CONNECT MH WITH WHAT PROMOTES MH AND WHAT CHALLENGES MH. THESE ARE THE MAIN TOPICS THAT NEED TO BE COVERED BY THEIR CONCEPT MAP, BUT IF THEY WANT TO ADD OTHER SUBTOPICS, THEY ARE FREE TO DO SO. THEY CAN CREATE LINES BETWEEN TERMS TO EXPLAIN THEIR CONNECTION. ONCE THEY ARE DONE, THEY WILL PLACE MAPS ON THE WALL TO CREATE A “MIND GALLERY”.

FOLLOWING THIS, THE SESSION WILL MOVE INTO A 30-MINUTE COMPLETION OF MAPS. FIRSTLY, PARTICIPANTS WILL TAKE A GALLERY WALK, OBSERVING THE INSIGHTS OF OTHER GROUPS. THEY WILL BE ENCOURAGED TO CONSIDER SIMILARITIES AND DIFFERENCES. AFTER THE WALK, THE GROUP WILL GATHER AND YOU WILL TELL THEM THAT THEY NEED TO CREATE A NEW – MORE COMPREHENSIVE MAP – BASED ON ALL OF THEIR MAPS. THEY CAN INCLUDE DIFFERENCES BETWEEN THEIR MAPS AND ADD NEW ONES BY FURTHER RESEARCH.

ONCE THE FINAL VERSION IS DONE, DEBRIEFING WILL START (15 MIN).

DEBRIEFING AND EVALUATION:

DEBRIEFING 15 MIN:

START BY ASKING PARTICIPANTS HOW THEY FELT DURING THE SESSION. THEN ASK:

“WHAT WAS THE MOST SURPRISING THING YOU LEARNED ABOUT MENTAL HEALTH TODAY?”

“DURING THE EXERCISE, DID ANY UNEXPECTED CONNECTIONS BETWEEN MENTAL HEALTH AND EXTERNAL INFLUENCES STAND OUT TO YOU? ”

“HOW DO THESE FACTORS SHAPE OUR EXPERIENCES AND PERCEPTIONS OF MENTAL WELL-BEING?”

“WHY DO YOU THINK IT IS IMPORTANT TO DEFINE ALL TERMS WE DEFINED IN CONCEPT MAPS?”

“DO PEOPLE EASILY USE TERMS LIKE MENTAL HEALTH DISORDER, CHALLENGE, PROBLEM, ISSUE, ETC AND IS THERE A DIFFERENCE, AND WHY?”

“WHAT DO YOU THINK IS MENTAL HEALTH LITERACY AND WHY IS IT IMPORTANT?”

“HOW IS OUR MAP CONNECTED TO MHL?”

“HOW CAN IMPROVING OUR MENTAL HEALTH LITERACY HELP US SUPPORT OURSELVES AND OTHERS IN EVERYDAY LIFE?”

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TIPS FOR FACILITATOR

THE POINT OF THE SESSION IS TO UNDERSTAND THAT MENTAL HEALTH DOESN' T MEAN BEING ALWAYS POSITIVE BUT ACCEPTING NEGATIVE EMOTIONS AS WELL AND UNDERSTANDING THAT THEY ARE A NORMAL AND NECESSARY PART OF LIFE AND SELF-GROWTH, SO TRY TO PUSH DISCUSSIONS IN THIS DIRECTION. ALSO, IT IS IMPORTANT TO ENCOURAGE PARTICIPANTS TO UNDERSTAND THE DIFFERENCE BETWEEN MENTAL HEALTH STRUGGLES AND EVERYDAY STRUGGLES BECAUSE YOUNG PEOPLE TEND TO NAME EVERY CHALLENGE, EVERY BAD DAY AND LOW MOOD A MENTAL HEALTH CHALLENGE. BESIDES MAKING THE DIFFERENCE BETWEEN EVERYDAY ISSUES AND MENTAL HEALTH STRUGGLES, IT IS CRUCIAL TO UNDERSTAND THE DIFFERENCE BETWEEN LIGHT MENTAL STRUGGLES AND DIAGNOSED MENTAL DISORDERS. USE THIS TO DIVE INTO THE EXPLANATION OF MENTAL HEALTH LITERACY AND WHY IT IS IMPORTANT TO DEFINE ALL OF THOSE TERMS IN THE CONCEPT MAPPING ACTIVITY. THIS SESSION SERVES AS A BASE, DEFINING THE TERMS IN RIGHT WAY AND INDIRECTLY TACKLING MENTAL HEALTH LITERACY.

FOLLOW UP

FOR THE FOLLOW-UP, YOU CAN ENCOURAGE PARTICIPANTS TO BRAINSTORM/WRITE/SHARE THINGS THEY CAN IMPLEMENT IN THEIR LIVES THAT CAN CHANGE THE CONCEPTIONS OF MENTAL HEALTH AMONG THEIR FRIENDS, FAMILY OR EVEN COMMUNITY. THEY SHOULD INCLUDE SOME SMALL AND EASY PRACTICES THAT CAN CHALLENGE COMMON BELIEFS AND BEHAVIORS.