

Service Learning Guide Book 2021-2022

By the Service-Learning Committee of the Citizenship Board



Service Learning Guidebook

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Chapter 1- Mental Health Overview:

Section 1- What is Mental Health?

Mental Health is defined as a person's condition with regards to their psychological and emotional wellbeing. Simply put, it's the wellness of the mind. Mental Health affects everything from the way we act and react to how we feel and think. It determines how we cope with stress and different struggles daily life throws our way.

There are several different reasons why our mental health can be affected negatively, making our minds sick; including biological factors, life experiences, and family history. Mental health can decline at any age, and it's important that you not only take care of your physical body, but also your psychological and emotional body. When your mental health declines in different directions, it is called mental illness.

Section 2- What is the difference between Mental Health and Mental Illness?

As mentioned before, Mental Health is the wellness and health of our minds, but Mental Health often gets confused with the term *Mental Illness*. Mental Illnesses are disorders of the brain that affect emotions, thoughts, and behaviors. Mental Illnesses can be treated, and it is perfectly normal to have a mental illness. In most cases, people can manage Mental Illnesses through counseling, medication, or both.

A Mental Illness is a health condition, and it is no one's fault. They affect millions of people around the world. In fact, according to 2021 Mental Health Statistics, "an estimated 26% of Americans ages 18 and older- about 1 in 4 adults- suffer from a diagnosable mental illness each year." Also, "20% of all teens suffer from depression before they reach adulthood."

Mental illnesses are illnesses of the mind that can affect your mood, thinking, and behavior, and just like illnesses of the body, they can be treated. At some point in your life, mental illnesses may affect you or someone you know. It is pertinent to get help soon, to get a diagnosis and learn how to cope.

Section 3- What are the different Mental Illnesses, their causes, their symptoms and their effects/signs?

Mental Illnesses are no one's fault; they are typically caused by abnormalities in the brain, family history/ biology, exposure to chemicals before birth, as well as a combination of those with difficult life circumstances.

There are numerous types of Mental Disorders, including-



Anxiety Disorders-

General Anxiety Disorder (GAD)-

<ul style="list-style-type: none">- feelings of being tense or irritable that interfere with daily life: a condition with exaggerated tension, worrying, and nervousness about daily life events.	
Symptoms	Causes
<ul style="list-style-type: none">- Uncontrollable worrying or nervousness.- Getting easily startled.- Trouble sleeping.- Amnesia.- Inability to concentrate- Indecisiveness- Irritability- Headache- Restlessness- Sweating- Nausea- Heart Palpitations.	<ul style="list-style-type: none">- Exact causes are unknown- Genetic predisposition- Abnormal functioning of certain pathways in the brain.- Drug induced: prolonged use of benzodiazepines and alcohol dependence.- Traumatic or stressful events.

Obsessive Compulsive Disorder (OCD):

<ul style="list-style-type: none">- A mental health disorder characterized by repetitive actions that seem impossible to stop.	
Symptoms	Causes
<ul style="list-style-type: none">- Obsessions- Compulsions- Stress worsens the symptoms- Persistent, repeated, unwanted thoughts.- Intrusive images or urges.- Compulsive or ritualistic behavior to get rid of the thoughts.	<ul style="list-style-type: none">- Not yet fully understood, but may include...- Changes in the chemistry and functioning of the brain.- Family history.- Environmental factors such as certain infections.- Infections such as streptococcal infection.- Stressful events in life.- Other mental illnesses such as depression or anxiety.- Substance or alcohol abuse.

Panic Disorder:

<ul style="list-style-type: none">- Also known as panic attacks or anxiety attacks. They occur all of a sudden without any given warning. They strike at any time and may be frequent or occasional.	
Symptoms	Causes
<ul style="list-style-type: none">- Fear of loss of control.- Fear of impending doom.- Flashing visions.- Hyperventilation- Palpitations.- Breathlessness.- Chest Pain.- Sweating- Shaking- Headache- Chills.- Nausea- Abdominal Cramps.- Dizzy Feeling- Numbness- Suicidal ideation.	<ul style="list-style-type: none">- Exact reasons unknown, but include below factors...- Genetics- Stress.- Sensitive temperament- Changes in brain functioning- Depression- Conditions such as OCD, PTSD, Hyperthyroidism, and Wilson's disease.- Drug use- Phobias- Traumatic events

Post Traumatic Stress Disorder (PTSD):

<ul style="list-style-type: none">- A mental health condition that develops after a traumatic event. It is characterized by intrusive thoughts about the incident, recurrent stress/ anxiety, flashbacks and avoidance of similar situations.	
Symptoms	Causes
<ul style="list-style-type: none">- <u>Reliving</u>: flashbacks, hallucinations, nightmares of the incident.- <u>Avoidance</u>- avoiding people, places, things, or memories that remind you of the trauma.- <u>Excessive arousal</u>- increased alertness, anger, fits of rage, irritability or hatred, and difficulty sleeping or concentrating.- Intrusive negative distressing thoughts such as guilt.- Flat affect- Young children may show delays in toilet training, motor skills or language.	<ul style="list-style-type: none">- Traumatic life events.- Serious medical conditions.- Family history. (especially with depression or anxiety.)- Substance abuse.

Social Anxiety Disorder:

- A variety of phobic disorders in which one is afraid to be observed by others.

Symptoms	Causes
<ul style="list-style-type: none">- Marked fear or anxiety when in one or more social situations.- Excessive blushing.- Rapid speech.- Fear of being judged by others.- Saying something then being embarrassed/ humiliated by it later.- Trembling.- Palpitations.- Uncomfortable to meet new people.- Paying very high attention after an activity.- Excessive sweating.	<ul style="list-style-type: none">- Genetics/ biological factors.- Environmental factors.- Growing up in a phobic environment.- traumatic/ humiliating social event.- Insecure attachment to mother when infants.- Some cultures are too dimming- Substance use.



Mood Disorders-

Major Depression:

<ul style="list-style-type: none">- A mental health disorder in which one is struck by episodes of psychological depression.	
Symptoms	Causes
<ul style="list-style-type: none">- Feelings of sadness.- Feelings of hopelessness.- Loss of interest/ lack of pleasure.- Short temper- Irritation- Tiredness- Memory Loss- Sleep Disorders- Crying uncontrollably- Reduced Appetite and weight loss.	<ul style="list-style-type: none">- Exact causes are typically unknown...- Can result from certain medical treatments.- Biological causes.- Psychological stress or trauma.

Dysthymia:

<ul style="list-style-type: none">- A chronic form of depression. It is often caused along with other mental disorders.	
Symptoms	Causes
<ul style="list-style-type: none">- Loss of interest in everyday activities.- Continued feeling of sadness or low- self esteem.- Unexplained lack of energy.- Difficulty concentrating, indecisiveness.- Irritability- Avoidance of social activities.	<ul style="list-style-type: none">- Exact causes are unknown, but include...- Biological differences- Brain chemistry- Inherited traits.- Traumatic life events.

Bipolar Disorder:

- A serious mental illness characterized by extreme mood swings. They can include extreme excitement episodes or extreme depressive episodes.

Symptoms

Symptoms can last over a few weeks, months, months, or even years. The symptoms vary during the manic and depressive phases, and lack of symptoms in between episodes of mania and depression.

The Manic Phase is characterized by...

- Extreme happiness, hopefulness and excitement.
- Irritability, anger, fits of rage, and hostile behavior.
- Restlessness
- Agitation
- Rapid speech.
- Poor concentration and judgement
- Increased energy
- Less need for sleep.
- Unusually high drive
- Setting unrealistic goals
- Paranoia

The Depressive Phase may include...

- Sadness and crying
- Feelings of hopelessness, worthlessness and guilt.
- Loss of interest and pleasure in daily activities.
- Trouble concentrating and making decisions.
- Irritability.
- Need for more sleep and sleeplessness.
- Change in appetite
- Weight loss/ gain.
- Suicidal thoughts and attempts at suicide.

Causes

- The causes of Bipolar Disorder differ between individuals, and the exact mechanism is not clear.
- Genetics.
- Brain structure.
- Seasonal depression and certain other illnesses such as anxiety disorder.
- Family history.
- Stress.
- Substance Abuse

Psychotic Disorders-

Schizophrenia:

<ul style="list-style-type: none">- A mental disorder characterized by delusions, hallucinations, disorganized thoughts, speech and behavior.	
Symptoms	Causes
<p>Vary, but usually include...</p> <ul style="list-style-type: none">- Delusion- Hallucinations- Disordered thinking- Disordered behavior- Lack of emotional expression- Agitation- Inappropriate reactions- Phobia- Lack of pleasure or interest in doing activities- Lack of motivation to do anything.- Decreased speech output.	<p>There are many factors that normally contribute to the onset of schizophrenia</p> <ul style="list-style-type: none">- The actual causes of schizophrenia are not fully understood.- Brain chemistry:- Abnormal functioning of neurotransmitters such as dopamine can cause schizophrenia.- Heredity:Schizophrenia tends to run in families. If a parent has the disorder, the offspring are susceptible to the disease.- Abnormality in the brain:- Abnormalities such as shrinkage in the brain, or circuitry dysfunction can cause schizophrenia.- Complications during pregnancy and birth:- Chances of a child getting Schizophrenia are increased by infection or malnutrition during pregnancy and complications during birth such as brain injury.



Schizoaffective Disorder:

<ul style="list-style-type: none">- A mental disorder in which a person experiences a combination of symptoms of schizophrenia and mood disorders.	
Symptoms	Causes
<ul style="list-style-type: none">- Bizarre delusions- Hallucinations (visual and/or auditory)- Thought insertion- Thought broadcast- Thought withdrawal- Depression- Mania: sudden increase in energy- Problems with communication- Odd behavior- Disorganized thinking- Inability to correctly perform routine daily activities	<p>The exact root cause is unknown. Several factors contribute to the condition:</p> <ul style="list-style-type: none">- Genetic predisposition: an increased tendency to develop the condition may be inherited- Brain chemistry changes- <u>The risk factors include:</u>- Having family history of close relative with schizoaffective disorder, schizophrenia or bipolar disorder- Psychoactive drugs are linked to the development of schizoaffective disorder- Stressful events such as death, divorce can trigger the symptoms.

Delusional Disorder:

<ul style="list-style-type: none">- Characterized by one having firmly held false beliefs (delusions) that typically only persist for one month.	
Symptoms	Causes
<ul style="list-style-type: none">- Non-bizarre delusions -- these are the most obvious symptom- Irritable, angry, or low mood- Hallucinations related to the delusion. For example, someone who believes they have an odor problem might smell a bad odor.	<ul style="list-style-type: none">- Genetic/ Biological/ family history.- Environmental.- Psychological.

There are numerous more classified and discovered mental illnesses, and unfortunately, it is impossible to cover them all. If anyone has any of the symptoms on this list, get help; go to counseling, talk to family members, whatever you need to do.

Chapter 2- Service Learning:

Section 1- What is Service Learning and Why is it Important?

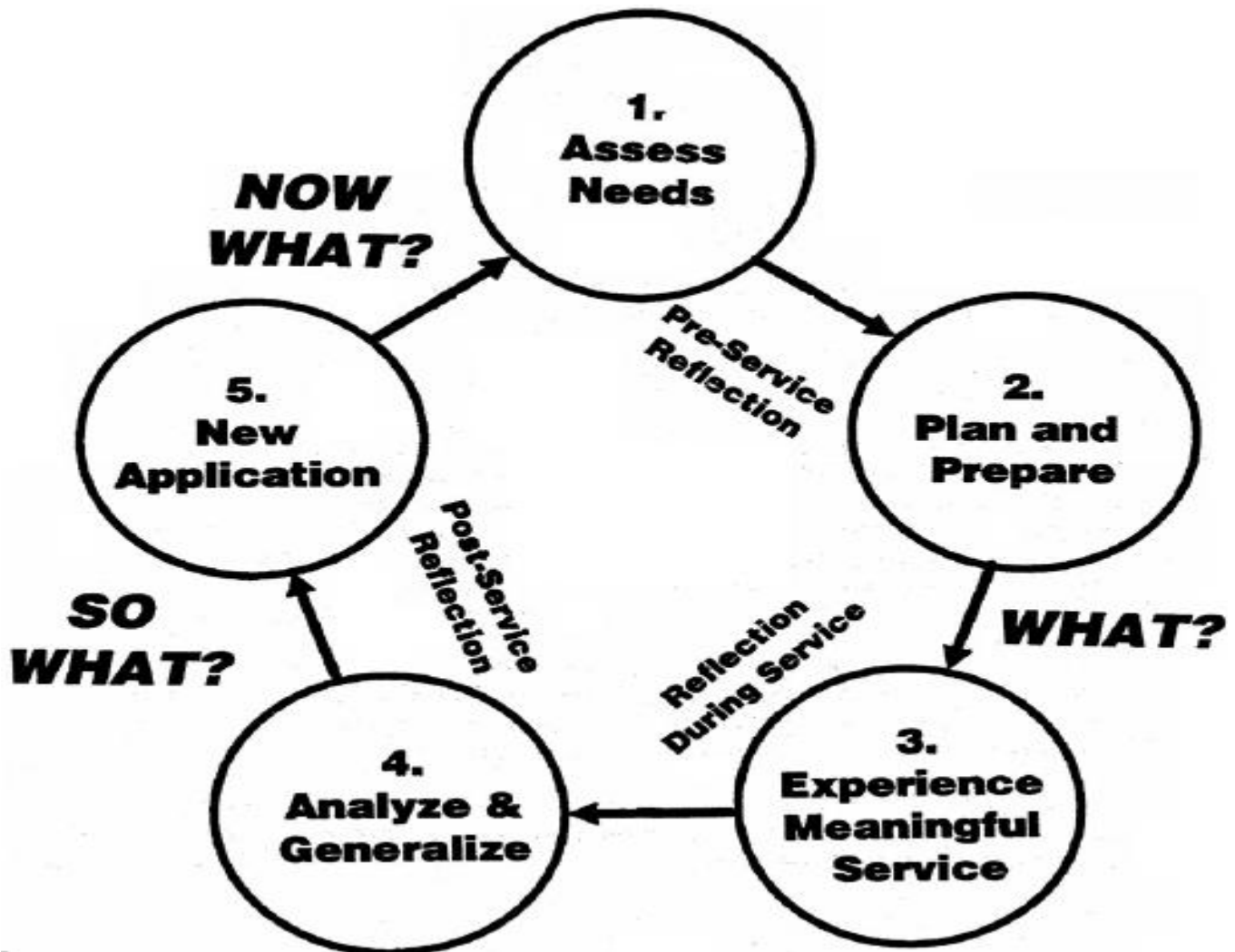
Service-learning is an experiential learning pedagogy that moves students beyond the classroom to become active participants in their learning and develop civic knowledge and skills. Students who take service-learning courses work with local, national, and international non-profit and public organizations to deeply learn and practice course content by working on a real, community-identified need. Students learn the course material, get to work directly on an issue facing the community, and learn about their communities in the process.

Volunteering your time to support a cause you are passionate about is something you will never regret. It will enrich your life, familiarize you with your community, and connect you to people and ideas that will positively impact your perspective for the rest of your life. Helping your community is an opportunity for you to grow as a person, to better understand how you fit into the world around you.

Why Is It Important?

Why is it so important to find a cause you love and volunteer your time? Spending time enriching your community is a great way to broaden your perceptions of the world. By immersing yourself in a community and surrounding yourself with people who are dedicated to bettering the world, you can learn so much about how the world works. You gain a unique sense of purpose by serving those around you, one which often manifests in other areas of your life.

Of course, it's also important for your community! Without volunteers, many of the services and events we enjoy in our communities would not be so readily available.



Section 2- Donations, Service Examples, and Community Helpers

Since we have already been over how important it is to give back to the community, we can include our Service Learning focus: Mental Health. Mental Health is very important and it is essential for people to be happy and healthy. Lots of people in society today don't feel the need to speak up about the subject. Mental illness still has a lot of stigma attached to it, despite the growing focus on mental health in recent years. The stigma surrounding mental health can prevent us from recognizing when we need to reach out for help.

For example, some of us might avoid talking about mental health problems if we're worried about facing discrimination for it at work or being treated differently by our loved ones or community. Talking openly about mental health issues, including mental illness, can help break down these barriers. Discussions help us understand just how common mental illness is, providing us with opportunities to correct misconceptions and feel better about asking for help.

As helpers of the community we can do a lot to help people speak up about their mental health. Moreover, community service volunteers can play a crucial role in promoting mental health awareness, reducing stigma and discrimination, supporting recovery and social inclusion foundations, issue coping mechanisms, and preventing mental disorders by speaking up when we see someone struggling with symptoms. It follows that international action plans and guidelines emphasize community mental health care. These are some service examples of helping, but you could also put together "Stress to Relief" bags. These bags can relieve people from stress or unhappiness by playing with calming things that help them get through the day.

The "Stress Relief" Mental Health Care Bags could include:

- Stress Ball
- Pop it(s)
- Fidget Spinner
- Coloring Book
- Crayons
- Squishimals
- Simple Dimple
- Journal/Diary
- Pen/ Pencil



Another example for service could be "Go Bags". These bags could be used if a person was desperate for help and needed to call a hotline or needed techniques to help them at the last minute. The "Go Bags" could include:

- Anxiety pamphlets
- Cups with inspirational quotes
- Lanyards
- Hotline numbers
- Stress Ball

These are just a few examples of service. However, another part of service is also getting people involved in the cause. Some community helpers could be your church, school, club, sponsors, or neighbors.

Overall, service is very important and my challenge for you is to make more people aware of mental health and constantly contribute to help people with mental illness in any way possible. You can do this by posting on your social media, handout flyers, or maybe even volunteer in person.

Chapter 3 - Inspirational Quotes to Live By

These can be used for daily announcements at schools, social media, or other venues to begin the conversation about mental wellness.

1. Whatever the mind of man can conceive and believe, it can achieve. –Napoleon Hill
2. I attribute my success to this: I never gave or took any excuse. –Florence Nightingale
3. You miss 100% of the shots you don't take. –Wayne Gretzky
4. Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. –Mark Twain
5. Life is 10% what happens to me and 90% of how I react to it. –Charles Swindoll
6. The most common way people give up their power is by thinking they don't have any. –Alice Walker
7. Your time is limited, so don't waste it living someone else's life. –Steve Jobs
8. I am not a product of my circumstances. I am a product of my decisions. –Stephen Covey
9. You can never cross the ocean until you have the courage to lose sight of the shore. – Christopher Columbus
10. I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel. –Maya Angelou
11. The only person you are destined to become is the person you decide to be. –Ralph Waldo Emerson
12. Everything you've ever wanted is on the other side of fear. –George Addair
13. When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us. –Helen Keller
14. How wonderful it is that nobody need wait a single moment before starting to improve the world. –Anne Frank
15. Challenges are what make life interesting and overcoming them is what makes life meaningful. –Joshua J. Marine
16. Limitations live only in our minds. But if we use our imaginations, our possibilities become limitless. –Jamie Paolinetti
17. The person who says it cannot be done should not interrupt the person who is doing it. – Chinese Proverb
18. It is never too late to be what you might have been. –George Eliot
19. You become what you believe. –Oprah Winfrey
20. I have learned over the years that when one's mind is made up, this diminishes fear. –Rosa Parks
21. If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough. –Oprah Winfrey
22. Remember that not getting what you want is sometimes a wonderful stroke of luck. –Dalai Lama
23. You can't use up creativity. The more you use, the more you have. –Maya Angelou
24. Do what you can, where you are, with what you have. –Teddy Roosevelt
25. The question isn't who is going to let me; it's who is going to stop me. –Ayn Rand

26. When everything seems to be going against you, remember that the airplane takes off against the wind, not with it. –Henry Ford
27. Why are you trying so hard to fit in when you were born to stand out? --Unknown
28. It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change. --Charles Darwin
29. No one can make you feel inferior without your consent. --Eleanor Roosevelt
30. Many of life's failures are people who did not realize how close they were to success when they gave up. --Thomas A. Edison
31. Always bear in mind that your own resolution to success is more important than any other one thing. --Abraham Lincoln
32. "Much of the stress that people feel doesn't come from having too much to do. It comes from not finishing what they've started."
David Allen
33. "You never regret being kind." Nicole Shepherd
34. "To handle yourself, use your head; to handle others, use your heart." Eleanor Roosevelt
35. "You get in life what you have the courage to ask for." Nancy D. Solomon
36. "If you really want the key to success, start by doing the opposite of what everyone else is doing." Brad Szollose
37. "Wisdom equals knowledge plus courage. You have to not only know what to do and when to do it, but you have to also be brave enough to follow through." Jarod Kintz
38. "Don't blow out another's candle for it won't make yours shine brighter." Jaachynma N.E. Agu
39. "You may have to fight a battle more than once to win it." Margaret Thatcher
40. "You've gotta dance like there's nobody watching, love like you'll never be hurt, sing like there's nobody listening, and live like it's heaven on earth." — William W. Purkey
41. "Hold the vision, trust the process." – Unknown
42. "Impossible is just an opinion." – Paulo Coelho
43. "Doubt kills more dreams than failure ever will." – Suzy Kassem
44. "Trust yourself that you can do it and get it." – Baz Luhrmann
45. "You may be disappointed if you fail, but you'll be doomed if you don't try." – Beverly Sills
46. "Stop being afraid of what could go wrong, and start being excited about what could go right." – Tony Robbins
47. "Our greatest glory is not in ever falling, but in rising every time we fall." – Confucius
48. "A winner is a dreamer who never gives up." – Nelson Mandela
49. "Losers quit when they fail. Winners fail until they succeed." –Robert T. Kiyosaki
50. "One thing's for sure, if you don't play, you don't win." – Kylie Francis



How can you implement these quotes into your program?

- **DAILY ANNOUNCEMENTS**
 - Add to or add a “Daily Inspiration” section to daily announcements on social media, school-wide intercom, daily newspaper, or other daily means of communication
- **PHYSICAL GRAPHICS**
 - Make posters or banners with your favorite quote(s) and post them everywhere! No banner goes unnoticed!
 - Hand out stickers, pens, buttons, or other tangible handouts to your organization
- **NEWSLETTERS**
 - Add quotes in newsletters sent to students, parents, or other professionals to use in their daily lives
 - Make a newsletter dedicated to mental health or inspiration and add quotes
- **VIDEOS**
 - Make short videos with quotes to send out to those in your organization or post them on social media



Chapter 4 - Activities and Games

Introduction:

Keeping participants involved and engaged not only keeps things fun and enjoyable, but also helps youth grasp informational topics. Ways to keep participants involved includes games, activities, and demonstrations. Below are a few examples:

1.Mental Health definitions activity

This activity is a good way to introduce our service-learning topic: mental health. Through this activity, youth will address misinterpretations related to mental health as well as vocabulary surrounding mental health. The activity is as follows:

1. Pass out sticky notes or paper as well as pencils, pens, or markers.
2. Ask participants to write their own definitions to the following words:
 - Mental health
 - Mental illness
 - Coping mechanism
3. After participants finish, get feedback on what was written
4. Reveal actual definitions to the words and ask whether participants' responses were similar

This activity can be done in groups or with individual participants.

2. Stress paper tear

- For this activity, pass out paper and pens or markers
- Ask that participants write something that stresses them out.(school, work, chores, etc....). This may be one or multiple things.
- Once everyone is done, participants may share what they wrote if they so choose
- Together, participants can destroy their paper in these ways...
 - Crumpling
 - Tearing
 - Throwing
 - Scribbling
 - Submerging in water
 - Etc....

3. Coping wheel

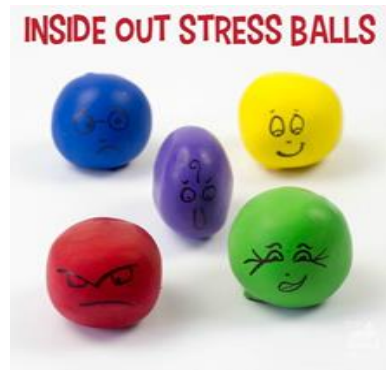
This activity can be homemade or made from resources on the internet. This activity includes a wheel with various coping strategies youth can use to manage emotions such as stress or anger. Online resources will usually have premade coping strategies youth may glue onto their wheel and color. Included in the resources is a copy to use.

4.Homemade stress ball

Supplies needed:

- Funnels
- Scissors
- Permanent markers (optional)
- Balloons
- 1 cup cornstarch per balloons

Instructions:



- Blow up the balloon until it is about 4 to 5 inches in diameter. Do not tie it, but keep the balloon inflated as best you can.
- Pinch the top of the balloon shut, about 1 to 2 inches from the opening, leaving room for the funnel to be inserted into the neck of the balloon.
- Place a funnel inside the opening of the balloon while still pinching the balloon closed. You may need help securing the funnel inside the balloon. Don't worry if your balloon deflates a little, as this tends to happen during this step.
- Fill the top of the funnel with cornstarch using your free hand (or enlist a helper). It works best to add a small amount of cornstarch at a time.
- Carefully begin replacing the air with cornstarch by slowly letting go of where you're pinching the balloon so the cornstarch can slide into it. If you go too quickly, the air leaving the balloon will blow the cornstarch into the air and make a mess.
- Continue adding cornstarch to the funnel until the balloon is filled to a depth of about 3 inches. Continue adding small amounts of cornstarch to your funnel, moving slowly, and swirl the cornstarch around with your finger to help work it into the base of the funnel and into the balloon.
- Pull up tightly on the opening of the balloon and pinch out any extra air. In order to have an effective stress ball that won't pop, it's important to eliminate any extra air that's inside your balloon. All of your stress ball's contents should be cornstarch.
- Tie the balloon closed as near to the cornstarch as you can. Use scissors to cut off any excess balloon, making sure not to cut too close to the knot on the balloon.
- Decorate the stress ball with stickers or permanent markers as desired.

5. Posters for Positivity

For this activity, break participants into groups and provide posters and markers. Have each group write positive messages on their poster/ decorate their poster. Once finished, have groups share what they wrote.



6. Group meditation/ breathing exercise

Breathing exercises and meditations are a good way to relax and destress. There are many guided meditations and breathing exercises online. Below are some examples:

[Headspace](#) | [Mini meditation](#) | [Breathe](#)

Alternatively, youth can participate in an unguided quiet meditation where participants close their eyes, focus on breathing, and listen to calming music. Below are some examples of music to play in the background of this activity:

[Relaxing Zen Music with Water Sounds • Peaceful Ambience for Spa, Yoga and Relaxation](#)

7. Group yoga activity

Yoga is a great activity for clearing the mind. Below are links/posters of yoga poses.

<https://www.youtube.com/watch?v=2IC0oNEL6po>

<https://www.youtube.com/watch?v=KT0sJ6BBhEI>

<https://www.youtube.com/watch?v=2l-99Cz3Fvw>

<https://www.youtube.com/watch?v=rmtD0q1O71Y>

<https://www.youtube.com/watch?v=Me5rE8Syc0M>



8. positive message bracelets

Provide participants with plastic beads and strings. Have examples of messages they can use such as “be kind, stay positive, smile, etc...”. Make simple bead bracelets with these messages.



9. Hand made relaxing bath salt

Baths and aromatherapy are proven to increase mental health and help with stress. After this activity, participants will be provided with a way to relax and destress.

Supplies needed:

- Epsom salt
- Sea salt
- Baking soda
- Essential oils

- Ziplock bags
- Bowl
- Spoon

Instructions:

- break participants into groups and provide needed supplies. Before you begin, make sure the ratio of the amount of Epsom salt, sea salt and baking soda is one to one to one. Also be sure each participant will have enough for at least one use of the final product.
- Have groups mix Epsom salt, baking soda, and sea salt in their bowl
- Distribute final mixture into Ziplock bags equally.
- Have participants add essential oils to bags.

Chapter 5 - Field Day / Safety Day

Collectively and diligently, the Service-Learning Committee has carefully and accurately created an Inside Out themed Field Day/Safety Day, educating the 4-H'ers across the state about mental health and the different mental illnesses. **There will be 5 main stations with one introduction station (called the headquarters), dedicating each station to a different mental health stage. The different stations will be representing the different emotion characters presented in the movie Inside Out: Joy, Sadness, Fear, Disgust, and Anger. With those 5 emotions, they then will represent 5 different mental health illnesses: Joy will be happiness, Sadness will be depression, Fear will represent anxiety (PTSD-- Post-Traumatic Stress Disorder could also be an option, however, this could be too sensitive for some people), Disgust will be OCD-- obsessive compulsive disorder, and Anger will be bipolar disorder.** Before starting, make sure you have 5-8 volunteers; assign one or two volunteers or staff members to each station, and one to the group itself/themself. Below are the Field Day layout and instructions. Please follow the instructions carefully:

Field Day/Safety Day Layout and Instructions

Introduction Station: Headquarters

*Greet everyone with a smile and say: "Hello" and "Welcome to the Headquarters"! Introduce the staff and who is assigned at each station. "Today we have prepared an Inside Out themed field day about mental health and mental illness. As you can see, there are five stations:

1. "The Islands of Personality" for Joy (or the optional station presented below)
2. "The Tug-A-War" for Joy vs. Sadness
3. "The Subconscious Mind" for Fear
4. "Perfect State" for Disgust and
5. "Changing Emotion" for Anger.

The goal for today is to successfully go through all 5 stations. Each of you will receive a memory orb once you have completed that station; each memory orb will represent a different emotion: yellow for Joy, blue for Sadness, purple for Fear, green for Disgust, and red for Anger. Alright, guys, who are ready to begin their field day? Follow your Group Guide"

Station 1: Imagination Land (Joy)

Instructions for the station leader: In this station, you will:

1. Divide your members/participants into groups of 3 or 4 (or however many works for you, as long as each group has 2 or more people).
2. As a whole group, the station leader will ask 3 questions out the 5 questions (If there is extra time, you can ask the other questions, or if you need more time on each question, ask fewer questions; adjust accordingly):
 - a. Family-- What is one thing about your family that makes you happy or happiest?
 - b. Friendship-- Why is friendship important? Does it make you happy that you have friends?
 - c. 4-H-- What is 4-H? What is a 4-H activity that makes you happy??
 - d. School-- Are you happy with school? What's your favorite part of school?
 - e. Community/Home-- Is the community your home? Are you active in your community? Do you love your home and community?
3. After asking three questions and hearing that they have finished, regroup as a whole and gain some feedback from the participants. Ask for volunteers to share their answers and responses to the questions(s).
4. End the first station with small advice or pointers and tell them they did an excellent job at answering the questions. At this time, you can pass out the memory orbs to each participant. This will simply be a passport of sorts for them to collect a sticker at each station.

Material needed:

- Paper
- Crayons, Marks, or Colored Pencils
- Space to draw

Instructions:

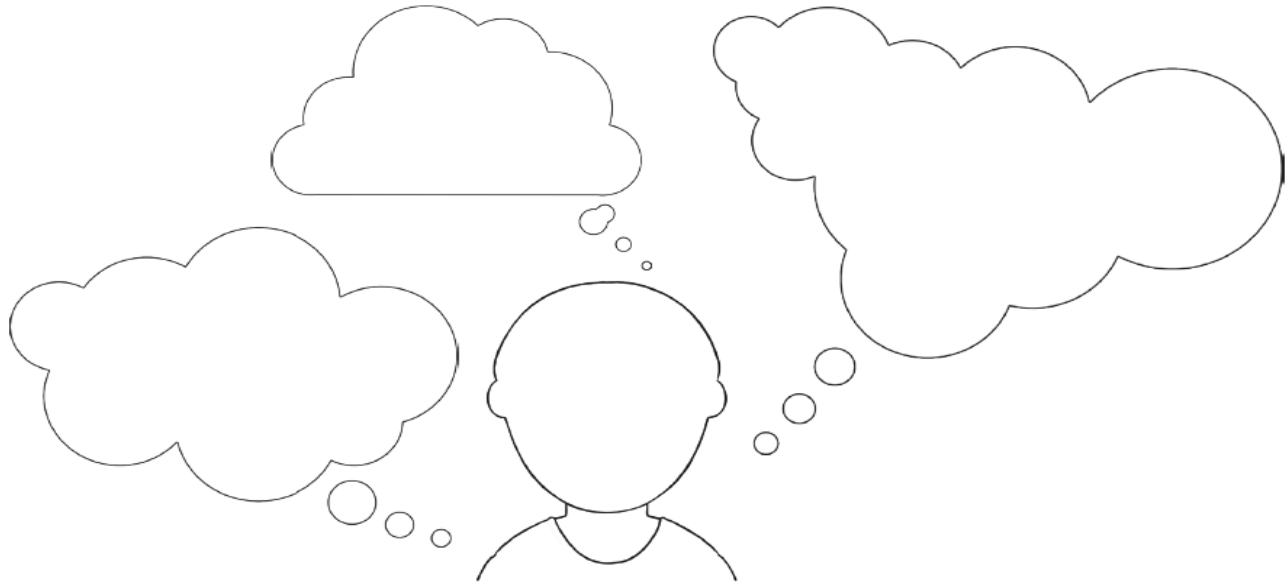
1. Pass out one paper and a set of crayons, marks, or colored pencils to each person.
2. Instruct them to draw what makes them the happiest using their imagination.



*Tour/Group Guide (Train of Thoughts) -Transaction from Joy to Sadness by saying something along the lines... "There are a lot of things that are good in this world (list a couple of examples), however, not all good things last. There will be sometimes where that happiness or joy will turn into sadness or depression, just like how in the movie, Inside Out, Sadness turned the joy memory orb into a sad memory orb by simply touching it."

Things That Make Me Happy

What makes you happy? Have a think and talk about your ideas with a grown-up and your friends. Draw an idea into each thought bubble – you can draw a smiley, happy picture of you too!



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Station 2: Tug-A-War → Joy vs. Sadness (Sadness--Depression)

Station Leader- Instructions: and Activity Material and Instructions:

Material needed:

- A long piece of rope

Instructions:

1. Split the participants into two groups-- joy and sadness
2. Tell them to start and whichever side is stronger will win
3. After the first round, switch up the groups (one could be smaller and the other one bigger for each side; for example, for round 2, the Joy side could be bigger than the Sadness side, but in round three the opposite can happen)
4. Go again for 2-3 more rounds
5. After getting all the results at the end, tell the participants how this relates to the real world; how sometimes the joy and happiness wins, but sometimes the sadness and depression wins, but all you have to do is keep trying.
6. In the end, pass out a blue memory orb



Station 3: Subconscious Mind (Fear-- Anxiety)

Station Leader--

Once the group has come in front of you, read out loud: Have any of you felt nervous or stressed about something? Have any of you felt so scared or tense about something that you could hear your heartbeat loudly and hard in your chest?

If you answered yes, what caused it? Maybe it's from stressing over a game, a test? Maybe it's from something someone said to you? Or maybe it's just a combination of all of it, just stacked on top of each other?

Anxiety. Anxiety is a feeling of fear, dread, and uneasiness. If any of you felt these feelings for any reason, you had anxiety. (The next part is optional to say, but please keep in mind the age group and the people there)

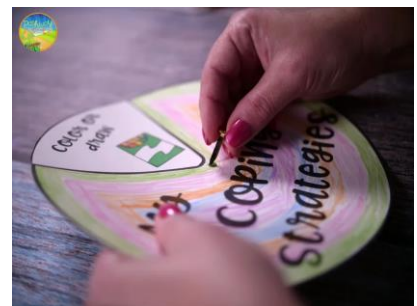
Sure, you may not think it's anxiety because of how small the situation is, but anxiety does not depend on how big or small the situation, it depends on *you* and how you feel. If you felt the terrifying feeling of being captured or caged with the weight of the whole world on your shoulders, then you had anxiety.

Please note that some of the questions and comments are for a certain age group, please say what is appropriate for each age group Anxiety can have multiple side effects that can cause serious damage to the body and brain.

Today we prepared a creative activity for you to use for your own reasons at any time; today we will be building a coping wheel. A coping wheel is a list of activities that will help you calm down and help your nerves, which would be listed on the wheel, and when you flick the pen or the top piece of paper, whatever it lands on, you will do that specific activity.

Materials needed:

- Coping Wheel cut-out sheet (see attachment and link below)
- Coping Wheel Activity cut-out sheets (see attachment and link below)
- My Coping Strategies Page
- Crayons, Marks, or Colored Pencils
- Safety Scissors
- Glue Sticks and a brad or fastener for each participant



Instructions:

1. Pass out the Coping Wheel cut-out sheet, the Coping Wheel Activities cut-out sheets, My Coping Strategies page, your choice of colors, safety scissors, and glue sticks (If you have a limited number of materials, you can pair or group them).
2. Start coloring both Coping Wheel cut-out sheets to the participant's desire (this part is optional, but it would be better if each participant colored their sheet)
3. After finish coloring, proceed to cut out the coping wheel and the activities with the safety scissors with caution (you may want to supervise the younger age group while they are cutting)
4. Add coping strategies to each fraction of the wheel. You can have students add their individualized strategies. It might help to use this free list of coping strategies to brainstorm ideas for each student.
5. Start gluing the cut-up coping strategies pieces on the back piece of the coping wheel with the glue sticks
6. Place the top of the wheel (My Coping Strategies) and the bottom of the wheel together. Make sure it aligns to show one coping strategy at a time.
7. Use the fastener to pinch a hole in the middle of both pieces and close it in the back, sealing it shut.
8. After completely creating their coping wheel, ask for some volunteers to do some of the strategies and activities
9. Give a purple memory orb at the end
10. *Remember, if you cannot find any of the sheets (The Coping Wheel Cut-Out Sheet, The Coping Wheel Activity cut-out sheet, and the My Coping Strategies) online or have them with you, you can always create your own coping strategies and coping wheels.

Station 3: Wheel of Coping (Fear)

Instead of the participants creating their coping wheel, the staff can create a life-size coping wheel (like the wheel of fortune) made from cardboard, wood, and paper. The staff or the station leader will then ask for some volunteers to go up to the newly created, life-size Coping Wheel of Fortune and spin it, and whatever the pin lands on, is the activity the participants must do.



Station 4: Perfect State (Disgust-- OCD)

Station Leader-- Once the group has come in front of you, ask them: "Now, how many of you are perfectionists?" (If they do not know what a perfectionist is, explain to them what a perfectionist is. "A perfectionist is a person who refuses to accept any standard short of perfection. Everything has to be perfect; nothing can be out of place. Now, a perfectionist is not exactly a person with OCD. OCD is an obsessive compulsive disorder, in other words, it's tending to excessive orderliness, perfectionism, and great attention to detail. If any of you have these feelings towards anything, like the feeling of needing to always rearrange items in your room, then you might have OCD. Today we have prepared an activity to help control OCD. Now, most OCD types and stages can be cured with great strength and difficulties; however, there are some more severe cases where there might not be a way to cure it. Today, we will do some yoga and aerobic exercise to help soothe the intrusive thoughts, images, and compulsions that the brain pumps out on repeat.



Instructions for the activity:

1. Spread out all participants apart, far enough that their open arms won't touch each other. (If you wish to use mats in this station, you can)
2. Go through all desired aerobic exercises and yoga stretches slowly
3. At the end give a green memory orb
4. *Optional-- if desired, you can set up an obstacle course for them or play an active game (like tug-a-war, a relay race, tag, etc.) to pump their heart and calm their minds

Example Aerobic Exercises-

- Walking (walking around the stations)
- Running
- High Knees
- Burpees
- Jumping Jacks
- Jogging

Example Yoga Stretches

- Cat and Cow Pose
- Child's Pose
- Touching your toes
- Downward Dog
- Cobra
- Tree
- Warrior I, II, and III

Ask your regional Coordinator about a Yoga Training in your region.



Station 5: Controlling of Emotion (Anger-- bipolar disorder)

Example Breathing Exercise:

The Bee/Buzz Breathing (BBB) Exercise-

1. Inhale for three seconds
2. Hold your breath for three seconds
3. Exhale out for three, but while exhaling make a buzzing sound like a bee
4. Repeat process 3-4 times with different buzz sounds (high pitch, low pitch, regular pitch, longest buzz)



Hot Air Balloon

1. Sit in a comfortable cross-legged position
2. Start by cupping your hands around your mouth
3. Take a deep breath in through your nose and slowly start to blow out through your mouth, growing your hands outwards in time with your exhale as if you are blowing up an enormous hot air balloon.
4. Once your balloon is as big as it can be (and you've finished your exhale), breathe normally as you sway gently from side to side admiring your big beautiful hot air balloon as it soars through the sky. This long deep exhalation as you blow up your hot air balloon has a relaxing effect, and the image is incredibly vivid for kids' imaginations.

Dragon Fire Breaths

1. Interlace the fingers underneath the chin.
2. Inhale and lift the elbows to frame the face.
3. Exhale, lifting the head, make a whispered 'hah' sound towards the sky, like a dragon breathing fire. At the same time, lower the elbows back down to meet at the bottom again by the end of the 'hah' exhale. This breath technique builds strength and heat within, so it is a good energizer.

Washing Machine

1. Sit in a cross-legged position
2. Interlace your fingers behind your head
3. Twist your core side to side going "wishy-washy" as you twist each way.

Tumble Dryer

1. Sit in a cross-legged position
2. Point your index fingers towards each other and position them so your left finger is pointing to the right and your right finger is pointing to the left overlapping a bit in front of your mouth
3. Blow as you spin your fingers around each other, making a lovely long exhalation and a satisfying swishy sound. This works well after the washing machine breathing exercise.

Resources/ Works Cited

Chapter 1-

What Is Mental Health?-

[What Is Children's Mental Health? | CDC](#)

[What Is Mental Health? | MentalHealth.gov](#)

What is the Difference Between Mental Health and Mental Illness?-

[Mental illness in children: Know the signs - Mayo Clinic](#)

What are the different mental illnesses, their signs/ effects... etc.

[The 5 Most Common Mental Disorders | Davis Behavioral Health \(dbh.utah.gov\)](#)

Chapter 2-

What Is Service Learning and Why is it Important?

[What Is Service Learning? - Suffolk University](#)

[The importance and benefits of giving back to your community - EF.com](#)

Donations, Service Examples, and Community Helpers

[5 Reasons Why Talking About Mental Health Matters](#)

[The Role of Communities in Mental Health Care - NCBI](#)

Chapter 3-

Activities, games, and demonstrations

Coping wheel:

<https://www.thepathway2success.com/how-to-make-a-coping-strategies-wheel>

Chapter 5-

Field Day/Safety Day

Station 1

<https://content.twinkl.co.uk/resource/5c/a3/t-tp-5194-things-that-make-me-happy-activity-sheet.pdf?token=&exp=1628192390~acl=%2Fresource%2F5c%2Fa3%2Ft-tp-5194-things-that-make-me-happy-activity-sheet.pdf%2A~hmac=cb0118a6978e5cb214b21db4b8d3f3404a098232bf8dbd1168bc0ca1ea1db606>

Station 2

<https://cosmickids.com/five-fun-breathing-exercises-for-kids/>

Station 3

<https://www.thepathway2success.com/how-to-make-a-coping-strategies-wheel/>

https://www.togetherwell.org/?gclid=CjwKCAjw9aiIBhA1EiwAJ_GTSIngZefle-9RJ0s5sqUVYEiTReQ1vxuxWJ38T7wtHt3iqaecdwwlSxoCjAEQAvD_BwE

Station 4

<https://my.clevelandclinic.org/health/articles/7050-aerobic-exercise>

https://www.google.com/search?q=a+list+of+yoga+stretches&sxsrf=ALeKk01WwaJJ1_iwL8JkMCBqQjXn5M-t-1-1628149285256&source=lnms&tbn=isch&sa=X&ved=2ahUKEwj6fesJnyAhWQLc0KHfvtBc4Q_AUoAXoECAEQAw&biw=1366&bih=625

<https://forresttalley.com/blog-anxiety-depression-trauma-ptsd-positivpsychology/curb-stomping-obsessive-compulsive-disorder-ocd>

Extras:

[Special Books by Special Kids - YouTube](#)

Stigmas: <https://www.bap.org.uk/articles/mental-health-stigma/>

<https://www.nimh.nih.gov>

Chapter 6: Help is Here (All words in blue will link you to the site)

[Plan Your Awareness Day | SAMHSA](#) Substance Abuse and Mental Health Services Administration

[SAMHSA - Substance Abuse and Mental Health Services Administration](#)

Louisiana Spirit

Available Resources (link)

Louisiana Spirit Crisis Counseling Program

Website: ldh.la.gov/LouisianaSpirit

Email: LouisianaSpiritInfo@la.gov

Office of Behavioral Health's Keep Calm Line [1-866-310-7977](tel:1-866-310-7977)

Crisis Text Line Text REACHOUT to 741741

LDH Coronavirus Information ldh.la.gov/Coronavirus/conquercovid19.la/

Louisiana Human Services District

[Human Services Districts and Authorities | Louisiana Developmental Disabilities Council \(laddc.org\)](#)

This site lists contacts all across the state for help with guest speakers, activities, and resources.

Central Louisiana Human Services District [Email Us: clhsd@la.gov](mailto:clhsd@la.gov)

[Services | Central Louisiana Human Services District \(clhsd.org\)](#)

[Agencies and Providers | Central Louisiana Human Services District \(clhsd.org\)](#)