



Child and Adolescent Mental Health

••• on my mind International Implementation Package



On My Mind is a universal curriculum for increasing mental health literacy and was developed to be integrated in diverse cultural, structural, and school contexts. The curriculum consists of 18 lesson plans and is designed to be delivered over the course of a school year by trained teachers.

On My Mind is based on the following principles: evidence-based, collaborative, positive and sustainable to provide teachers and students with increased mental health literacy. See our list of publications <u>here</u>.

On My Mind curriculum was developed by the National Institute of Mental Health's Working Group on Child and Adolescent Mental Health Research in collaboration with Czech and international experts from government, education and mental health sectors.

On My Mind has been implemented widely in the Czech Republic, and is available to be translated and implemented in additional languages and contexts.



About On My Mind

On My Mind is a curriculum aiming to promote the mental health and well-being of both students and teachers through teaching mental health literacy and developing social emotional competencies.

The program was developed by the Child and Adolescent Mental Health Research group in the Department of Public Mental Health, National Institute of Mental Health, Czech Republic. The process of the development of the curriculum and teacher training is published in the journal Mental Health Science in an academic article titled "Applying a theory of changing approaches to developing and piloting a universal mental health literacy curriculum for adolescents" (Kågström et al., 2023). The curriculum is based on effective interventions across multiple disciplines which are shown to improve mental health and well-being in students.

On My Mind consists of a curriculum manual and teacher training which combined deliver pedagogical skills and practical skills including:

- the importance of mental health in schools
- the key role of teachers in students' mental health
- the evidence base supporting mental health literacy and social emotional learning
- pedagogical barriers and implementation tips
- self-care resources and support for teachers' mental well-being

The curriculum consists of 18 lessons which cover 5 themes: mental health, emotional literacy, relationships, communication, and mental health first aid. Each lesson lasts 45 minutes and builds on students' prior knowledge progressively throughout the curriculum. Each lesson is centered around 3 key takeaways which are taught using a variety of teaching methods including lectures, experiential exercises, individual and pair activities, group activities, role-playing observation, discussions and conclusive reflections. Throughout the course of the curriculum, students journal key takeaways and personal discoveries to support their mental health and well-being, and are provided with experiments that link theoretical knowledge to everyday life practices. The experiments aim to improve students' mental health.



Curriculum

The On My Mind curriculum was created to be developmentally appropriate for 11–13-year-old students, providing a foundation of mental health knowledge to face common stressors associated with adolescence and to build health promoting habits for their mental wellbeing.

At this age, students are able to have meaningful discussions about mental health concepts and can learn how to recognize changes in mental health, help-seeking actions, available supports, mental health influences, and develop healthy coping and resilience strategies. In line with WHO recommendations, On My Mind prioritizes focusing on developing mental well-being (life satisfaction, positive self-concept, self-esteem, self-control, self-efficacy) and mental functioning (social, emotional and cognitive competencies such as resilience, coping, problem solving, interpersonal and communication skills).

The interconnected lessons cover topics such as the brain and behavior, emotions and the effects of stress, healthy relationship skills and communication strategies, dealing with stress and conflict, signs and symptoms related to mental health problems and information about how and where to seek help.

The curriculum is intended to be delivered over the course of a school year with a trained consistent teacher and class, averaging one lesson plan per week. The knowledge and skills students learn are built upon in subsequent lessons.



Lesson overview

Mental health	1: Health 2: Mental health 3: Brain and hormones 4: Stress in our bodies	Students are introduced to the program and learn about mental well-being and the effect of stress and hormones on mental health.
Emotional literacy	5: Emotions 6: Emotional regulation 7: Thoughts 8: Behavior	Students learn to notice and name their emotions and thoughts and recognize the impact of thoughts and emotions on behavior. Students are guided in prac- tices improving their ability to regulate their emotions and behavior.
Relationships	9: Knowing myself 10: Relationship with others 11: Building empathy	Students realize the importance of rela- tionships both with self and others, and learn healthy relationship skills including developing and practicing empathy, respect, and kindness.
Communication	12: Communication basics 13: Communicating emotions 14: Healthy communication	Students deepen their communication skills, learn to better deal with conflicts and challenging situations and realize their agency in behaviors and communi- cation strategies.
O Mental health first aid	15: It's OK not to be OK 16: Mental health care 17: Seeking help 18: My mental health plan	Students learn signs and symptoms of mental health problems, types of mental health care, and help-seeking knowledge and resources. In the end, each student creates an individualized mental health plan.







Themes

Each theme starts with a short, easy-to-understand theory that teachers can refer back to during implementation.

theme 2

EMOTIONAL LITERACY

Learning objectives

Studen ts with

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onal literacy

s (CASEL, 2015).

ons, thoughts and behaviors

theme 2





Child and Adolescent Mental Health



Lesson components

Key takeaways

Each lesson teaches 3 takeaways. These are brief and concrete developmentally appropriate facts, skills, or concepts students should be able to understand by the end of the lesson. Students record this knowledge in their Journal.

Introduction

Each lesson opens with a similar introduction, including a breathing activity.

Reflections of weekly experiments

Students are guided at the start of each lesson to share experiences and discoveries from the previous lesson's assigned weekly experiment.

Core contents

The content of each lesson are experiences, lectures and activities designed to facilitate an understanding of the week's 3 takeaways. The core content consists of individual, pair, group or class activities, role-playing, open discussions and other activities. Each activity is named and outlined in detail, with scripts and steps to support the teacher in implementing each component.

Closing

Each lesson closes with a similar structure, starting with 3 guided breaths following the journaling of the key takeaways, which is an important part of improving learning outcomes. In the journal students have printed takeaways with missing words they should fill in.







Sample of lesson plan

MENTAL HEALTH

Lesson 2

Talking about mental health is important. Takeaweys Mental health impacts how we feel and function in everyday life. There are many ways I can care for my mental health, for example _____

This activity aims to put stuke its in the mood for this class, ind concentration and enclosingly, a calmer atmosphere. INTRODUCTION (10 minute^) ist week we tried deep breathing for the first time. I know it can still feel a different that we all breathe together in the classroom, but remember this lep breathing can help us a lot, so let's try it again."

Sit comfortably and if you would like to, you can close your eye town at your deak or the floor if that is more comfortable for your at on the ground or your hands and how they are reason use miloritably and if you would like to, you can close your eyes or rook an your deak or the floor if that is more comfortable for your. See your in the ground or your hands and now mey are realised, we are going the ground and expanse. You can notice how your bely is rown over the bitwir own pace good out through your notice how your bely is rown to an poly your hand on your below you good to the event and your hand on your breathing (passe). Now you can open you can poly an attention to your breathing (passe). Now you can open you calority. Give space for students to briefly share the results of their experiments the students share first in pairs and than there is the opportunity to shar something with the whole class.

Lesson 9

You might ask for example: How did the exper anyone like to share with others?

"foday we'll talk about our mental health. We'll talk about w how we can take better care of it." MAIN CONTENT (50 minutes) viscussion: Mental health (8 minutes)

idents share with the class, the

Let a few stu

ory activity gives students an opportunity to share their first objects about mental health. It is out it they can easily, or is can also points are singentified and the set that mental basis, call to normal and healthy to tak about mental health and, ere may be some myths and prejudices that come up. ere thay on wome environment weather I with a question and if to be hoppy to hear your ideas and though the same year before the though the same term is the jour mind when you hear merce hearth? You can be the "core", in usek and write down more or share what you alway, U as atomic

en move on to the next

for example, v ng, for example, v ntai heath are da

e: Talking about mental health is imp 2. Lecture: Mental health compase (8 minutes)

The goal of this lecture is to give stu mental health.

Draw on board:

KNOWING MYSELF

Takeaways

Getting to know and like myself is an important part of mental health.

The way we talk to ourselves affects our mental health.

We can change our self-talk by becoming aware of the things we say to ourselves.

INTRODUCTION (10 minutes)

Start the lesson with the breathing ritual.

"Sit comfortably and if you would like to, you can Jeli's your eyes or look down at your desk or the floor if that is more comfortable is your, Feel your feet on the ground or your hands and how the vier sating. We are going to take 3 deep brachts and exhale solwy who e yoing attention to our breath. Everyone at their own pace (pause) is via cun notice how your bely is going in and our through your mose or lins. If you want to, you can put your hand on you, bely to feel the deep inhale and slow exhale (pause). New you can open your eyes slowly.

Here is a space for students to share the results of their experiment. The students share first in pairs and then there is the opportunity to share something with the whole class.

You might ask for example: How did the experiment go? How was it? Would anyone like to share?

Let a few students share with the class and move on to the next activity.

MAIN CONTENT (30 minutes)

1. Individual activity: Who am I? (18 minutes)

The goal of this activity is to raise self-awareness and support students' self-acteem

"Good mental health is also about the sense of feeling good about ourselves or feeling valued. We all have some values that are important to us, as well as opinions and beliefs about ourselves."

Td like you to take a moment and think of all the positive things about your-self. You will write it on a piece of paper. Here are some questions that might self. You wan write it was a second s

- Give students some time for the activity.

For our mental health it is important to be aware of our strengths. People who know them tend to have a healthy self-esteem and are usually able to cup with challenging situations. People who tend to think about themselves regitively, will tend to focus on their weaknesses and mistaks and have low self-esteem. Self-esteem is important for self-confidence and affects our mental health.

Emphasize: Getting to know and like myself is an important part of mental bealth.

2. Lecture: Self-talk (5 minutes)

The goal of this activity is to realize that we all talk to ourselver and that it is important to recognize the way we do it as it affects our mental health and our self-esteem.

our seri-esteem. Takes your hand if you have ever had a conven thon with yourself is your head? (Walit and raile your hand, too.) 'we will ool it is perfectly normal. This inner voice we have is collic: estimate the way we communicate with ourselves in our minds, the convex aution we have with ourselves about ourselves. It contains how we feel about something or what we think about! What can be tricky about self-aik. It is the other we are not aware of it. Those thoughts can be automatic and unobtrusive for a long time. Remember how we've tailed about thinking traps? With these thoughts we can easily fail into them. They also have a big impact on our mood, mobivation and mental health. Sometimes self-taik is our ally, that's when it is positive. At a time like this, we say for example: I'm good at this I can do that. If laye it my best shot. But our self-taik often focuses on the negative, and it's more of an enemy. Then it goes like this: I'm ont good at this. I can't do this. I'm we way use were experienced this? Could you give me some examples?''

Discuss with students their experiences with self-talk, and you can share your own examples of positive and negative self-talk.

Emphasize: The way we talk to ourselves affects our mental health.

8. Individual activity: Positive self-talk (12 minutes)

The goal of this activity is to realize we can challe nge and change the nega tive self-talk once we are able to realize it.

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Sample of lesson components

"Sometimes we use everything we know and communication still h_{20} its u_{12} s and downs. Even our closest friends sometimes want or exp-ct somathing different from us and we can fail into conflict. Smaller creatific scan be, for example, wanting to eat something different than *visa* our family is having for dimer, or disagreeing on whether or not a *mol* / is waw was good or bad. Larger conflicts might be disagreeing on Lame this, with a parent, like when a fair curfew is for a weekend "igu. out with itends or having a crust on the same person as your friend. Conflict, are nothing to fair a they are a normal part of life. They come from ...ife with meeds, ophions, intentions or views. Some conflicts can even take years and result in multiple conversations, others last for a couple of minutes. Conflict allows us to get to know and understand each other better. When we try to avoid conflict at all costs, it's not good for our relationships or our mental health."

Emphasize: Conflict is a normal part of relationships.

8. Group activity: Dealing with difficult situations (10 minutes)

The goal of this activity is to discuss healthy approaches in conflict situa-

In groups, students discuss how they think paople should deal with difficult situations and conflicts in the context of healthy communication.

We know conflict is nom: al, even is friendships, and when a conflict happens it is good to deal. who it with kindness and empathy. Conflicts might frigger fight- "fight is p.p.nes in our bodies and we might experience strong e. ution: "in g.u.gs, I want you to discuss how we can act in these situations and" how we can healthily communicate with other people. What is important in u.m., unicating during a conflict for you? What do you expect or need from the other persor? What do you think they want or need from you? How can we stay kind to the other person while still communicating our perspective?"

Give students time to discuss and then share in the class.

"Some conflicts are not in our power to solve and that's normal. Sometimes, we don't get what we want but that's OK. It's not important all of the time to solve every conflict. To have healthy relationships we can learn to agree to disagree when in a conflict, while still communicating, respecting and under-standing our friend or family members? point of view even if ours is different.

Emphasize: In order to manage conflicts or difficult situations, wo need to communicate with empathy and respect.

CLOSING (5 minutes)

Let students close their eyes and take three deep breaths.

"Today we were talking about conflicts and difficult situations. Let's write in our journals."



Lesson 16

CARE

Takeaway can cope with many stressors on our own, but ne require help from ethers. Sometimes getting better means getting professional help and that's OK. Asking for help isn't always easy.

MENTAL HEALTH

INTRODUCTION (10 minutes) Start the lessor with the breathing ritual. et comfortau-y and if you would like to you can blow what your deak or the floor if that is more constrained with an or the one the one if the same work is and how they are test and exhibit and exhibit and exhibit and the same result of the same is same in a difference of the same same is same in a difference of the same same is a floor in and out through you are not and out through you are not and you had on your bank. pace for students to share the results of their e have first in pairs and then there is the opport with the whole class.

sk, for example: How did the experin to share? nity to nent go? How was it? Wou

are with the class and mo ove on to the next activity

MAIN CONTENT (30 minutes)

1. Class game: I feel stressed/anxious... (8 mi

The goal of this activity is to understand that we can all feel stressed or taking from time to time and to normalize these feelings. Also we are all of mental health — whilems. Today we will Life shout mental health care, and we will start with a little game." Simult students to stand in a line, or a circle (whichever is best for your de-s). They then take a step forward if one of these statements applies to them. They then take a step back.

- eet stressed or anxious... when I argue with my barents. when a prove with my friends. before a big game before a big game when population are mean to me or ignore and when there are mean to me or ignore and when there is an extra friend has befored me. when someone pressures me to deal methin then I see someone is treated badly.

- Intercept pressures me to do somethilo ($q_{1,2}^{-1}$) want take a mission is in reasonable of $q_{2,2}^{-1}$) want take a mission of the reasonable of $q_{2,2}^{-1}$ want take a mission of $q_{2,2}^{-1}$ want take a mis thing I don't want to do.

member how we were taking about signs and syn shous in the previous lesson? We were also taking carbox. And you can see, it is normal for each taking is use some of the techniques we have allow werwhething, especially when they last for a some

2. 6

cture: Mental health care (10 minutes)

The goal of this activity is to understand that there are " us to be when our basic sets-care strategies are not enough and that some imas we need a different type of help. Mental health problems don't have child spicific cause and there is no singular way in which mental health process is causely. Usually, it's a combination of

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Sample of students' journal



Supplemental materials

Supplemental materials can be used for some lessons, as well as additional materials for students, teachers, and parents.

These materials can be found at www.dzda.cz/en.



Teacher training

In order to implement On My Mind, all teachers must complete a 24-hour accredited teacher training course developed to support successful implementation.

Areas covered in teacher training include school mental health and wellbeing, theoretical underpinnings of mental health literacy and social emotional learning, hands-on practice delivering lesson components, module on the most common mental health problems in children and the role of teacher, and tips for teaching skills to promote successful implementation. On My Mind accredited teachers should be confident in their skills to guide students in learning about emotional and stress regulation, communication skills, coping with conflicting and challenging situations, building healthy relationships, and appropriate help-seeking for mental health problems.

Training objectives:

- To prepare teachers for the successful implementation of the On My Mind program and to learn essential knowledge, skills and attitudes related to mental health literacy and socialemotional learning.
- Focus on topics such as mental health and mental health problems, the role of the teacher in the program, principles of mental health literacy, selfcare, pedagogical skills relevant to program implementation, and theoretical and developmental background.
- To transfer knowledge and skills for managing emotions and stress, promoting healthy communication, managing conflict and challenging situations, building healthy relationships and early identification and addressing potential psychological problems.
- To provide teachers with the knowledge and skills needed to improve their own mental well-being and prevent burnout.

Training of Trainers

The On My Mind scale-up follows a train-the-trainer (ToT) model, whereby devoted trainers become subject experts in mental health literacy and take on the responsibility of ensuring fidelity in implementation of the program in their given context over a long-term collaboration with the National Institute of Mental Health, Czech Republic.

The process of becoming a Trainer of Trainers is intended and designed for teacher trainers from organisations who want to scale their impact. The ToT consists of an online educational course followed by a 2 day in-person course.

Trainers requirements

Required qualifications:

- Min. Master's degree in psychology, pedagogy, special education, medicine, public mental health or other similar field.
- Min. 5 years of experience in education or public mental health.
- Practical experience or subject expertise in working with children and adolescents.
- Knowledge of local resources for help-seeking for child and adolescent mental health in the context of planned implementation.
- Experience in lecturing adults (ideally teachers).
- Good communication and presentation skills.
- Professional attitude.
- Ability to communicate fluently in English and local language of implementation.

Job description:

- Completion of online training + final test verifying the acquired knowledge (approximately 8h).
- Attending a face-to-face training (16h in 2 days).
- Self-study and reading background materials of methodology and preparation for delivering teacher training.
- Delivering and adhering* to the 'On My Mind teacher training' methodology in pair with another teacher trainer (total 24h in 3 days)
- Routine reporting and updates on implementation progress to the On My Mind supervision team.

*On My Mind is a pre-designed evidence based manualized intervention, which all OMM trainers must adhere to without adaptation. Any adaptations or changes must be communicated and pre-approved with the authors of On My Mind.

Implementation Timeline

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		Who?	Time point Time span (in months) (in months)	Time span (in months)
Phase 1				
1.1	1.1 Contact from abroad - interest	Partner	0	1
1.2	1.2 Contact from our side	Our team	0	1
1.3	1.3 First meeting regarding the possible implementatition	Together	-	×
Phase 2				
2.1	2.1 Administrative/contract signing	Our team	2-3	1
2.2	2.2 Sending all materials for translation to the partner	Partner	3-5	1,5
2.3	Preparing the materials from our side (implementing the 2.3 translation into our graphics)	Our team	5-6	1
2.4	2.4 Training of Trainers	Our team	<mark>5-6</mark>	×
Phase 3				
3.1	3.1 Implementation	Partner	+4	
3.2	3.2 Supervision	Together	7+	

Budget

Mandatory items							
Before training	Work content	Note		Amount (hrs)	Price per unit	Cost (CZ)	Cost (EUR)
Contracting	legal services			5	1 386,00	6 930,00	276,87
Coordination	coordination of materials transfer, Training of Trainers in cooperation with other party, preparation work	the number of hours may vary according to the requirements for graphic design, translation and preparation of materials		40	250,00	10 000,00	399,52
WNS						16 930,00	676,39
Training of Trainers	Work content	Note	Number of ppl	Amount (hrs, pcs)	Price per unit	Cost (CZ)	Cost (EUR)
Lecturers	2 days training in-person	3xtrainers, 2 days of workshop (16 hrs workshop, 8 hrs prep)	3	24		1 500,00 108 000,00	4 314,82
Manual		counted for 6 participants		9	400,00	2 400,00	95,88
Journal		counted for 6 participants		9	50,00	300,00	11,99
Supplemental materials		counted for 6 participants		9	400,00	2 400,00	95,88
Bag		counted for 6 participants		9	60,00	360,00	14,38
Prints/office supplies		counted for 6 participants				1 000,00	39,95
NUM						113 460,00	4 532,96
After training	Work content	Note		Amount (hrs)	Price per unit	Cost (CZ)	Cost (EUR)
Supervision of teacher trainers	group or individual supervision, online	counted for 6 teachers trainers		20	1 000,00	20 000,00	799,04
SUM						20 000,00	799,04
Costs						150 390 00	6 008 39
Overheads	25 %					37 597,50	1 502,10
Total price						187 987,50	7 510,49

Budget

Optional items (when is translation needed)							
Materials	Work content	Note	Amo (hrs)	ţ	Price per unit	Cost (CZ)	Cost (EUR)
Teacher training presentations	graphic changes	translation is not included		24,00	370,00	8 880,00	354,77
Manuals for teachers	graphic changes	translation is not included		40,00	370,00	14 800,00	591,29
Handbook for teacher trainers	graphic changes	translation is not included		8,00	370,00	2 960,00	118,26
Journals	graphic changes	translation is not included		8,00	370,00	2 960,00	118,26
Supplemental materials	graphic changes	translation is not included		40,00	370,00	14 800,00	591,29
Video - subtitles	graphic changes	translation is not included		4,00	370,00	1 480,00	59,13
Graphics - logo, illustrations	graphic changes	translation is not included		4,00	370,00	1 480,00	59,13
Website	graphic changes	translation is not included		8,00	370,00	2 960,00	118,26
SUM						00,025.05	2 010,39
Costs						200 710,00	8 018,78
Overheads	25 %					50 177,50	2 004,69
Total price						250 887,50	10 023,47
Partner's funding requirements							
				_			
Materials	Work content	Note	Number of ppl Am	Amount			Cost
Translation	translation of all required materials for training and for implementation	see OMM translation list					on partner
Training of Trainers							on partner
Accommodation	single rooms in hotel with breakfast		3 trainers 3 ni	3 nights			on partner
Travel costs	flight tickets		3 trainers				on partner
Meal allowance	lunches at training		3 trainers 2 days	ays			on partner
Training venue rental costs		minimum of 9 ppl, flipchart, projector	2 di	2 days			on partner

Contacts

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Child and Adolescent Mental Health