



on my mind
International
Implementation
Package

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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 [here](#).

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 well-being.

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.

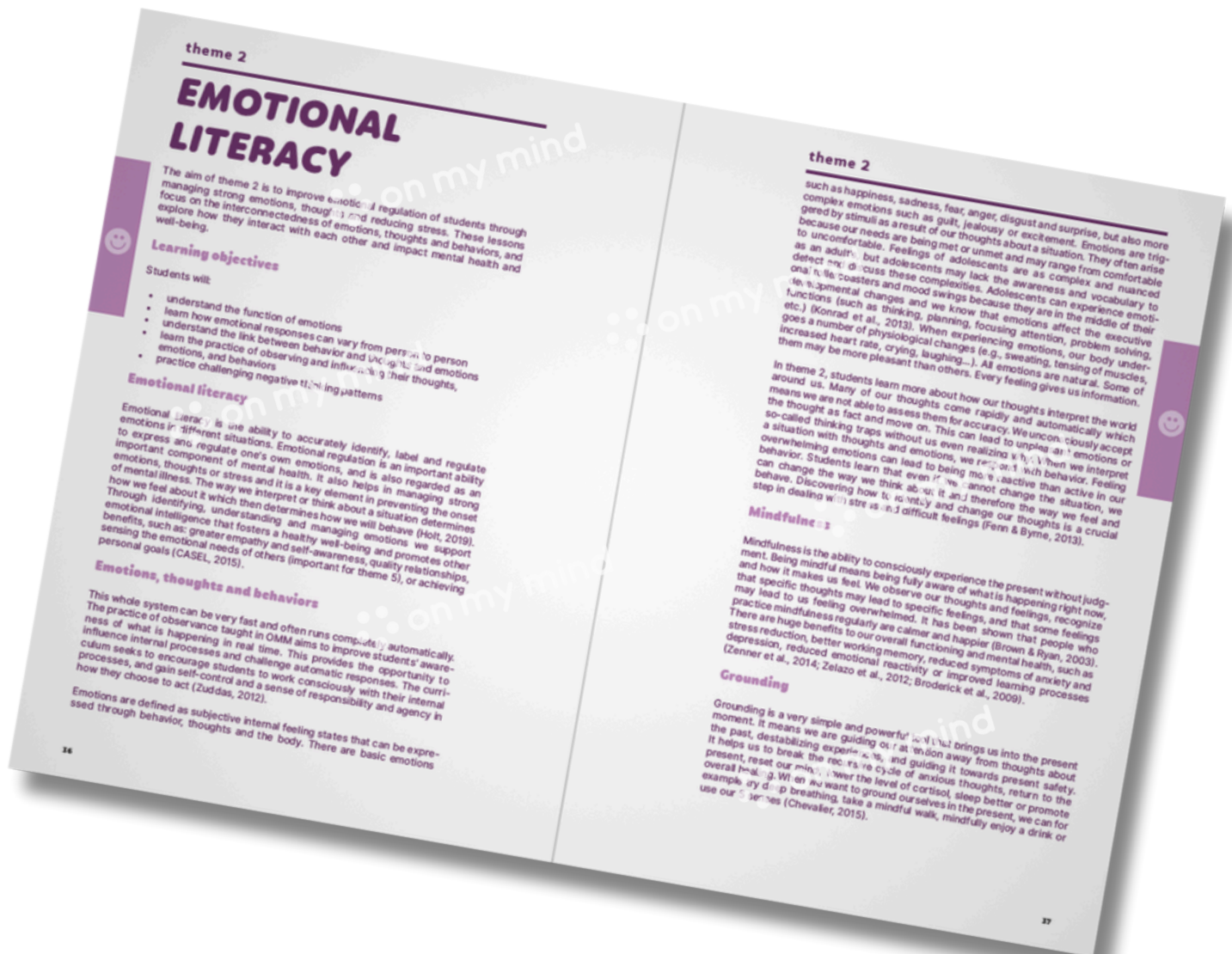


Lesson overview

 Mental health	<ul style="list-style-type: none">1: Health2: Mental health3: Brain and hormones4: 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	<ul style="list-style-type: none">5: Emotions6: Emotional regulation7: Thoughts8: 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 practices improving their ability to regulate their emotions and behavior.
 Relationships	<ul style="list-style-type: none">9: Knowing myself10: Relationship with others11: Building empathy	Students realize the importance of relationships both with self and others, and learn healthy relationship skills including developing and practicing empathy, respect, and kindness.
 Communication	<ul style="list-style-type: none">12: Communication basics13: Communicating emotions14: Healthy communication	Students deepen their communication skills, learn to better deal with conflicts and challenging situations and realize their agency in behaviors and communication strategies.
 Mental health first aid	<ul style="list-style-type: none">15: It's OK not to be OK16: Mental health care17: Seeking help18: 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.



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



Sample of lesson components

"Sometimes we use everything we know and communication still fails. It's ups and downs. Even our closest friends sometimes want or expect something different from us and we can fall into conflict. Smaller conflicts can be, for example, wanting to eat something different than what our family is having for dinner, or disagreeing on whether or not a movie we saw was good or bad. Larger conflicts might be disagreeing on something with a parent, like when a fair curfew is for a weekend night out with friends or having a crush on the same person as your friend. Conflicts are nothing to fear - they are a normal part of life. They come from different needs, opinions, 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.

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

The goal of this activity is to discuss healthy approaches in conflict situations.

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

"We know conflict is normal, even in friendships, and when a conflict happens it is good to deal with it with kindness and empathy. Conflicts might trigger fight-or-flight responses in our bodies and we might experience strong emotions. In groups, 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 communicating during a conflict for you? What do you expect or need from the other person? 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 understanding our friend or family members' point of view even if ours is different."

Emphasize: In order to manage conflicts or difficult situations, we 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."

JOURNAL

Healthy communication includes **listening** and practicing **empathy**.

Conflict is a normal part of relationships.

In order to manage conflicts or difficult situations, we need to communicate with **empathy** and respect.

What was the most interesting thing that I discovered, thought, or learned today?

Did you know...?

Making eye contact, nodding, and responding with open-ended questions can help you show you are listening and understanding.

Experiment

This week, when talking to a friend, try this:

Repeat back what someone has just said to you in your own words. It might feel awkward at first but it can help to improve communication skills.

You can try responding:

Tell me more about that...
What do you mean by that...?
What do you think about...?

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Notes:

Lesson 16

MENTAL HEALTH CARE

Takeaway:

We can cope with many stressors on our own, but some require help from others.

Sometimes getting better means getting professional help and that's OK.

Asking for help isn't always easy.

INTRODUCTION (10 minutes)

Start the lesson with the breathing ritual.

"Sit comfortably and if you would like to, you can close your eyes or look down at your desk or the floor if that is more comfortable for you. Feel your feet on the ground or your hands and how they are resting. We are going to take 3 deep breaths and exhale slowly while paying attention to our breath. Everyone at their own pace (pause). You can notice how your belly is moving or how the air is going in and out through your nose or lips. If you want to, you can put your hand on your belly to feel the deep inhale and slow exhale (pause). Pay attention to your breathing (pause). Now 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. Class game: I feel stressed/anxious... (8 minutes)

The goal of this activity is to understand that we can all feel stressed or anxious from time to time and to normalize these feelings. Also we are teaching students that when these feelings are long-lasting, they can be a sign of mental health problems.

"Today we will talk about mental health care, and we will start with a little game."

Instruct students to stand in a line, or a circle (whichever is best for your class). They then take a step forward if one of these statements applies to them. They then take a step back.

- I feel stressed or anxious...
- when I argue with my parents.
- when I argue with my friends.
- before an important test.
- before a big game.
- when people are mean to me or ignore me.
- when I have to try something new.
- when I have to go to the dentist.
- when I find out a friend has betrayed me.
- when someone pressures me to do something I don't want to do.
- when I see someone is treated badly.
- when I make a mistake.
- when I have to speak in front of people.
- because someone in my family is sick.
- because sometimes I feel like I don't have anyone to talk to.
- when I think about my future.

"Remember how we were talking about signs and symptoms of mental health problems in the previous lesson? We were also talking about feeling stressed or anxious. And you can see, it is normal to feel that way from time to time. Most of the things you stepped forward for are normal stressors for time. We can use some of the techniques we have learned before, others can feel overwhelming, especially when they last for a couple of weeks. Always remember it is OK to ask for help. Part of growing up and taking responsibility for our mental health care is knowing which stressors we can tackle on our own, and noticing when we would benefit from asking for help."

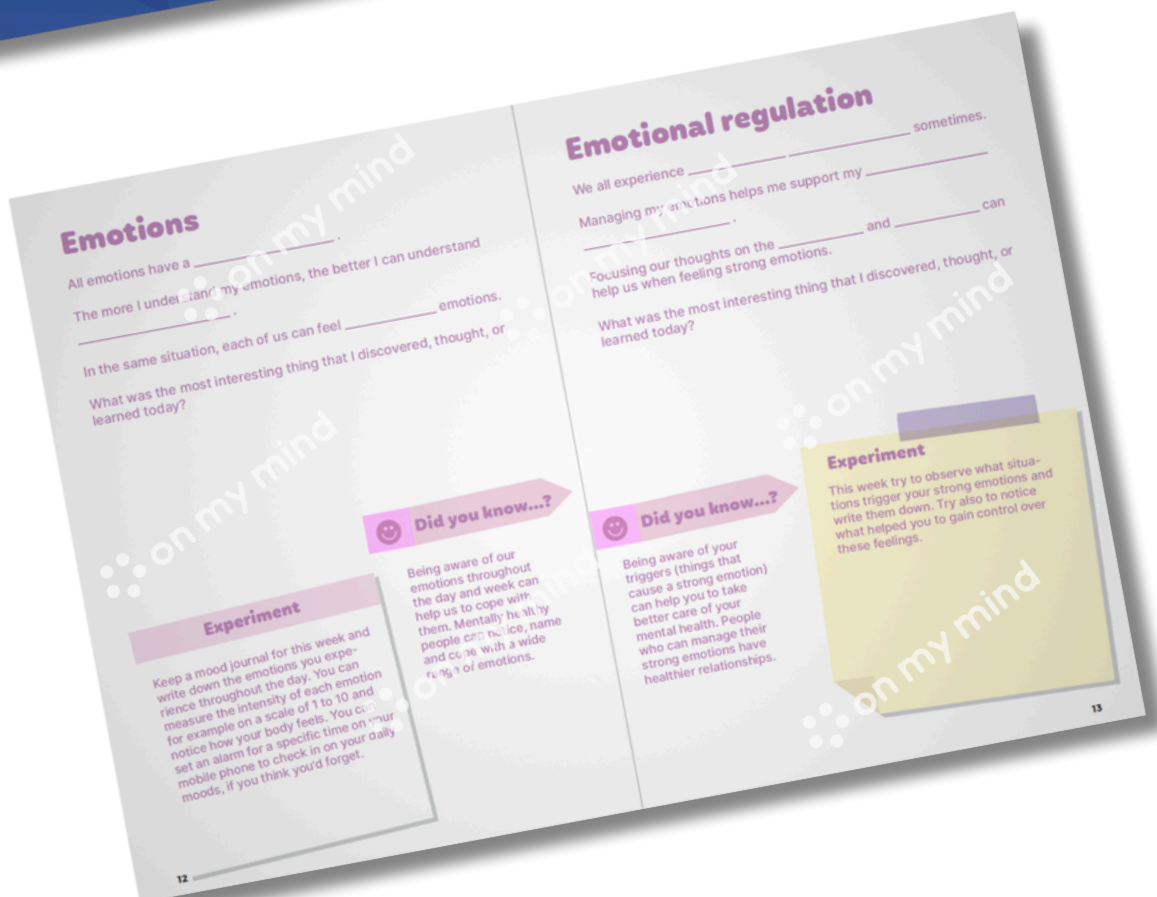
Emphasize: We can cope with many stressors on our own, but some require help from others.

2. Lecture: Mental health care (10 minutes)

The goal of this activity is to understand that there are different types of basic self-care strategies are not enough and that sometimes we need a different type of help.

"Mental health problems don't have one specific cause and there is no singular way in which mental health problems develop. Usually, it's a combination of

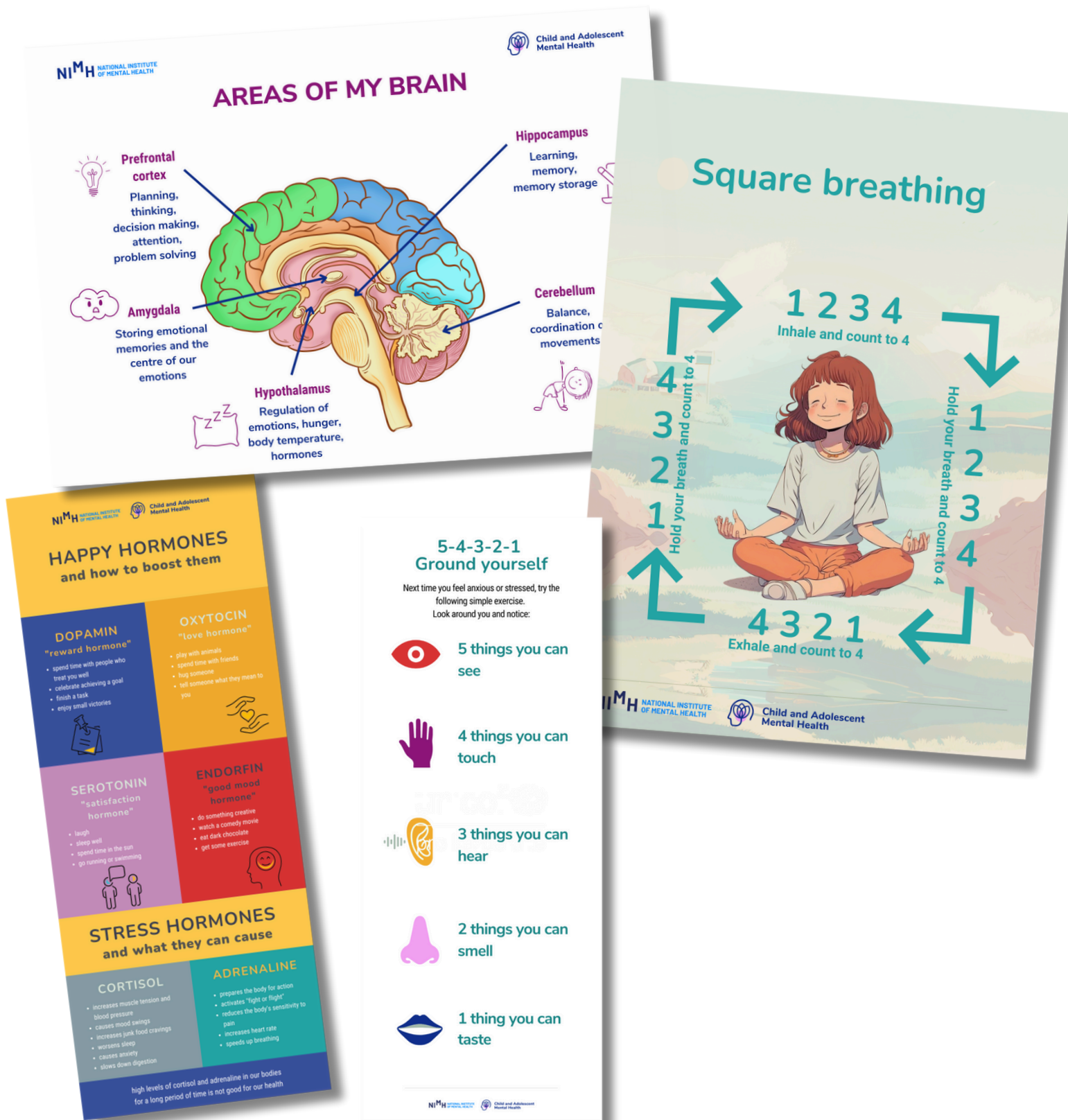
Sample of students' journal



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.



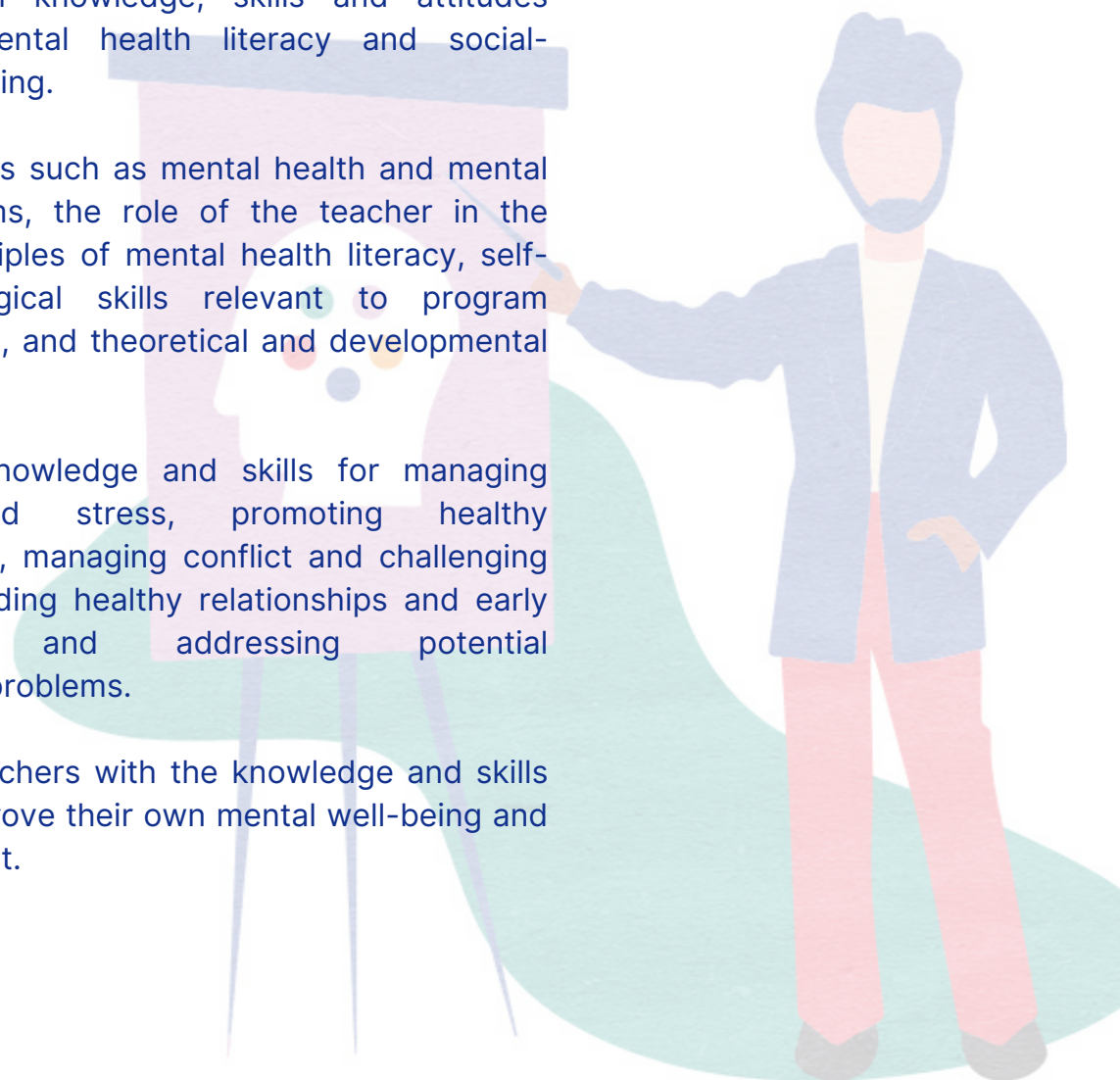
Teacher training

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 well-being, 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 social-emotional 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, self-care, 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

		Who?	Time point (in months)	Time span (in months)
Phase 1				
1.1	Contact from abroad - interest	Partner	0	1
1.2	Contact from our side	Our team	0	1
1.3	First meeting regarding the possible implementation	Together	1	x
Phase 2				
2.1	Administrative/contract signing	Our team	2-3	1
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 translation into our graphics)	Our team	5-6	1
2.4	Training of Trainers	Our team	5-6	x
Phase 3				
3.1	Implementation	Partner	7+	
3.2	Supervision	Together	7+	

Budget

[illegible]

Budget

Optional items (when is translation needed)									
Materials	Work content	Note	Amount (hrs)	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					50 320,00	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	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 nights		on partner			
Travel costs	flight tickets		3 trainers			on partner			
Meal allowance	lunches at training		3 trainers	2 days		on partner			
Training venue rental costs		minimum of 9 ppl, flipchart, projector		2 days		on partner			

Contacts

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