

Facilitator Guide

Help-Seeking



Procedure

Slides 1-2: Intro & Feeling Thermometer

Facilitator says: “Now that we know about and understand everyday feelings and overwhelming feelings, and how they connect to good mental health, we are going to talk about where you can find valid and reliable information about mental health, where you can find help and support and how you can ask for help for yourself or a friend.”


Facilitator says: “Keep in mind, if anything shared today prompts a feeling that you need to talk to someone, trust that feeling. Make sure you go to a trusted adult at home or in school. In our building you can contact/go to _____. Please feel free to also ask questions anytime through today’s lesson/workshop, also. You can certainly come talk to me after this lesson/workshop, too.”

Slides 3-5: Trusted Adults

Introduce/reinforce the idea of a trusted adult by defining the term (an adult who is reliable, dependable, and trustworthy and who can help you) and engage students in identifying potential titles of trusted adults at home, school, and in the community.

Note: It is OK for everyone to have different adults they might turn to. For some students it may be a teacher in the school, and for other students it may be a coach or friend's parent. Also, while it is good to note that mental health professionals are a good source, these young students wouldn't necessarily have access to those professionals without a parent or guardian first.

Facilitator says: “We all have people in our lives who can support us. If you are concerned about your own mental health or a friend’s mental health, talk to a Trusted Adult - someone who is reliable, dependable, and trustworthy. How do you know a person is reliable? They do what they say they’ll do, they are available/around when you need them (and when you don’t). How do you know a person is dependable? You can count on them, they listen to you. What does trustworthy look like? You can count on the person, they keep information



confidential, they act the same in different situations.

When you need a trusted adult, you can talk to them in person, call them, or even email/text them (note: suggest texting/email only if students have access to these forms of communication) that you're feeling overwhelmed or concerned about something. There are even people whose job it is to help people with their mental health -- these are mental health professionals, like counselors, social workers, psychologists."

Slide 8: Asking for Help

Facilitator says "Asking for help can be challenging, but is important in each of these situations. What are some feelings that you might have when you ask for help?" Expected responses: nervous, scared, excited, powerful, worried "You might feel nervous because you're not sure how to start the conversation or because you're afraid of what the other person will think of you. Asking for help when you are not feeling well or a friend isn't feeling well is the first step to getting better and is a healthy thing to do. "Think about a time when you were feeling physically sick (i.e. stomach bug, sore throat, fever, ear infection) and had to ask for help. What did you tell your trusted adult? Expected response or prompt for how your body was feeling, what you've already tried to do to feel better, and maybe even what the adult might do to help you feel better. Asking for help when you are having overwhelming feelings is not any different. This is a great time to ask if anyone has any additional questions, concerns or thoughts.

Thought Questions During The Daily Mile:

Facilitator Says "We talked about trusted adults today. During our run, think about your trusted adults. Who is a trusted adult at home, at school, in the community?"

Post run-complete trusted adult worksheet

Additional Resources

Find more free resources on mindfulness and social emotional learning through physical activity using the links below!

- a. [Erikas Lighthouse Resource Portal](#)
- b. [The Daily Mile Social Emotional Learning](#)