

# adap.t

**Educational activities to promote youth mental health**

**March 2021, CMHA-Montréal**

# The CMHA Montréal : Meeting community needs

## - Knowledge transfer and information

(training, conferences, educational workshops, intervention guides, consulting services, documentation centre, referencing)

## - Awareness

(Mental Health Week, Celebrating Mental Health)

## - Social impact

(community action, socio-political analysis, participation in public consultations, social movements, public positioning on social issues, forums organization, focus groups, research projects support)

**Now more than ever,  
we have to foster  
youth's ability  
to adapt and help  
them build resilience.**

# Objectives

Provide various tools to **youth workers, teachers and parents** so that they can better support young people in:

- Learning how to deal with and normalize mental health as well as their emotions (worries, anxiety, uncertainty...);
- Building on or developing mental health management strategies, particularly their resilience and social skills;
- Demystifying the demand for help.

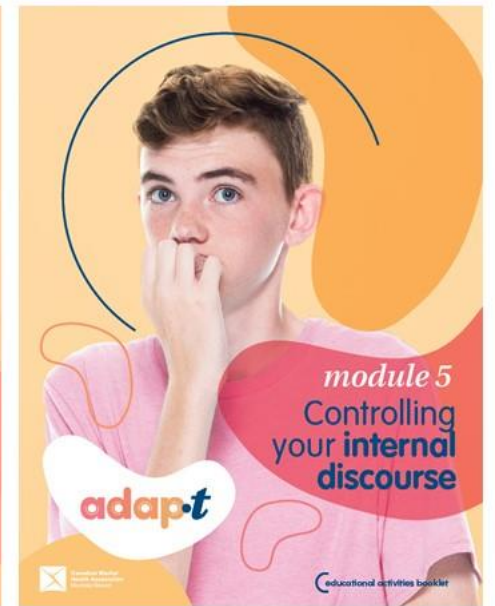
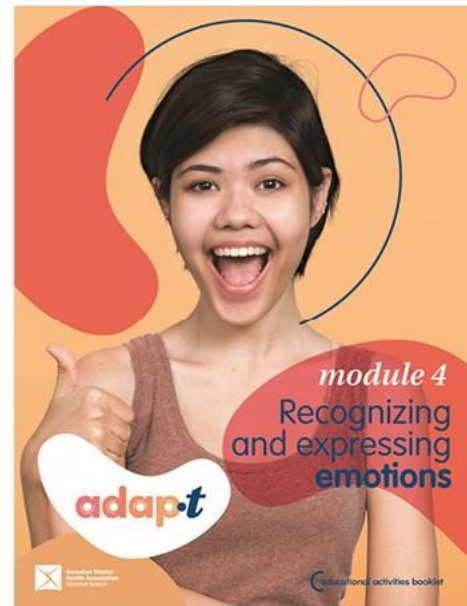
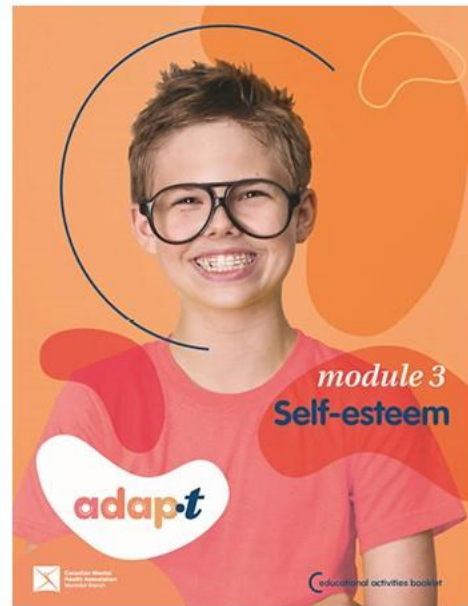
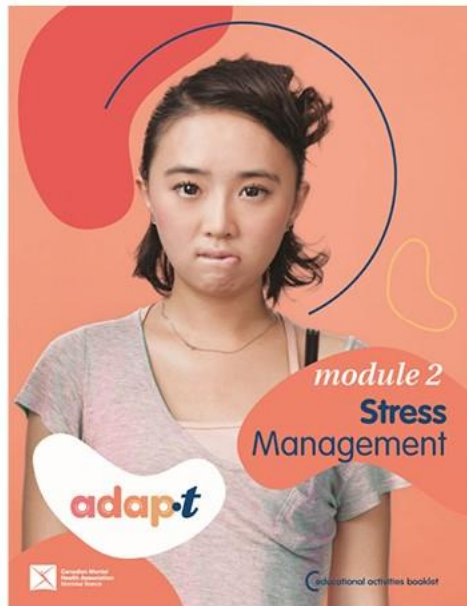
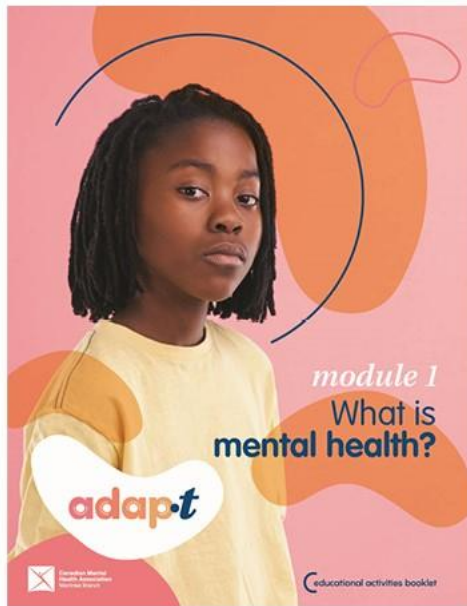
The logo for CHSSN is presented in a white-bordered box. It features the acronym 'CHSSN' in large, bold, white capital letters against a dark blue background. Below the acronym, the full name is written in a smaller, black, sans-serif font, split across two lines: 'Community Health And Social Services Network' and 'Réseau communautaire de santé et de services sociaux'.

**CHSSN**

*Community Health  
And Social Services Network*  
Réseau communautaire de santé  
et de services sociaux



# The Adap.t complete guide



# Activities

## activity 5

### My mental health, I'm taking care of it!

time required  
20 to 30 minutes

#### objective

identify ways to feel good about yourself

#### suggested approach

- 1\* In a large group, ask students if they know how to take care of (that is, preserve or improve) their mental health. Jot down some of their answers on the board.
- 2\* Hand out the student worksheet and ask students to identify ways to develop and preserve good mental health.
- 3\* In a large group, ask students to share their answers.
- 4\* Discuss which one of these habits they would like to adopt. What obstacles could prevent them from doing so? How can these be overcome?

facilitator worksheet

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#### remember

To stay mentally healthy, you can:

- 1\* surround yourself with good people
- 2\* talk about your problems
- 3\* take care of your physical health
- 4\* take time for yourself
- 5\* manage your stress
- 6\* accomplish and fulfill your goals
- 7\* learn to know yourself
- 8\* etc.

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## activity 5

### My mental health, I'm taking care of it!

student worksheet

How to take care of your mental health

#### talk to and be surrounded by good people

	I do this	I'd like to do this
Talk to someone when I'm not doing well, when I don't know what to think anymore	<input type="checkbox"/>	<input type="checkbox"/>
Have a positive and diverse social network (friends, parents, adults at school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Visit Websites for young people (e.g., Tel-Jeunes, Jeunesse, J'écoute)	<input type="checkbox"/>	<input type="checkbox"/>
Learn to resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

#### take care of my physical health

Exercise regularly	<input type="checkbox"/>	<input type="checkbox"/>
Eat well and regularly	<input type="checkbox"/>	<input type="checkbox"/>
Sleep enough (set aside 8 to 10 hours for sleeping)	<input type="checkbox"/>	<input type="checkbox"/>
Limit my intake of sugar, coffee, energy drinks, cigarettes, alcohol, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

#### take time for myself

Have a hobby or a passion	<input type="checkbox"/>	<input type="checkbox"/>
Give myself the right and the time to have fun	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

#### manage my stress

Manage my time, plan my activities, get organized (e.g., use an agenda, work out a schedule)	<input type="checkbox"/>	<input type="checkbox"/>
Relax (e.g., do something pleasant or relaxing, keep a personal diary)	<input type="checkbox"/>	<input type="checkbox"/>
Do one thing at a time, live in the present moment	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

#### accomplish and fulfill my goals

Set personal objectives and goals	<input type="checkbox"/>	<input type="checkbox"/>
Have dreams and do what it takes to fulfill them	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that I have a right to make mistakes	<input type="checkbox"/>	<input type="checkbox"/>
Learning from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

#### learn to know myself

Know my strengths and identify my personal challenges	<input type="checkbox"/>	<input type="checkbox"/>
Know how to recognize and deal with my feelings	<input type="checkbox"/>	<input type="checkbox"/>
Assert myself, express my needs and my limits	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

facilitator worksheet

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#### discussion points

There are many ways to deal with life. What's important is to find the ones that suit you best, and especially not to be afraid to try new ways of doing things.

You don't necessarily have to be in distress to take action! Solving minor problems quickly means you can avoid having to solve them later when they've gotten bigger.

It's a good sign when you decide to talk to a resource person. It means that you're doing what you need to take care of yourself and that you're seeing your

situation more clearly. It's healthy and positive!

Taking care of your mental health is like training to be in better shape: it requires practice and effort, but in the end, it's always worth it.

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adapt • module 1

adapt

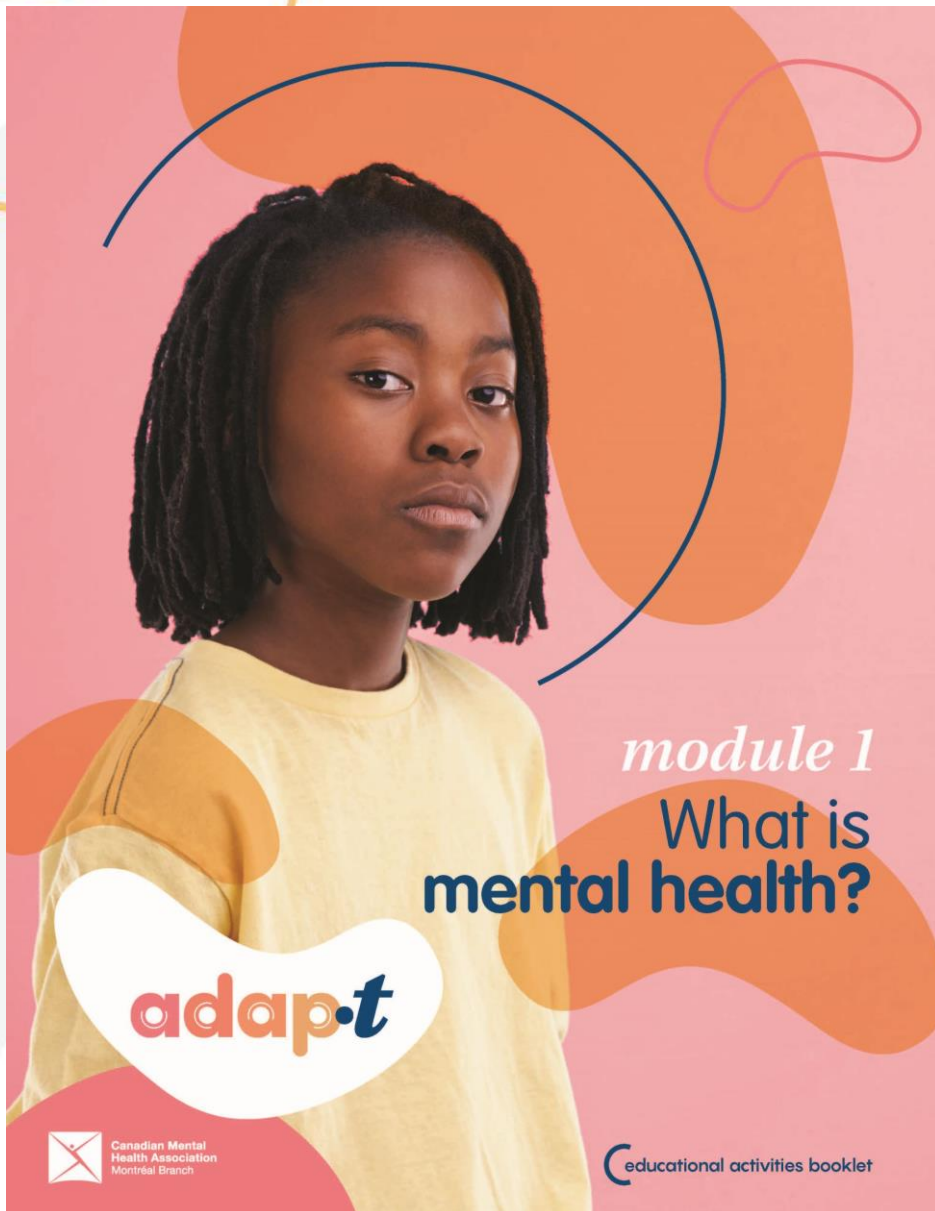
# Social and Emotional Learning (SEL)

**Objective: to develop knowledge, skills and positive attitudes in daily interpersonal relationships.**

A multitude of social and emotional skills to be acquired:

- problem solving/decision making
- creative thinking/critical thinking
- effective communication/interpersonal skills
- self-awareness/empathy
- emotional regulation/stress management





## Content

This module introduces students to the concept of **mental health** while distinguishing it from mental illness. The activities invite discussion on the subject and also allow students to get to know themselves better. They **become aware of the power** they have over their mental health and identify concrete ways to **promote their own well-being**.







## Content

### Managing stress

While stress is normal and even necessary, pervasive or pervasive stress can have a negative impact on mental health. **By better understanding its causes and manifestations** and identifying ways to release tension, students will be able to make the most of stress without being under its control.

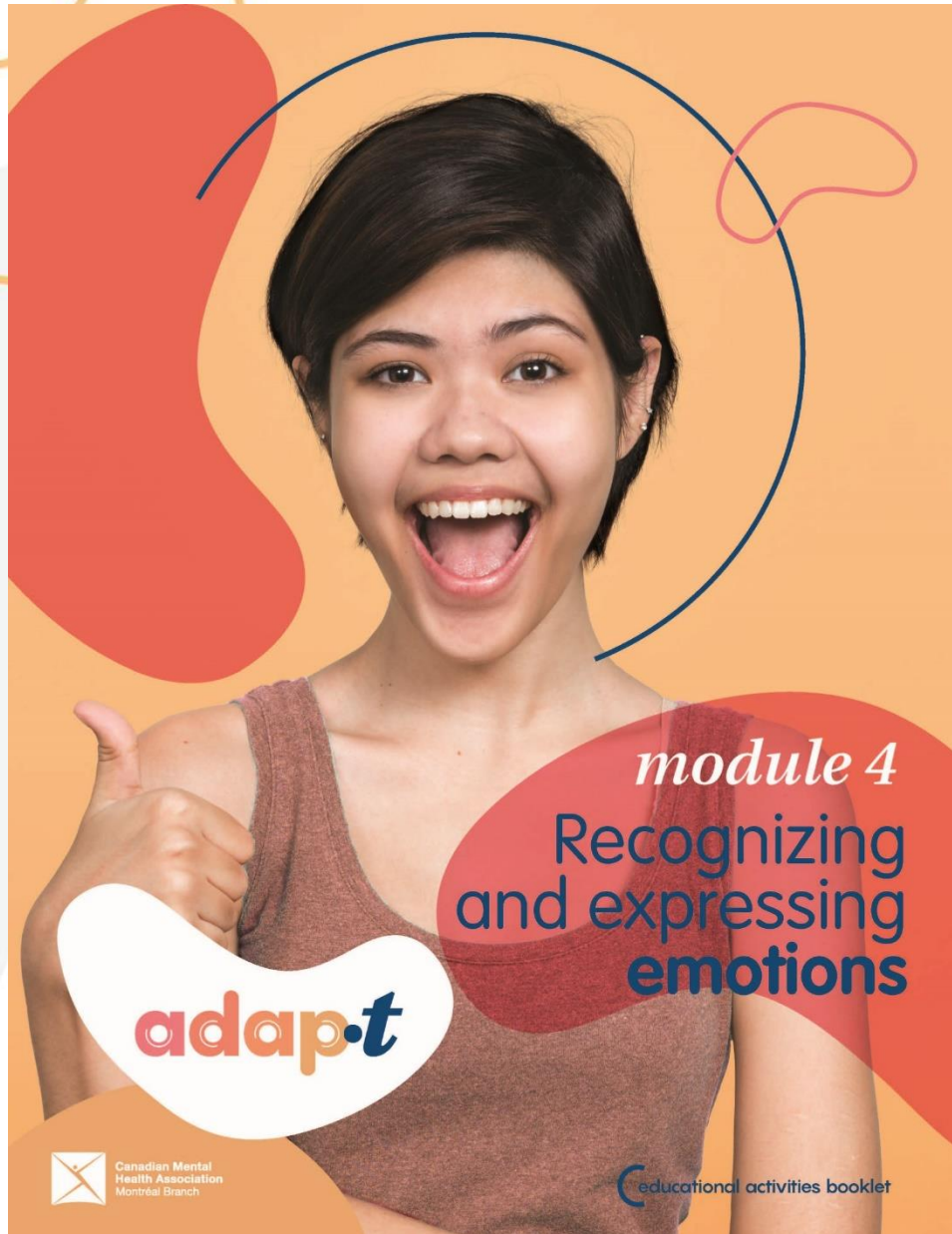


## Content

### Self-esteem

A key component of good mental health, self-esteem is often mistaken for arrogance or self-centeredness. However, **knowing your strengths and making a realistic assessment of your abilities is healthy!** This unit will help students recognize the importance of this component, while allowing them to concretely identify their skills and ways to strengthen them.





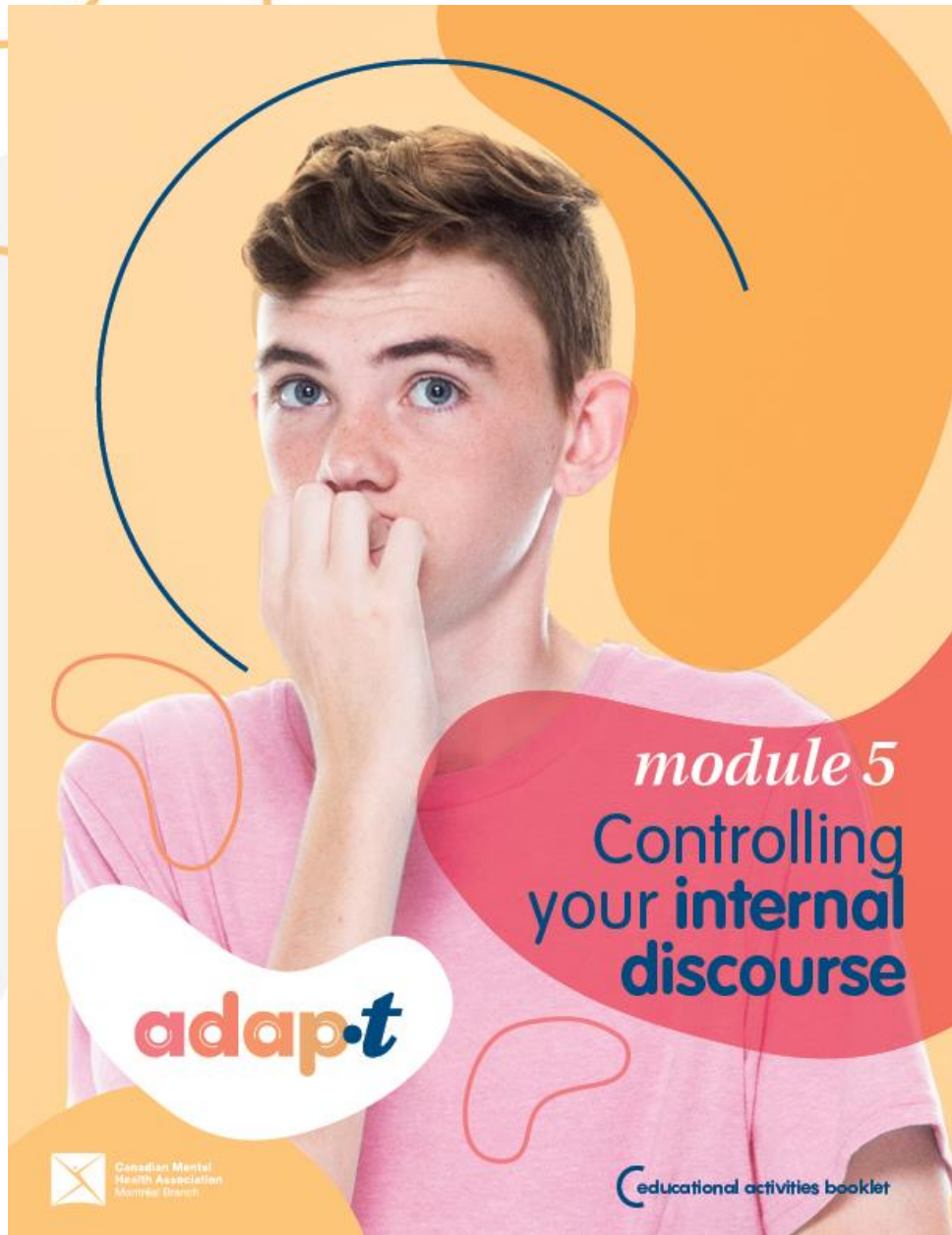
## Content

### Emotions, recognizing and expressing them

In adolescence, emotions can sometimes take a toll on us! Before trying to control them, **it is important to better understand them and to listen to the message they send us.** Students will learn to explore their emotional world and manage their emotions in a caring manner.







## Content

### Controlling your inner speech

What kind of impact can the words and phrases we repeat to ourselves have on us, often unconsciously? This module, which includes elements of the previous themes, **allows students to make the connection between their thoughts, emotions and behaviours.** They also discover how to regain control over their perceptions and adopt an understanding approach towards themselves.





## Questions? Comments?

- What are the main issues you see in terms of mental health among youth in schools?
- Would you use/recommend this tool?
- What are some of the barriers to use that you can foresee?

**You will receive a link to download the Adap.t Guide**

**You can also visit our website for more information**

<https://acsmmontreal.qc.ca/en/>



# Thank you

## Bibliography

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