

The logo for 'F2F Emotional & Mental Wellness' features a large white 'F' with a yellow speech bubble containing the number '2' inside it, followed by the words 'EMOTIONAL & MENTAL' and 'WELLNESS' in white capital letters.

Length: Simulation 30 Mins
Lesson Plan: 90 Mins (Parts 1 & 2)

The experiential program takes a SEL skills-based approach to violence prevention. Focusing on empathy, critical thinking, decision-making and help-seeking skills, the program moves beyond just say no to improving student agency to build their own future and navigate important decision points with increased confidence and preparedness.

Introduction



Today you will engage in a virtual simulation where you can practice tools to navigate situations involving concern about emotional and mental wellness

Learning Objectives

- ❖ Understand statements and behavior that escalate concern for emotional and mental wellness
- ❖ Apply communication skills for a conversation with a friend you have concerns about
- ❖ Apply communication skills to help a friend and motivate them to access support when needed
- ❖ Recognize potential emotional and mental wellness resources

Skills

- Help-Seeking
- Critical Thinking
- Effective Communication
- Empathy & Active Listening

Group Norms



1. Actively Participate.
2. Be respectful.
3. Do not share names or other identifying information of students or staff.
4. Reach out to me or another trusted adult if you would like to talk.

Login Instructions & Note Taking Guide

Login Instructions

1.

FRIEND2FRIEND: EMOTIONAL AND MENTAL WELLNESS

Note-Taking Guide

My key takeaway(s):

Something I learned from the simulation that I would like to try in a conversation with a friend:

Why did you choose that topic or conversation technique?

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Applying Knowledge: “Speaking with A Friend”

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Applying Knowledge - “Speaking with a Friend”

Restate the critical responses in the left-hand column using non-judgmental language, in order to create comments that are more effective and supportive of someone who may be in emotional distress. In the column on the right, explain why you chose your rephrased statements.

Critical Statement	Neutral Statement	Reason
<i>“You can’t just mope and do nothing. Snap out of it.”</i>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<i>“If you’re worried about your grades, try studying, instead of whining.”</i>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<i>“You can’t just check out and play video games and think everything will be fine the next day.”</i>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

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Distress Signals

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Distress Signals

Emotional Signs

- ① Getting mad or annoyed a lot
- ① Crying more than usual
- ① Being negative a lot of the time
- ① Having a lot of mood swings
- ① Having trouble concentrating, seeming bored more than usual

Behavioral Signs

- ① Sleeping a lot more or less
- ① Saying or posting things that worry you
- ① Getting worse grades than usual
- ① Losing interest in activities they enjoy
- ① Isolating themselves or withdrawing from friends and family
- ① Acting out of control or reckless
- ① Using drugs or alcohol to handle stress or anxiety

Physical Signs

- ① Not taking care of personal appearance or hygiene
- ① Gaining or losing a lot of weight
- ① Complaining of frequent physical symptoms (like headaches, stomachaches, or fatigue)
- ① Harming themselves (like cutting or scratching their skin)

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My Resources



