



Mental Wellness TOOLKIT Life Transitions

Educator Guide

Welcome to CKG Foundation's Life Transitions Mental Wellness toolkit. This guide is to help facilitate a successful online and classroom follow up experience to meet the content learning objectives.

Learning Objectives

At the conclusion of this activity, students will be able to:

1. Define life transition.
2. Identify life transitions they have experienced in their own lives.
3. Recognize their emotional and physical response to transitioning into quarantine in March 2020.
4. Identify steps to facilitating smoother transitions.
5. Identify positive coping strategies, increase gratitude awareness, identify personal strengths, and recognize things they can control through the Self-Awareness Plan Activity.
6. Practice exploring thoughts and emotions related to life transitions through journaling.

Each learning objective can serve as the content for an extended discussion. It is possible to add resources to each objective and utilize the toolkit as the baseline for multi-week mental wellness lessons. (See FAQs)

Theme: Quarantine as an Example

We use the March 2020 quarantine as an example throughout the Life Transitions Toolkit because it is something everyone experienced. It is important to remember that those experiences varied widely. Some students enjoyed less social pressure and time with their families, while others felt completely adrift without their normal social interactions, and do not feel safe or enjoy spending time with family. No experience is more correct than any other.

While quarantine was an extreme experience in many ways, the underlying stressors for teens - lack of structure, routine and normalcy - are part of many other life transitions on a lesser scale. Therefore, we can extrapolate the challenges of transitioning into quarantine and apply it to other life transitions students will experience. For example, relationships ending, death in the family, moving to a new town/city with no existing friends, etc.... If a student felt aimless and did not know what to do with themselves in quarantine, it is a sign that focusing on goals would be helpful during future life transitions.

The unifying theme of quarantine connects each student to a shared experience of a current and relevant life transition and should serve as a springboard for considering their personal life transitions in general.

Conversation Starters

Mental health and wellness topics are by their nature personal and require sensitivity. It is important to set a safe and supportive tone to encourage deeper consideration of the topics and promote a sense of safety to share and learn. Following are a set of suggested guidelines for participants and facilitators. The facilitator will read the expectations, gain agreement, and move to the discussion questions. It can be helpful to have the group write or read each statement aloud starting with: "I will..."

- Listen generously and understand that another's life experience is their truth.
- Respect each other's privacy, values, and personal priorities
- Speak from the (*my*) heart
- Be yourself (*myself* - if spoken/written as suggested above.)

1. What have been some life transitions you have experienced?
2. Think of a forced transition in your life. Was it harder than a planned transition? Why or why not?
3. Where were you when you heard about the governor's lockdown order? How did your body respond?
4. How did your routine change during quarantine? What was positive about this change? What was more challenging?

5. What are examples of things during quarantine that you have been able to control? What has been out of your control?
6. Think about a transition in your life. What made it difficult? With 20/20 hindsight, how could you have responded differently?
7. The pandemic and social unrest of our time are two very impactful experiences occurring in tandem, causing a lot of change. How have you responded to each? How have these two on-going transitions been more challenging because they are happening at the same time.

FAQs

How long will it take my students to go through this course online?

We estimate 10-15 minutes to complete the course, not including the downloadable activities. The Self-Awareness Plan will take 10-15 minutes, and the journal is designed for personal use over a period of time (weeks or even months).

This course is designed to be used as student-led, independent learning, or as a teacher curriculum resource. It could be used in a hybrid manner in which the e-learning portion is assigned as pre-work for an in-class discussion. Sections of the toolkit could be used over several class periods.

Educators are welcome to download and use the Self-Awareness Plan and Journals to supplement other curriculum resources.

Can I split the toolkit into multiple lessons?

Yes, absolutely. We recommend that you have students complete the toolkit prior to class discussions. Any of the learning objectives could be isolated for a more in-depth lesson.

How does a student log in?

- On the course homepage, the student clicks on the Life Transitions Toolkit in the middle of the page.
- At the bottom on the Life Transitions Toolkit page, click “Get Started Now”
- This will prompt the student to create an account. The student uses an email address and creates a password.

Does the student receive a course completion notification?

Yes, the student receives a certificate of completion once the entire toolkit has been completed. The student has the option to copy the link to the certificate or download the certificate. The student is able to access the certificate at any time from their personal “dashboard” once logged into the Toolkit site.

Does the course have to be completed all at once?

No. Once a student has created an account and logged in, they may complete the toolkit over multiple sessions. Once completed, they can go back and review the toolkit, however, they cannot re-visit the self-reflection sections once submitting responses.

Can I see my students’ responses to questions in the toolkit?

No, the response to the questions are not collected. Questions are only intended to prompt personal self-reflection. Educators can follow up with classroom discussion with similar questions. Please see Conversation Starter questions.

Who do I contact to provide feedback about my experience using the toolkit?

We love feedback! We are always working to improve the educator and student experience with our Mental Wellness Toolkits. Please contact program@ckgfoundation.org.

Supplemental Activity Topics

Goal setting (big and small)

Creating a routine for yourself

Brainstorm activities you enjoy and hobbies you would like to learn

ASCA Mindsets & Behaviors tied to Learning Objectives

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- B-SMS 7. Demonstrate effective coping skills when faced with a problem.

- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.