

“Mind Matters” Trivia Game

Goal

- To have fun while educating, linking youth to local resources and reinforcing information learned about coping, supporting a friend, wellness and various mental illnesses.

Senior 1-4 Education Curriculum Connections

This activity contributes to the following Student Specific Learning Outcomes:

Family Studies

- *S1 4.4.1 Identify sources of positive and negative stress for adolescents.*
- *S3 4.4.4 Demonstrate appropriate stress management/problem-solving techniques.*
- *S1 5.1.3 Identify behaviours that promote health and wellness.*
- *S1 5.1.5 Examine how decisions affect one’s well-being.*
- *S1 5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues-STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness.*

Guidance Education GLOs under Personal/Social Component.

Physical Education

- *K.3.5.B.4 Identify available community supports that promote safety and community health.*
- *K.4.S2.C.4a Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.*
- *K.4.S2.C.1a Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.*
- *K.4.S2.C.2 Describe situations that cause personal stress.*
- *K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being.*
- *K.4.S2.C.4a Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.*
- *K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/ illness prevention, including mental illness/ disorders.*
- *11.MH.1 Identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders.*
- *11.MH.4 Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, depression, and eating disorders.*
- *11.MH.5 Identify community service agencies that support individuals concerned about mental-emotional health issues.*

Have Ready

- Mind Matters questions and answers.
- Mind Matters game board (see example on the following page).
- Prize(s) for winning team (optional).

Note to Facilitators

- This activity requires the facilitator to have a basic understanding of the mental health issues that affect youth. For more information on mental health, check out the corresponding chapter of the Teen Talk Service Provider Manual.

Instructions

- This game is meant to reinforce mental health information that has already been covered.
- Divide the group into two teams and have them choose team names.
- The teams will take turns choosing a category and points value, and answering a question.
- Keep score on a chalk/white board.
- Encourage each team to huddle and work together to come up with the correct answer.
- There is no need to ask every question, the game can be as brief or extended as needed.
- The bullets under the questions are suggestions for how a question could be answered. They do not need to give each bulleted answer to get the points. Use your judgement, always award points if an answer they give to a question is valid but different than the answer listed.
- At Teen Talk we try to play a “Final Jeopardy” round where each team chooses an amount of points to wager, see below for final Jeopardy questions.
- Note: Alternatively, as a time-saving measure, read out select questions to the entire group.

MIND MATTERS GAME

Coping	Mental Illness	Resources	Wild Card	Wellness	Supporting a Friend
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300

Mind Matters Game Questions

Coping

100 Name two things you could say if you called a help line.

- I'm having a hard time; I need to talk to somebody; Today was really tough; I'm not sure what to say; I need help; I need someone to listen, Hello... etc.

200 How can talking about a hard time be helpful? Give two reasons.

- Process what's going on: share your feelings, work out what's bothering you and explore what you can do about it.
- Feel better.
- Don't feel alone.
- Feel cared for.
- Create a connection between people.

300 If someone is experiencing discrimination what is one important thing to remember?

- **It's not their fault.** It is the system of oppression or the person using discrimination who needs to change.
- Finding someone who has experienced the same type of discrimination can be helpful to connect with and learn from.
- Self-care and fun are extra important.
- Being yourself is powerful, you are important.

Mental Illness

100 Name one resource that may be helpful if someone is experiencing depression.

- Mood Disorders Association of Manitoba and the Canadian Mental Health Association
- School counsellors, Teen Clinic, support groups, nursing station, mental health workers, Klinik Community Health, Crisis Lines etc.

100 Name a reason for each: Why would a person want a mental health diagnosis? (a doctor confirms a mental health problem) Why would a person not want a mental health diagnosis?

- May make it easier to access info, resources, treatment and connect with other people.
- Don't want the label or the treatment, **stigma**.
- We get to decide for ourselves whether or not we seek out a diagnosis. **Either way we deserve to be treated with respect.**

200 What can someone do if they are struggling with anxiety?

- Talk to someone you trust about it.
- Seek out resources like a support group or Anxiety Disorders of Manitoba (ADAM).
- Try lots of ways to cope (more than once) and find out what works for you.
- Use medication prescribed by a doctor

Note: When talking about medication for mental illness, Teen Talk's approach is to address it as an option among many. We validate that youth are experts about their own experiences, and a doctor or health practitioner can be supportive in prescribing medication as part of treatment for mental health problems. It is important to validate that some people use medication for mental illnesses and others prefer to find ways to cope without medication.

200 Name three things you should ask a pharmacist or doctor when getting prescribed medication for a mental illness.

- What are the side effects?
- Why am I taking this?
- Are there any alternatives to taking this medication?
- Will this be effective at this dose?
- What are the expected results?
- If I take drugs/alcohol or another medication while on this prescription, what will happen?
- How long should I take it for?
- Will it make my birth control pill less effective?
- What should I do if I miss a dose?
- How often should I take it?
- What time of the day should I take this?

300 How are people with schizophrenia usually shown on T.V., in the news or movies? And what is the problem with that?

- Violent, dangerous, low IQ, multiple personality. Stigma; it reinforces these false ideas and makes it harder for anyone living with schizophrenia to get help.

Wellness

100 Why is it important to make time for ourselves and have fun?

Self-care is important because it:

- Gives us a break so we can reenergize
- Helps us cope when times are harder
- Releases endorphins (happy hormones)
- Reduces stress
- Feels good
- Can help us have more energy to be helpful to others

200 What are 4 natural ways of healing that Indigenous knowledge teaches us?

- Talking
- Laughing
- Crying
- Shaking
- Yawning
- Sweating
- Yelling

300 Give one example of setting a healthy boundary and explain why boundaries are important.

- Letting our parents/caregivers know when we need alone time.
- Asking people to stop distracting us when we are busy.
- Letting friends know when we won't be available.
- Telling romantic partners how much affection we want or don't want.
- Boundaries helps us meet our own needs, helps develop our identity and independence, helps build healthy relationships, is respectful to others and enables us to use our energy in good ways to take care of ourselves and enables us to be more supportive to others.

Supporting a Friend

100 Name two reasons why it is good to ask a friend if they are having a hard time.

- It shows that we care; that we noticed and are concerned.
- Let them know that they are not alone; may break isolation.
- Allows person to talk about what is going on which can be a step to getting help.

200 How can we support a friend?

- Listen to them without judgment and believe what they are saying.
- Ask them who else they feel comfortable talking to.
- Go with them to a counsellor/teen clinic/ hospital/Elder/etc.
- Stay with them while they call the helpline.
- Notice and comment on positive changes as well for encouragement.

200 Why may a support group be helpful?

- To get information.
- To not be alone and have a sense of belonging.
- Gives people a chance to share their experiences of struggle and recovery which may help people learn to cope better.
- Might give someone a sense of purpose or something to do.
- They are often free. Contact local health centres, community associations or the nursing station to find out what groups are running in your area. FYI: Support groups exist for a variety of topics and are pretty easy to join. They usually are run by groups of people dealing with a particular topic who sit together for a period of time and share their experiences.

300 Give two reasons why it is important to be non-judgmental and listen when supporting a friend.

- It builds connection and can be one of the most important things we can do.
- Makes it more likely the friend will ask for help in the future.
- It's respectful.

Wild Cards

100 If we hear gossip or someone talking about mental health in a negative way what can we do?

Say something like...

- “What you’re saying is not helpful.”

- “Everyone has mental health so making fun of it hurts us all.”
- “If what you’re saying is true it sounds like they need our support not judgement.”

200 How do we show respect for cultural or spiritual mental wellness practices?

- Learn about the history of its use, and what it means to the people who created it.
- Learn the practices from the people from the land and culture who created it as much as possible.
- Try to use it as close to its original meaning and purpose as possible.
- **Do not appropriate the practice if you are not from that culture:**
 - Acknowledge where it comes from when using it.
 - Do not claim it as your own, try to make money or profit from it

300 What are three things we need to be mentally well?

- Attention: we all need attention and are deserving of it from important people in our lives.
- Respect: There is enough respect to go around for everyone and we are all valuable in our own way.
- Support: Asking for help is a skill we can work on.
- Rest: time to ourselves, sleep, etc.
- Ways to cope: things that fill our lives, make us feel better when we are having a hard time.

FINAL BONUS QUESTIONS

Get each team to collectively fill out Pathways to Health in 1 minute. The fastest team to complete Pathways wins.

OR

Get each team to write down as many things to do to get through a hard time OR write down as many resources including websites, apps or phone lines that someone could use in one minute. This can be done in their groups, or relay style on the whiteboard or at flipcharts. The team with the most activities wins.