



# I CHOOSE to be Healthy Modules



The "Kasama sa Kalusugan" package can be replicated, reproduced, and utilized by youth leaders, youth organizations, or groups that support young people, provided that they give proper credit to the source and acknowledge the support of the United States Agency for International Development (USAID) through the Breakthrough ACTION Project.

**Authors:**

Krissa Alvarez  
Cling Malaco  
Cathy Church-Balin  
Chello Caliwang  
Jeffry Lorenzo

**Design and illustrations by:**

Miguel and Billie Bade

Breakthrough ACTION  
Johns Hopkins Center for Communication Programs  
111 Market Place, Suite 310  
Baltimore, MD 21202  
Telephone: +1 410-302-0917  
[www.breakthroughactionandresearch.org](http://www.breakthroughactionandresearch.org)

This program guide is made possible by the generous support of the American people through USAID. The contents are the responsibility of Breakthrough ACTION and do not necessarily reflect the views of USAID or the United States Government.

© Johns Hopkins University 2024  
All rights reserved.

## Get Commitments to Action!

Let's wrap it up! (5 minutes)

### What you need to remember:

- + Not everything you hear, see, or read is true, so it's important to take a closer look at the information and assess it carefully.
- + False information can make you believe things that aren't true, and that can lead to making poor health decisions. For example, some people refuse to get vaccinated because they believe vaccines can turn them into zombies!
- + Learning how to spot false information can help prevent its spread and help you make better health choices.

### What you can do:

- + Remember to share information only from trusted sources. You can check out the official social media pages of government agencies, reputable organizations, and news networks.
- + Keep in mind and apply the tips for recognizing false information.
- + Visit [malayaako.ph](http://malayaako.ph) for accurate and relevant health information for teens.



## Activity (10 minutes)

**Title:** Keep It Real

**Materials:** paper and pens

### Guide:

- + Give each participant a piece of paper and a pen.
- + Ask them to write three things about themselves: two things should be true, and one thing should be a lie. Give them five minutes to do so.
- + After the allotted time, tell them to go around the room, ask another person what they wrote, and try to guess which one is the lie. Ask them to keep a tally of the times they correctly guessed the lie.
- + The person with the most number of correct guesses will be the best “human lie detector” (if you can give a small prize if you have any).
- + Proceed to the guide questions to process the activity.

### Get People Talking!

#### Guide Questions (10 minutes)

- How did you identify the lies? Was it easy? Did you notice any patterns or similarities?
- What might be the effects of false information on you and your health?
- What can you do to prevent the spread of false information, especially on social media?

## Hi, there! Welcome to the I CHOOSE to be Healthy Modules.

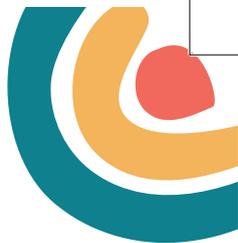
Learning together is always more exciting, isn't it? This set of fun modules covers mental health, COVID-19 and emergency preparedness, false information, and teen health. You can choose which module to share depending on your audience's needs. Although the modules are grouped by health topic, each can work on its own. You can pick one or two that you want to do in a day and save the rest for next time. You don't have to do them all at once.

No pressure!

Facilitating an activity can be a bit overwhelming. But don't worry—we got you! Each module contains simple steps to help you carry out the session from start to finish. Read through these steps in advance to help you prepare the needed materials, manage your time, and plan your approach.

## Are you ready? Let's get started!





# Why share these modules with young people in your community?

- + To create an open and safe space for conversations on different health topics that are relevant to them
- + To increase their awareness and understanding of mental health and to share simple techniques to reduce stress and anxiety
- + To help them process their experiences during the COVID-19 pandemic and gather learnings to help them be better prepared for future outbreaks and emergencies
- + To discuss vaccination and to share tips on how to spot and address false information
- + To encourage young people to adopt healthy behaviors now and become smart, able, health-seeking adults

## Who is this for?

Youth influencers, leaders, volunteers, advocates, and trainers can use these modules in schools and communities to promote healthy behaviors among young people.

## How to use it?

The I CHOOSE to be Healthy Modules cover the following health topics:



Mental Health



COVID-19, emergency preparedness, and false information

We've created several modules on each topic that you can use. Each module has four parts:

**01. Get Ready!**

**02. Get Started!**

**03. Get People Talking!**

**04. Get Commitments to Action!**

## Get Started!

### Introduction (5 minutes)

Start the session by asking your audience about their sources of information. You can ask questions like,

**What do you do when you want to know more about something?**

**Where do you go when you have questions, especially about your health?**

**Are there specific sites or pages that you go to?**

**How do you know if it's a trusted source?**

Explain the importance of learning how to evaluate information that we receive, especially online. You can use the explanation in the previous pages and the False Information Poster as visuals. You can then ask your audience if they have recently encountered false information and how it affected them.

Summarize the discussion before moving on to the activity. You can say:

*“False information can look different and can spread through different channels – social media or word of mouth. Knowing how to recognize false information and being careful with what we share online will help us prevent it from spreading. Now let's play 'Two Truths and One Lie' and see how good you are at being human lie detectors!”*



## Here are some tips on how to recognize false information.

### 01. Assess the source

Is the source familiar, credible, and from a reputable organization? How did you receive the information and where did it come from? Make sure the information is from legitimate websites and verified accounts.

### 02. Read beyond the headline

Headlines are designed to grab attention and can be exaggerated to get a lot of clicks (aka clickbaits). Always read the full article to know the whole story and ensure it matches the headline.

### 03. Check the date

Look at the date the story was published to see if it is a recent story or an old one that has been reshared out of context.

### 04. Who is the author

Do a quick background check to see if the author is an expert in the field they are discussing.

### 05. Examine the evidence

Check if experts have confirmed the numbers and facts presented. Ensure that the data is from a source with good reputation.

### 06. Check your biases

Evaluate your own biases and consider why the story caught your attention and why you think it is believable. Does it confirm your beliefs or support your opinion?

### 07. Use fact-checkers

Reach out to trusted fact-checking organizations if you encounter information that you suspect to be false.

## Part 01 : Get Ready!

The first part will help you prepare for the session. It contains the information you need to know about the topic and the materials you will need.

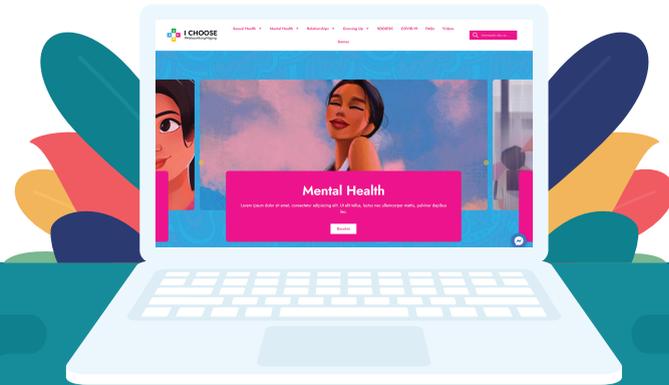
### Follow these steps to prepare:

- 01 Choose the module you want to do.
- 02 Read the background section and check the resources provided.
- 03 Refer to the booklet on that topic for more information and examples.

Topic	Booklet
Mental Health	A Moment for Myself: Taking Good Care of My Mind & Body
COVID-19	Gabay para sa Covid-19
Teen Health	Malaya Akong Maging Malusog

- 04 Check the keywords at the start of each section to help you understand some words and concepts better.
- 05 Use the I CHOOSE to be Healthy Deck as visual material.

The I CHOOSE website (malayaako.ph) is a great resource when preparing for a session. The website has related articles and videos on most of the topics discussed in the modules.



### The following steps will help you find more information about your chosen topic:

- 01 After choosing a module, go to malayaako.ph.
- 02 Choose the topic related to your chosen module.
- 03 Click the drop-down arrow and select a subtopic.
- 04 Click the article or video that you want to access.

If the internet connection at the activity venue is unstable, you can print out or download the pages. Remind your audience to check out the website, too!

### TIPS:

- + You can ask your audience what topics they are interested in ahead of time.
- + Consider what devices (laptop, projector, speakers) are available for your use. If there are none, you can send the link to the videos to your audience a day before the activity so they can watch it at home or on their mobile phones before the start of the activity. You can also print out the slides from the I CHOOSE to be Healthy Deck.

## 03 : False Information

**Time:** 20 minutes  
This activity is for teens  
15 y/o and above.

### Get Ready!

#### Background

Have you ever felt overwhelmed by the amount of information available during an emergency or disease outbreak? It's like there is too much information out there, and it becomes difficult to tell what's true and what's false. That's what the World Health Organization calls "infodemic."

An infodemic can lead to confusion and cause people to make harmful decisions. It can also create mistrust in health professionals and authorities. This can be really dangerous because it can worsen health emergencies and put people's lives at risk. That is why it's important to know how to spot false information and prevent its spread.

**False information** refers to any written or verbal statement or representation of a fact that is not true. There are four types of false information:

- 01 **Rumors:** These are rapidly spreading stories or reports that can be true or false.
- 02 **Fake news:** This type of information imitates news content to appear as a credible source.
- 03 **Misinformation:** This refers to unintentionally shared false or misleading information.
- 04 **Disinformation:** These are statements that are intentionally shared with malicious intent to serve a personal, political, or economic agenda.

You can prevent the spread of false information by being cautious of what you believe and share, particularly on the internet. Always verify that the information you share with your peers and loved ones is from a credible and reliable source.

## Get People Talking!

### Guide Questions (10 minutes)

- Were your partner's clues helpful? How so?

Explain how vaccines work the same way. They give our bodies information about viruses and bacteria so they can recognize and fight them.

- Do you know or remember which vaccines you have received?

Explain that most people receive vaccines for diseases like measles and polio when they are babies. Some vaccines, such as the HPV vaccine, are given to preteens and early teens. The timing of the vaccines is important for maximizing their effectiveness.

When there's an outbreak, vaccines like the COVID-19 vaccine are created to help our bodies learn how to fight off new threats. If you've already been vaccinated, you might also get booster shots to remind your body how to fight the disease.

## Get Commitments to Action!

### Let's wrap it up! (5 minutes)

#### What you need to remember:

- + Vaccines help increase our defenses against diseases.
- + Keeping your vaccines up-to-date will help protect yourself, your family, and your communities.

#### What you can do:

- + Make sure you and your family have all the vaccines you need. Go to your barangay or local health center and ask about available vaccines.
- + Go to page 20 of the COVID-19 booklet [Gabay para sa COVID-19] for more information about vaccines.

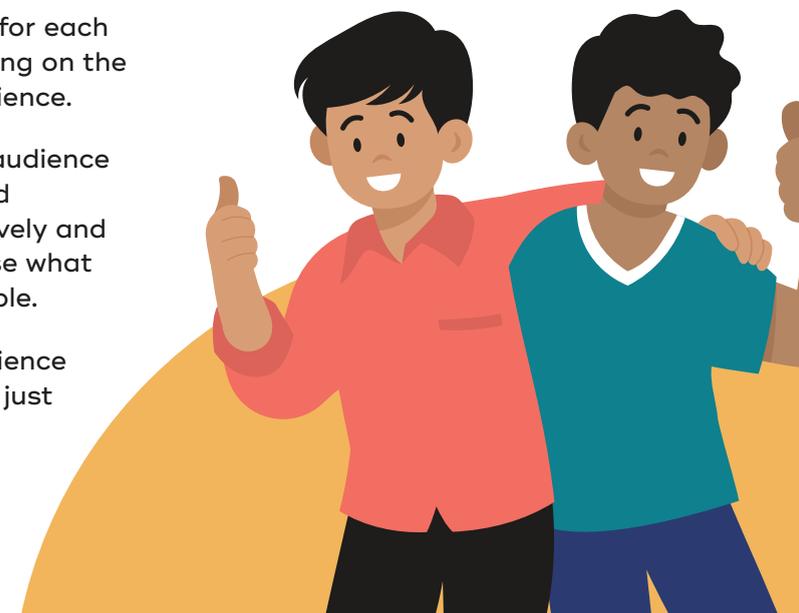
## Part 02 : Get Started

Here is where the fun begins! In this part, you'll find instructions on how to introduce the topic to your audience and facilitate the activity.

First, gather your audience and do a quick round of introductions. You can come up with creative ways to make this more fun and engaging. Remind them that they are in a safe space and that whatever they share is considered confidential. You can then start introducing the topic by following the guide on each module.

After the introduction, move on to the activity for that module. The activity will help your peers think about the topic in a new and fun way. Here are some tips to help you conduct the activity:

- Be creative! Each module comes with a step-by-step guide, but you do you! Apply any creative approach you find relevant and relatable to get your audience's attention.
- Adjust the time for each activity depending on the size of your audience.
- Encourage the audience to use props and materials creatively and resourcefully. Use what is readily available.
- Remind the audience to have fun and just be themselves!



## Part 03 : Get People Talking!

It's important to process the activity and reflect on what you learned. Each module contains guide questions to help the group discuss their thoughts and feelings about the activity.

### Follow these steps to start the discussion:

- 01 Gather everyone again and explain the next part of the activity.
- 02 Use the guide questions provided.
- 03 Feel free to ask additional questions that you think will help encourage your peers to share their thoughts and experiences.

### Tips when asking questions and engaging people in conversations:

- Remind your audience that they are in a safe space and that personal sharings during the activity are private and will not be shared outside of the group.
- Emphasize the importance of being respectful of each other's opinions.



### Exercise (10 minutes)

**Title:** Spot the Object

**Materials:** none

#### Guide:

- Ask each person to find a partner.
- Once they are in pairs, explain the activity:
  - + One person will choose any object that can be seen inside the room we are in. (If you are outdoors, it can be anything in your surrounding area)
  - + Think of three (3) adjectives to describe the object. For example, if you picked a whiteboard, you say,

*"I see with my own little eyes, something big, rectangle and white"*

- + Your partner has to guess the item that you are describing.
- + Take turns choosing and describing objects around you.
- + The pair with the most number of items guessed correctly, wins (prize optional).
- Give them 7 minutes to do the activity.
- Move on to the guide questions to process the activity.

## 02 : Preventing Diseases through Vaccination

### Get Ready!

#### Background

Did you know that our health is connected to the health of the animals and the environment around us? Bacteria and viruses can spread quickly through animals, food, water, and even from one person to another. But don't worry, there are vaccines available to prevent or reduce the harmful effects of many of these diseases.

**Vaccination** is a proven way to protect yourself from diseases caused by viruses like COVID-19. The vaccine teaches your body to create antibodies that can fight the virus. Some vaccines prevent you from getting the disease (e.g. measles, rabies, HPV infection), while others, like the COVID-19 vaccine, reduce your chances of becoming very sick and getting hospitalized. It's good to always stay up-to-date on vaccinations to protect yourself and those around you.

**Time:** 30 minutes  
This activity is for teens 15 y/o and above.

### Get Started!

#### Introduction (5 minutes)

To start a conversation about vaccines with your peers, try asking them if they know much about vaccines, which ones they are familiar with, or if they've heard anything about them lately.

After that, you can explain how vaccines help protect our communities from the spread of diseases. You can say:

*“Vaccines work by helping our immune system build up defenses against harmful viruses and bacteria. This way, if we come into contact with these germs in the future, our bodies will be better equipped to fight them off. It's like giving our immune system a practice run so it can be ready to fight off the real thing.”*

Note: Germs are small microorganisms that can cause diseases. Bacteria and viruses are common types of germs.

## Part 04 : Get Commitments to Action!

Conclude the session by summarizing the key messages you want your peers to remember and providing concrete examples of actions they can easily do. This will help emphasize what you learned and put it into action.

**“What you need to remember”** are the key messages you want your audience to bring with them and share with others after the session.

**“What you can do”** refers to the simple and concrete steps you want your audience to take to encourage the practice of healthier behaviors.

### Follow these steps to wrap up the session:

- 01 Review the take-home key messages under “What you need to remember.” You can use the slides provided for this.
- 02 Encourage your audience to apply what they've learned from the session by sharing examples of concrete actions under “What you can do.”
- 03 Remind them that they have the ability to take action to make themselves, their families, and their communities safer and healthier – it all starts with one little step!
- 04 Thank everyone for their active participation and for sharing their thoughts.
- 05 Ask them what other topics they would like to know more about. This could help you decide what module to use next time.
- 06 Remind them to visit the I CHOOSE website ([malayaako.ph](http://malayaako.ph)) for more information.
- 07 Ask everyone to help clean up before leaving the venue.

That's it. You're all set! Browse through the following pages to see which modules you want to use. Have fun learning with your peers!



# Mental Health

## Get People Talking!

### Guide Questions (10 minutes)

- Which scenes did you relate to the most?
- What have you learned from living through the COVID-19 pandemic?
- What might you do differently next time (if there is a next time) to protect yourself, your family, and your community?

## Get Commitments to Action!

### Let's wrap it up! (5 minutes)

#### What you need to remember:

- + We can learn a lot from our past experiences to help us prepare for the future.
- + We can keep our communities safe if we all do our part. Even the smallest act (e.g. washing hands) contributes to everyone's safety.

#### What you can do:

- + Continue practicing the healthy habits that we learned during the pandemic, such as washing your hands frequently, covering your mouth when coughing, and keeping your vaccines up-to-date.
- + Fact-check information before sharing it to prevent the spread of false information.
- + Stay informed about health issues in your community by seeking information from credible sources (e.g. the Facebook page of your City or Provincial Health Office, your local barangay health workers). This will help you learn more about potential health threats and how to protect yourself and your loved ones.

## Get Started!

### Introduction (5 minutes)

Start the session by explaining to your audience how looking back on our experiences can be an incredibly powerful tool for processing and understanding them. By taking the time to appreciate how we overcame challenges, we can learn important lessons that we can carry with us as we move forward. You can use the explanation above and talk about what you remember from the COVID-19 pandemic based on your shared experiences.

Ask three to four people in your audience to share their experiences during the pandemic and what they did to stay safe and healthy, both physically and mentally. Before moving on to the activity, summarize the discussion. You can say:



*The COVID-19 pandemic was truly a challenging time for all of us. It brought many unforgettable experiences that we never could have imagined. However, as we move forward, it's important to take a moment to reflect on our experiences and see what we can learn from these experiences. It will help us be better prepared when we face another health emergency. Let's take this opportunity to learn, grow, and become stronger together!*

### Exercise (25 minutes)

**Title:** I Remember When

**Materials:** any props available at the venue

#### Guide:

- + Divide your audience into groups of three to four people.
- + Ask each group to think about a memorable experience they had during the pandemic and what lesson they learned from it.
- + Then, create a 3-minute skit about it. Encourage them to use their imagination to create a fun skit.
- + Give them 10 minutes to prepare, and then ask each group to present to the larger group.
- + After all the groups have presented their skit, proceed to the guide questions to process the activity.

This section provides a brief overview of mental health to help young people understand its importance in their overall well-being. It includes activities and tips on how to take care of one's mental health and manage stress through easy-to-do self-care exercises.

### In this section, you and your peers will learn:

- + The role of mental health in one's overall well-being
- + The importance of sharing for mental health
- + How to talk to someone with a mental health condition
- + How to do self-care exercises to manage stress

There are five modules available in this section:

Module	Activity
Introduction to Mental Health	What's on Your Mind?
The Mental Health Continuum	What's My Color?
Understanding Emotions	Hear It, Feel It, Name It
Stigma	What Happened Next?
Self-Care	Butterfly Hug Sharing is Caring

Now, let's get rolling because your journey to better mental health starts here!

## Keywords

To help you better understand the concepts that will be discussed in the following modules, you can check out these words with simplified definitions:

### Mental Health

is a state of mental, emotional, and social well-being. It affects how one thinks, feels, acts, handles stress, relates to others, and makes choices.

### Mental Health Continuum/Spectrum

is a colorful illustration that shows how the state of one's mental health can move back and forth on a spectrum depending on the situation. It is divided into three zones (green, yellow, and red) with corresponding symptoms.

### Emotional awareness

is the ability to identify or name one's feelings using words such as happy, sad, overwhelmed, frustrated, and so on.

### Stigma

a hurtful judgment towards a person based on their appearance, religious background, health challenges, beliefs, and language. Most of the time, stigma leads to isolation and othering.

### Self-care exercises

are simple activities that one can do alone or with peers or loved ones to help lessen stress and manage negative emotions. Examples of self-care exercises include journaling, slow breathing, spending time with a pet, and walking alone or with friends.

## 01 : Learnings from the COVID-19 Pandemic

**Time:** 45 minutes  
This activity is for teens 15 y/o and above.

### Get Ready!

#### Background

Hey there! The COVID-19 pandemic was a tough time for all of us, and it really challenged us in many different ways. But it also taught us that working together can make a huge difference in keeping our homes and communities healthier and safer.

During the pandemic, we all had to quickly adopt new practices to protect ourselves and our loved ones, like wearing masks, physical distancing, and getting vaccinated. Looking back, it's amazing to see how each of us played a role in keeping each other safe from the virus.

Take a moment to reflect on your personal journey during this pandemic. It was a time of great uncertainty and fear, and it surely affected you and your loved ones in many ways. What changes did you make to adapt to its effects? What steps did you take to ensure your safety and that of your family?



## Keywords

To help you better understand the concepts that will be discussed in the following modules, you can check out these words with simplified definitions:

### Vaccination

a process in which an inactive part of the virus is introduced to the body to activate the immune system.

### Immune system

this is your body's defense team that protects you from harmful bacteria and viruses.

### Pandemic

a health emergency that happens when a disease spreads across the globe.

### False information

refers to any written or verbal statement or representation of a fact that is not true. There are four types of false information:

- 01 Rumors** - these are rapidly spreading stories or reports that can be true or false.
- 02 Fake news** - this type of information imitates news content to appear as a credible source.
- 03 Misinformation** - this refers to unintentionally shared false or misleading information.
- 04 Disinformation** - these are statements that are intentionally shared with malicious intent to serve a personal, political, or economic agenda.

### Fact-checker

a person, an organization, or a tool that validates the credibility of information or news that spreads online or offline.

## 01 : Introduction to Mental Health

**Time:** 30 minutes  
This activity is for teens 15 y/o and above.

### Get Ready!

#### Background

Hey there! How have you been feeling lately? Happy? Sad? Anxious? Uneasy? These emotions are all linked to mental health.

We all have mental health. It is the state of mental, emotional, and social well-being. It affects how we think, feel, act, handle stress, relate to others, and make choices. Your thoughts and emotions can affect your daily activities and your relationships.

Have you ever felt unmotivated due to stress and pressure from school and work? It happens to the best of us. But just like your physical health, there are things that you can do to look after your mental health. Taking good care of your mental health can also benefit your physical health. Your mind and body, just like ube and macapuno, always go together.

So, to start, reflect on what you're feeling at the moment and relate it to how mental health is explained above.

Let's take care of our mental health, shall we?



## Get Started!

### Introduction (5 minutes)

Start by playing the Mental Health Introduction video. The video will help explain how mental health relates to physical health.

If you don't have a device to play the video, you can also follow this spiel:

*“How are you feeling today? Are you feeling happy? Sad? Worried? Excited? Anxious? (Acknowledge the response of your audience)*

*Whatever you're feeling at the moment – it's okay, and it's valid. These emotions are linked to our mental health.*

*But what is mental health? It is the state of mental, emotional, and social well-being. It affects how we think, feel, act, handle stress, relate to others, and make choices. Your thoughts and emotions can affect your daily activities and your relationships.*

*We all have mental health. And just like physical health, it is important that we take care of our mental health too.”*

After playing the video or reading the suggested spiel above, ask your peers what they have learned. You can choose two to three volunteers to share.

Summarize what your peers shared, and then proceed to the exercise. You can say:

**“** *Mental health is an important part of our overall health. If we have a healthy mental state, we can manage our stress well, understand our emotions, and react better to challenging situations. It also helps to share what we're going through with our trusted friends, loved ones, and family members. Sharing is caring. And so today, let's do an activity about sharing.*

The COVID-19 pandemic caught everyone by surprise. There was so much fear and uncertainty, especially at the start, because people did not know how to protect themselves and their loved ones from the virus. Over time, we learned more about COVID-19 and adopted new behaviors (like wearing a mask and maintaining physical distance) to prevent infection and getting sick.

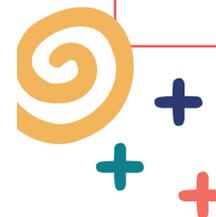
Now that we know better, it is important to look back at our experiences during the COVID-19 pandemic and gather learnings that can be shared with others to help you and your peers better prepare for future outbreaks.

### In this section, you will learn:

- + The importance of gathering lessons learned from the COVID-19 pandemic to prepare for future emergencies
- + How vaccines help prevent the spread of diseases
- + The different types of false information and how to spot them

### There are three modules available in this section:

Module	Activity
Learnings from the COVID-19 Pandemic	I Remember When
Preventing Diseases through Vaccination	Draw the Criminal
False Information	Keep It Real





# COVID-19, Emergency Preparedness and False Information



## Activity (10 minutes)

**Title:** What's on Your Mind?

**Materials:** papers/post-its and pens

### Guide:

- + Give each participant a piece of paper or a post-it and pen.
- + Begin the activity by asking them if they have social media accounts.
- + Ask them to create a “post” using the following instructions:
  - 01 Imagine that you're about to create a post on Facebook, Twitter, Instagram, or Threads – whichever is your favorite social media platform.
  - 02 Write a one to two-sentence post about what has been on your mind lately. How are you feeling? What are you thinking of or have been dealing with for the past three days? Feel free to use hashtags or emojis.

- + Give them three minutes to write their post.
- + You can share some examples to help them as well.

### Examples:

"I'm so excited to watch (new movie) with my best friend this weekend!"

"It's exam week, so I'm really stressed and tired. #staystrong"

- + Once everyone has finished writing their post, encourage each participant to share it with the larger group. If some participants feel uncomfortable and not ready to share, do not force them; ask for volunteers instead.
- + After the sharing, proceed to the guide questions to process the activity.



## Get People Talking!

### Guide Questions (10 minutes)

- How did creating your post make you feel?
- What did you learn from listening to others' posts?
- Why do you think it's important to share your thoughts and feelings with your peers?

## Get Commitments to Action!

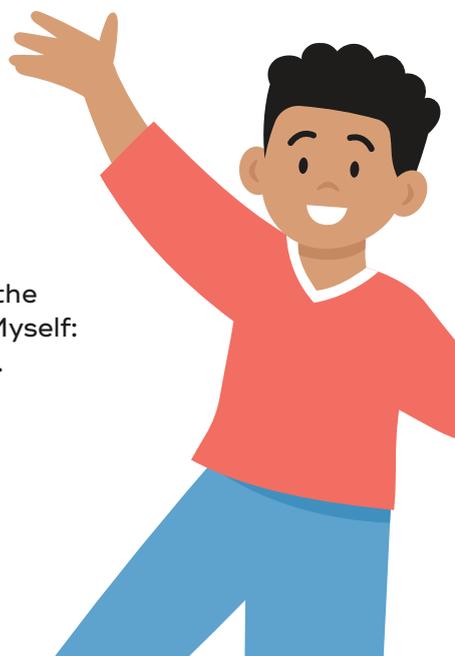
### Let's wrap it up! (5 minutes)

#### What you need to remember:

- + Expressing your emotions, thoughts, or struggles can help reduce stress.

#### What you can do:

- + If something bothers you, share it with a trusted friend, classmate, teacher, or family member.
- + For more information, go to page 2 of the mental health booklet [A Moment for Myself: Taking Good Care of My Mind & Body].
- + Check out [malayaako.ph](http://malayaako.ph) for more resources on mental health.



## Get People Talking!

### Guide Questions (10-15 minutes)

- How did the self-care exercises make you feel?
  - Did you find it helpful?
  - Why do you think it's important to practice self-care?
- If you did exercise 2...
- Which of the self-care exercises shared by your peers do you like the most?
  - How will you add these self-care exercises into your daily activities?

## Get Commitments to Action!

### Let's wrap it up! (5 minutes)

#### What you need to remember:

- + Regularly practicing self-care can improve your overall well-being.

#### What you can do:

- + Allot at least five minutes of your time every day to practice self-care.
- + Go to page 12 of the mental health booklet [A Moment for Myself: Taking Good Care of My Mind & Body] to learn more about self-care practices and exercises.
- + Share these self-care tips and exercises with your peers.

## Exercise 2 (15 minutes)

**Title:** Sharing is Caring

**Materials:** none

### Guide:

- + Divide your audience into groups of four to five people.
- + Ask each group to come up with one exercise that they can share with the larger group. You can say:

*You can find creative ways to manage stress. It can be in the form of art, like drawing, or it can involve body movements, such as walking or stretching. Using your creativity, come up with an exercise that you can share with others.*

- + Give them five minutes to create their exercise.
- + Ask each group to perform the exercise in front of the larger group.
- + After all the groups have presented their exercise, proceed to the guide questions to process both activities.



## 02 : Mental Health Continuum

**Time:** 40 minutes  
This activity is for teens 15 y/o and above.

### Get Ready!

#### Background

The Mental Health Continuum is a way of understanding mental health using a spectrum of colors from green to yellow to red. It's a rainbow of colors with gradients representing one's mental state.

#### Mental Health Continuum



Positive, healthy functioning

Severe impact on everyday functioning

A person's mental state can change and move across the continuum based on their experiences and situations. The Mental Health Continuum reminds us that mental health is not just black or white, but a range of colors that we can experience.

Each color on the spectrum helps identify your current mental state. Based on your feelings and experiences, you can check which color you are in at the moment.

#### Green Zone

You are in your best or better mental health state. You have enough motivation to do your daily activities.

#### Yellow Zone

You can still function well but may experience some difficulties. You might resort to smoking, drinking, or using drugs to cope.

#### Red Zone

You experience severe symptoms of mental health conditions and are at risk of self-harm or suicide. **Seek professional help immediately when in this zone.**

## Get Started!

### Introduction (5 minutes)

Start by playing the Mental Health Continuum video. If you don't have a device to play the video, you can print the poster or use the previous page as a visual aid and read the description aloud to explain the Mental Health Continuum and each zone.

After playing the video or reading the previous page, ask your peers what they think about the Mental Health Continuum. You can choose two to three volunteers to share.

Provide a summary of the discussion before moving on to the activity proper. You can say:

*The Mental Health Continuum can help you assess the state of your mental health through its color gradient ranging from green to yellow and then red. By reflecting on your thoughts and emotions, you can determine which color category best represents your current mental state. And to help us remember what each of the zones represents, let's create a skit!*



### Exercise 1 (5 minutes)

**Title:** Butterfly Hug

**Materials:** Laptop or mobile phone

#### Guide:

- + Find a quiet and shaded spot with fewer distractions and gather your audience there.
- + Let your audience relax and be in their most comfortable position. You can form a circle or rearrange the chairs to give them more space to move their bodies. They may stand, stay in their seats, or sit on the floor.
- + Play the Butterfly Hug video or slowly read the step-by-step guide below to lead your peers in this simple and relaxing exercise. Try to use a soft and soothing voice to set the mood.

- 01 Make yourself comfortable. When you are ready, close your eyes.
  - 02 Using your imagination, transport yourself to a place where you feel safe and calm.
  - 03 Observe the images, colors, sounds, and scents in your safe space.
  - 04 Breathe in. (pause for 4 seconds) Breathe out.
  - 05 Cross both arms in front of your chest and place each hand on your upper arms.
  - 06 Gently tap each hand on your arms one at a time.
  - 07 Breathe in. (pause for 4 seconds) Breathe out. (repeat 3 times)
  - 08 You can now slowly put down your hands and open your eyes.
- + If you still have time, you can do the next exercise. Otherwise, you can proceed to the guide questions to process the activity.

## 05: Self-care

**Time:** 25–45 minutes  
This activity is for teens  
13 y/o and above.

### Get Ready!

#### Background

Are you familiar with self-care? It's all about taking the time to do things that promote good health and well-being, both physically and mentally. Regularly practicing self-care can help you prevent or reduce the symptoms of mental health conditions and better cope with life's challenges.

There are various ways to practice self-care, such as walking, journaling, listening to relaxing music, having a good meal, spending quality time with family and friends, and disconnecting from social media.

When things get overwhelming, there are also exercises that you can do to help you calm down, regain your control, and think clearly.

This module includes two exercises. Depending on your time, you can do either or both.

### Get Started!

#### Introduction (5 minutes)

Start the session by explaining self-care (you can use the explanation above) and asking your audience how they unwind or manage stress. Summarize the discussion before moving to the activity. You can say,

*Self-care helps improve physical and mental health. When things get overwhelming, take a pause and try some simple exercises to help your body achieve a calmer state. Let's try one now!*

#### Activity (20 minutes)

**Title:** What's My Color?

**Materials:** any available props at the venue

#### Guide:

- + Divide the audience into three groups.
- + Prepare three lots that will represent each zone: green, yellow and red.
- + Ask each group to have one representative draw lots to decide which zone they will represent.
- + Give them 15 minutes to prepare a skit showing how someone in their assigned zone might feel or act.
- + Ask each group to perform their assigned zone in front of the larger group.
- + After all the performances, ask everyone to settle down again and proceed to the guide questions to process the activity.

### Get People Talking!

#### Guide Questions (10 minutes)

- What did you like the most about the activity?
- How did the skit help you better understand your emotions and how they change?
- How can you use the Mental Health Continuum to talk about mental health with your friends, family, and community?





## Get Commitments to Action!

Let's wrap it up! (5 minutes)

### What you need to remember:

- + The state of your mental health can change and move across the continuum depending on your experiences and situation.
- + You can use the Mental Health Continuum to identify which zone best represents the current state of your mental health.
- + Knowing which zone you are in allows you to identify the kind of help that suits you.

### What you can do:

- + If you or someone you know is in the red zone, seek professional help immediately. The mental health booklet [A Moment for Myself: Taking Good Care of My Mind & Body] has a list of crisis hotlines on page 35.
- + If you are in the green or yellow zone, you may also see a therapist to raise your self-awareness or have a better perspective in certain life situations. Refer to page 36-37 of the booklet for a list of available mental health services.
- + Check out [malayaako.ph](http://malayaako.ph) and page 33 of the mental health booklet for more resources on mental health.

## Get People Talking!

### Guide Questions (10 minutes)

- Did you like the ending? How did you envision the story ending? Would you do it differently?
- If you were Kyle, what would you have done?
- How will you encourage peers to seek mental health support?

## Get Commitments to Action!

Let's wrap it up! (5 minutes)

### What you need to remember:

- + Stigma worsens one's mental health condition.
- + Discrimination and prejudice\* against people with mental health conditions spread the stigma and make it harder for them to seek the care and support they need.

### What you can do:

- + Have an open mind and heart when talking about mental health. Offer support to people with mental health conditions.
- + Speak up if you hear something negative or stigmatizing.
- + Check-in with your friends, loved ones, and family.
- + Go to page 28 of the mental health booklet [A Moment for Myself: Taking Good Care of My Mind & Body] for more information about stigma and how to talk about mental health.
- + Visit [malayaako.ph](http://malayaako.ph) to learn more about mental health.

\*Prejudice is a biased opinion about someone or something. For example, you don't want Kyle to be part of your team just because he has a different religion.

## Activity (10 minutes)

**Title:** What Happened Next?

**Materials:** none needed

### Guide:

- + In this activity, you will give your audience a story prompt about a peer, and your audience will continue the story.
- + You can start by saying,

*Today, let's do a storytelling activity. Imagine that you are all writers! Together, we will write the story of a peer – someone you might know and be friends with who is going through the same things and experiences you are going through.*

*I will read the prompt, and each of you will add one line to his story. Are you ready?*

Story prompt:

*Kyle is a teenager who is struggling with daily activities. He feels unmotivated to do things he used to enjoy, like drawing and hanging out with his friends. He would like to ask for help but worries that others won't understand him and might even judge him.*

*What happens next?*

Ask your audience to continue the story one by one. Finally, ask the last person to wrap up the story.

Proceed to the guide questions to process the activity.

**Note:** A story prompt is a context that you provide to your peers so that they can come up with sentences to complete the story's plot. Feel free to change the name of the character or add more context, if needed.

## 03 : Understanding Emotions

**Time:** 30 minutes  
This activity is for teens  
15 y/o and above.

### Get Ready!

#### Background

Understanding your emotions is crucial to taking care of your mental health. It's important to appreciate that you can feel a range of emotions depending on the situation you find yourself in. By being aware of your emotions, you can manage them better, allowing you to think more clearly and make better decisions.

Naming your emotions is a helpful way to identify how you can best react to certain situations. For example, if you're feeling angry because your brother used your favorite t-shirt without asking permission, take a pause to recognize and name that emotion. By doing so, you can avoid reacting impulsively and instead take a breath and compose yourself before talking to your brother. This can help you avoid saying something out of anger that you may regret later on.

Always give yourself time to describe your emotions using words. Consider what the situation made you feel, and ask yourself if you're happy, sad, or confused. This way, you can manage your emotions better and take care of your mental health.



## Get Started!

### Introduction (5 minutes)

Explain to your audience how understanding their emotions can help them take better care of their mental health. You can use the explanation on the previous page and share some examples of your own.

If they're struggling to identify their emotions, here's a helpful tip: music and sounds can assist us in labeling our emotions when words fail us.

Before moving on to the activity, summarize the discussion. You can say:

*Sometimes, it can be difficult to define our emotions. We may be unsure whether we're feeling sad or angry, for example. However, taking the time to recognize our emotions will help us communicate them effectively with others. Music can help us reflect on our feelings, recognize our emotions, and express how we feel. Today, let's try using music to help us identify our feelings.*

### Activity (10 minutes)

#### Title: What Do You Hear?

**Materials:** speaker, mobile device, or any gadget that can play music

#### Suggested songs:

- + Paubaya by Moira dela Torre
- + Amakabogera by Maymay Entrata
- + Na Na Na by BINI

**Note:** Feel free to change the playlist depending on your audience's age bracket. Make sure that everyone can hear the music well.

## Get Started!

### Introduction (10 minutes)

Begin the session by showing the video on Mental Health Stigma. If you don't have a device to play the video, you can also follow this spiel:

*Stigma refers to negative and biased beliefs about certain groups of people based on their appearance, behavior, health conditions, or beliefs. It is often a result of false information, a lack of understanding, or stereotypes. People who experience mental health conditions may also face stigma, and this can worsen their condition.*

*A person struggling with their mental health needs support and not judgment. It helps to create a safe space to talk about our mental health.*

After playing the video or reading the suggested spiel above, ask your audience to identify words or phrases that they think reinforce stigma on mental health.

Summarize the discussion. You can say:

*Stigma makes it hard for people with mental health conditions to open up. Be a safe space with whom they can share their stories. Let's make people with mental health conditions feel supported. When you are ready, here are some tips you can follow when talking to someone with a mental health condition.*

Go back to the previous page and discuss the tips one by one. After that, you can move on to the activity.

## When talking to someone about their mental health

### Listen to understand.

It's common to listen to someone just so you can respond rather than truly trying to understand what they are saying. When someone shares about their mental health, it's important to listen with empathy. To show that you're actively listening, you can use nonverbal cues like leaning forward slightly, nodding occasionally, and maintaining eye contact.

### Ask if they want to hear some advice from you.

When someone shares their struggles with you, they may not always want your advice. Sometimes, all they need is someone to listen and be present. If you feel that you have advice that could help them with their mental health condition, it's best to ask them first if they would like to hear it. By doing this, you can ensure that you are giving them the support they need in a helpful and respectful way.

### Offer to talk again if they want.

It's not easy for those dealing with a mental health condition to share about it. Sometimes, it requires a lot of energy to talk about it. If someone shares their mental health condition with you, assure them that you will be there the next time they want to talk again. Never force them to share if they don't want to.

### Don't tell anyone else what they shared with you.

Keep their story confidential to show that you are trustworthy. However...

### Tell a trusted adult if you think they will hurt themselves or others.

While it is important to maintain confidentiality when someone talks to you about their mental health condition, there may be situations where they express thoughts of self-harm. When faced with this situation, offer them support and carefully advise them that harming themselves or others is not the way to handle their mental health condition. Seek guidance and assistance from a trusted adult on how to ensure that the idea of harm is not entertained and acted on.

### Guide:

- + Give each participant a piece of paper or a post-it and pen.
- + Ask them to write down the emotions that they feel as they listen to the songs you will play.
- + Encourage them to use their own language to describe their emotions.
- + Play the first suggested song for at least two minutes to allow your audience to feel their emotions.
- + Ask them to share what they felt while listening to the song before moving on to the next one.
- + After playing three songs, proceed to the guide questions to process the activity.



## Get People Talking!

### Guide Questions (10 minutes)

- Which of the songs matches your current emotions? And why?
- How did the songs affect your mood? Did it change?
- Did the songs help you identify your emotions? How?

## Get Commitments to Action!

### Let's wrap it up! (5 minutes)

#### What you need to remember:

- + Identifying and naming your emotions can help you choose how and when to express them.
- + You can manage how you react to challenging situations if you are able to identify your emotions.

#### What you can do:

- + Take a break and listen to your favorite songs when emotions become overwhelming.
- + Go to page 4 of the mental health booklet [A Moment for Myself: Taking Good Care of My Mind & Body] to learn more about understanding your emotions.
- + Check out [malayaako.ph](http://malayaako.ph) for more resources on mental health.

Note: Examples of challenging situations are confrontations with friends, conflict with parents at home, or receiving nasty comments from peers.

## 04 : Stigma

**Time:** 35 minutes  
This activity is for teens  
15 y/o and above.

## Get Ready!

### Background

Stigma refers to negative and biased beliefs about certain groups of people based on their appearance, behavior, conditions, or beliefs. It is often a result of false information, a lack of understanding, or stereotypes.

People who experience mental health conditions may also face stigma. The story of the Ugly Duckling shows how stigma can lead to exclusion. The other ducklings don't like to be with the black duckling because it looks different. And so the black duckling is always left behind in the story.

Have you ever felt judged or excluded just because you are different? Reflect on what you've heard, seen, or experienced recently that you find stigmatizing.

### How to talk to someone with a mental health condition?

A person dealing with a mental health condition needs support and not judgment. When someone is ready and comfortable to share their thoughts and feelings, here are things you can do:

- + Listen to understand.
- + Ask if they want to hear some advice from you.
- + Don't tell anyone else what they shared with you.
- + Tell a trusted adult if you think they will hurt themselves or others.