



The Young Caribbean Minds Workbook Facilitator's Guide & Toolkit

A Guide for teachers, guidance/school counsellors, social workers, community workers, youth workers and those who wish to support children and young people in group sessions.

The Young Caribbean Minds Mental Health and Well-being Technology-Enhanced Facilitator's Guide

Dear Workbook Facilitator,

Welcome to the guide for the Young Caribbean Minds Mental Health and Well-being Technology-Enhanced Workbook. This was written by and for children and young people *for* young people. This was co-authored by 34 young people, from 17 Caribbean countries, with support by mental health professionals.

This guide is designed for use by teachers, guidance/school counsellors, social workers, community workers, youth workers and those who wish to support children and young people in group sessions. You can find the workbook, facilitator's guide and support resources at www.youngcaribbeanminds.com.

Background

Thirty four (34) child and youth members of the Let's Unpack It and UNICEF Caribbean National Youth Mental Health Focal Point Network from 17 countries and territories collaborated with UNICEF, USAID and the University of the West Indies to develop the workbook. The workbook was developed in response to their lived experiences and research studies that underscore the need for more mental health support solutions. It is designed to increase awareness of evidence-based strategies that can be used to support children and youth's mental health and well-being. The workbook emphasises the importance of outdoor and leisure activities for one's well-being¹ It aims to encourage the use of the outdoors as a readily accessible mental health and well-being support mechanism².

About the Workbook

The workbook features engaging, evidence-based learning activities, tips and picturesque representations of the co-authors' favourite, must-visit outdoor mental health and wellness locations in their respective 17 countries. The technology-enhanced aspect of the book utilizes QR codes and web links, which take the user on a sensory journey to www.youngcaribbeanminds.com. The website hosts youth-created and informed videos, games; mental health services directories, audio, podcasts, apps, courses, chatbots, graphic designs, the workbook's facilitator guide and resources. The workbook is designed for those over 11 years of age. For younger ages, the website also features a mental health workbook designed for ages 5-11 in a partnership with the Heroes Foundation of Trinidad & Tobago and UNICEF. Please feel free to save and download the relevant aspects of this workbook at:

www.youngcaribbeanminds.com/under11workbook

¹ <https://www.unicef.org/easterncaribbean/media/2981/file/GenU%20full%20report.pdf>

² UNICEF Innocenti, Worlds of Influence: Understanding what shapes child well-being, Innocenti Report Card 16, UNICEF Office of Research – Innocenti, Florence, 2020. <https://www.unicef.org/reports/worlds-influence-what-shapes-child-well-being-rich-countries-2020>

The Journey & Travel Theme

The workbook was developed utilizing the theme of travel and adventure to help teach children and young people techniques such as visualization and guided imagery which are effective mental health support tools. As our overarching goal, the purpose of this workbook is to help children and young people focus their thoughts, use the outdoors more often, learn about the Caribbean, identify their emotions, express their feelings, develop positive coping strategies, and identify key persons in their lives who are safe, trustworthy and can provide support during difficult times.

As with the workbook, this guide takes you on a journey through the different steps you need to take. So, let's be sure we pack our bags and have everything we need!

Packing your luggage: Your personal preparation before you begin.

- ✓ Familiarize yourself with the content, activities, and purpose of the workbook.
- ✓ Familiarize yourself with the children and young people that you will be speaking to.
- ✓ Understand the general signs of distress among children and young people by familiarizing yourself with this list: <https://www.unicef.org/parenting/child-care/how-to-recognize-signs-of-distress>
- ✓ Remind yourself of the importance and legal limits of confidentiality and the responsibility for reporting, where necessary.
- ✓ Identify potential actors/support mental health resources found in the directory of mental health services on our support website www.youngcaribbeanminds.com that you can refer children and young people to if you realize during the activities that they need additional support (e.g. therapist, social workers, child protection agencies).
- ✓ Create a safe, non-judgmental and supportive space where ever can feel comfortable expressing their emotions and engaging with the workbook. Consider:
 - When is the best time for activities (e.g. morning, afternoon, evening)
 - What environment is most appropriate (e.g. indoor, outdoor, classroom, hall, residence, office)
 - What ambiance can support (e.g. lighting, low music, etc.)
 - What additional activities can supplement this workbook (e.g. books, movies and games on emotional intelligence can help prepare children for deeper discussions).

Getting on Board: Preparing the target audience

Before you can board this flight and take anyone on this journey, let's do a quick check of our surroundings and be sure to:

- Introduce the workbook to children and young people in a positive and engaging manner.
- Explain its purpose and use language that is accessible to them. Be sure to consider age, specific needs, different learning styles and the language you use.

- Highlight the benefits of using the workbook, such as learning new coping skills, understanding emotions better, learning about the benefits of the outdoors, and feeling more in control of their feelings.
- Discuss some of the expectations for using the workbook, including when and how often it can be used. Emphasise that the workbook belongs to children and young persons and they can engage as often as they choose.
- If you are doing this workbook as a group activity, emphasize the importance of confidentiality to the group and that feelings and responses should be respected and kept confidential.
- Be mindful of children's individual needs and adapt activities to accommodate any specific challenges they have.
- Acknowledge all questions and answer them as sincerely as you can. Be sure that you help maintain an open or safe space to ensure that all voices will be heard during the discussions that are being held.

Inflight Entertainment: Session Steps:

These are the steps that will guide the implementation of the workbook. You can choose to implement the workbook in one session, or, you can expand the content over the course of multiple sessions. It's all up to you! Here are the steps for implementation:

Step 1: Let the participants know that we are going to talk about mental health and well-being. Use the definitions on page 4 of the workbook. Please let the participants know that if they feel uncomfortable during or after the sessions, they can let you know, or they can visit www.youngcaribbeanminds.com to access the mental health services directory to contact someone who can help.

Step 2: Encourage the participants to complete "The Departure Form." This is a pre-test that will allow you to assess what the participants already know. There are two formats that can be used: 1. Participants can write on the printed pages of the workbook. 2. Participants can scan the QR code and complete the digital version.

Step 3: Create a safe and calming environment by asking the participants to do the following: 1. The calming breathing activity on page 13 on the page titled: The De-Stress Island 2. Close their eyes and think of their favourite outdoor/nature location. Ask participants to think of what they can: 1. See, 2. Hear, 3. Feel, 4. Taste, 5. Smell. Spend 15-20 seconds on each. After the activity, ask the participants to open their eyes and ask a few to share where they visited.

Step 4: Share with the participants that young people from 17 countries in the Caribbean want to share with them their favourite outdoor location.

Step 5: Explore the photos on the first page sharing what the young people described and ask the group questions on the location or similar locations.

Step 6: Share the mental health and well-being tips at the top of each page. Be sure to say that the tips are the answers to the departure form (pre-test). Explain as needed and encourage dialogue.

Step 7: If phone or internet access is allowed or available, encourage the young people to scan the QR codes or visit the websites for dynamic videos, games, and the mental health services directory, if they

need support. You can also choose to show the information and content on a screen, e.g., projector, smartboard, or computer.

Step 8: Complete the activities on each page and allocate enough time to do so.

Step 9: Ask if there are any questions on the page.

Step 10: Move on to the next page and repeat steps 5 to 9.

Step 11: After the workbook is completed, ask the participants to complete the “My Well-being Plan” with their personalized goals at the end. This will allow them to reinforce learning and set up personal accountability.

Step 12: Encourage participants to complete “The Arrival Form” This is a post-test that will allow you to assess what the participants learnt. There are two formats that can be used: 1. Participants can write on the printed pages of the workbook. 2. Participants can scan the QR code and complete the digital version.

Preparing for In-Flight Experience

As we are safely on our way and continuing our journey, you can now spend more time working through the activities:

- Create an open and non-judgmental atmosphere where everyone feels comfortable sharing their thoughts and feelings.
- Acknowledge and celebrate their efforts and progress as they engage with the workbook.

Safe Landing

As you finish the journey, remember there is still more to do! Get ready to land and to explore!

- Foster opportunities for reflection and discussion as children and young people complete activities in the workbook.
- Provide positive reinforcement and encouragement to motivate them children to continue using the workbook and applying its principles in their daily lives.

Arrival

Helping children and young people through this journey is not easy. However, it can be rewarding! As you finish your journey, be it one activity or the end of the workbook, remember that it doesn't end there:

- A child needs everyone around them to form a team to support them! Maintain open communication with other key persons in the children's lives (e.g. parents, caregivers, and teachers) and encourage them to build their own emotional intelligence in their relationship with the child.
- Encourage participants to revisit the workbook periodically and adjust their strategies as needed.

- Be flexible and adaptable in your approach, tailoring interventions to best support each child's emotional well-being.
- Identify and utilize referral pathways for children who may require additional support beyond the scope of the workbook, such as mental health professionals or specialized services for children with specific needs.

Workbook References

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<https://www.unicef.org/reports/worlds-influence-what-shapes-child-well-being-rich-countries-2020>
2. Mental Health Definition on page 4: Let's talk about mental health, UNICEF:
<https://www.voicesofyouth.org/tools-resources/lets-talk-about-mental-health-pdf>
3. Well-being Definition on page 4: Health promotion glossary of terms 2021, Geneva: World Health Organization: <https://iris.who.int/bitstream/handle/10665/350161/9789240038349-eng.pdf?sequence=1>
3. Departure and Arrival Form Question Number 1 Answer Reference: Physical activity. WHO:
<https://www.who.int/news-room/fact-sheets/detail/physical-activity>
4. Departure and Arrival Form Question Number 2 Answer Reference: The Science of Gratitude, UN Office of Drugs and Crime: <https://www.unodc.org/unodc/en/listen-first/super-skills/gratitude.html>
5. Departure and Arrival Form Question Number 3 Answer Reference: Every Day, Mindful Day. UNICEF:
<https://www.unicef.org/thailand/media/7941/file/Mental%20Health%20Toolkit%20for%20Teachers.pdf>
6. Departure and Arrival Form Question Number 4 Answer Reference: What is the evidence on the role of the arts in improving health and well-being? A scoping Review, WHO.
<https://iris.who.int/bitstream/handle/10665/329834/9789289054553-eng.pdf?sequence=3>
7. Departure and Arrival Form Question Number 5 Answer Reference: Mental Health and Wellness Workbook, UNICEF: <https://www.unicef.org/easterncaribbean/reports/mental-health-and-wellness-workbook>
8. Departure and Arrival Form Question Number 6 Answer Reference: Let's talk about mental health, UNICEF: <https://www.voicesofyouth.org/tools-resources/lets-talk-about-mental-health-pdf>
9. Departure and Arrival Form Question Number 7 Answer Reference: Let's talk about mental health, UNICEF: <https://www.voicesofyouth.org/tools-resources/lets-talk-about-mental-health-pdf>
10. Departure and Arrival Form Question Number 8 Answer Reference: From Eco-Anxiety to Eco-Optimism, UNICEF: <https://www.unicefusa.org/media-hub/reports/from-eco-anxiety-to-eco-optimism>