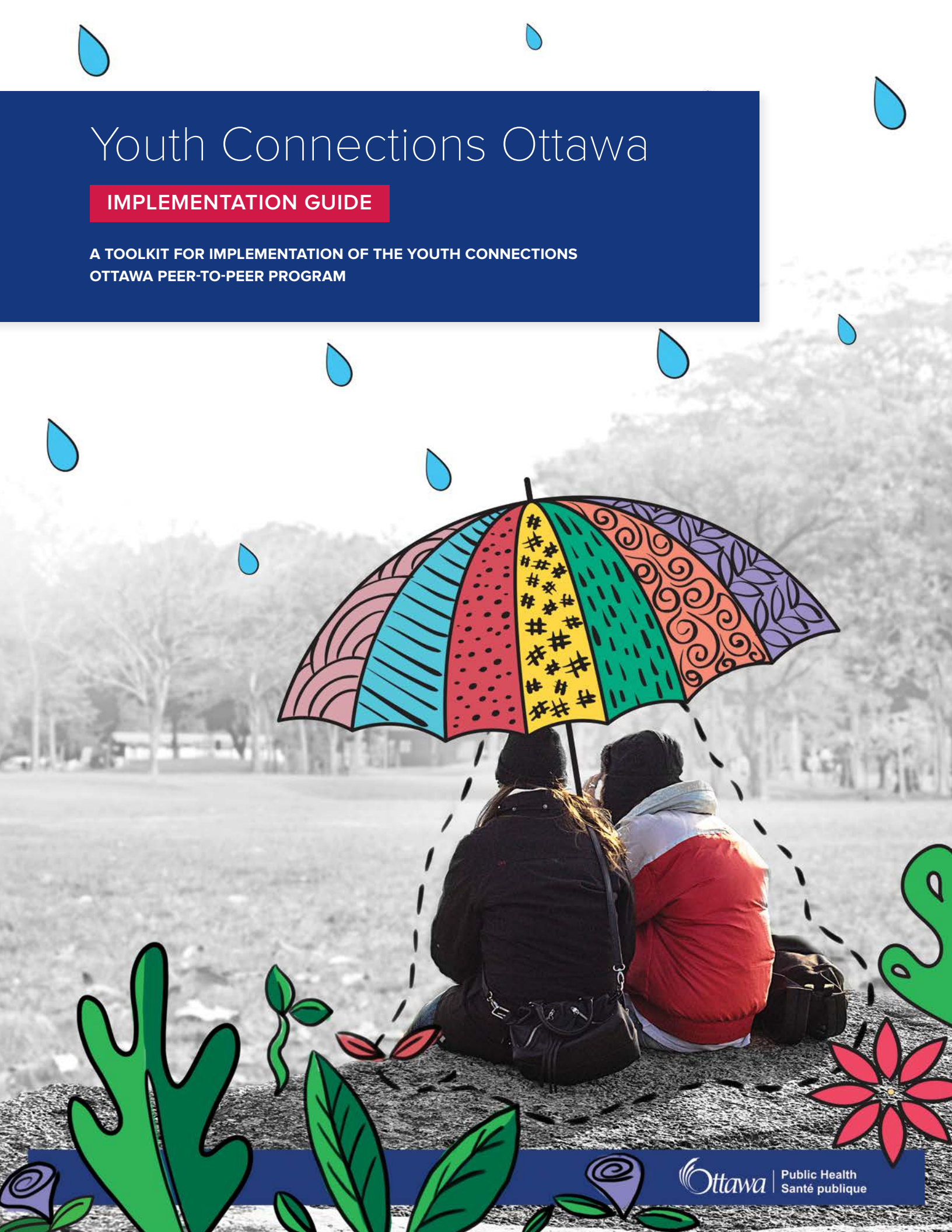


Youth Connections Ottawa

IMPLEMENTATION GUIDE

A TOOLKIT FOR IMPLEMENTATION OF THE YOUTH CONNECTIONS
OTTAWA PEER-TO-PEER PROGRAM



PROJECT PARTNERS



Également disponible en français sous le titre:
Connexions Jeunesse Ottawa – Guide de mise en œuvre
Trousse pour la mise en œuvre du programme d'entraide
par les pairs Connexions Jeunesse Ottawa

To obtain additional information, please contact:
Ottawa Public Health – Mental Health Team

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PROJECT PARTNERS

This guide is a collaboration between Ottawa Public Health (OPH), the Ottawa Carleton District School Board (OCDSB), the Ottawa Catholic School Board (OCSB), le Conseil des écoles catholiques du Centre-Est (CECCE), and le Conseil des écoles publiques de l'Est de l'Ontario (CEPEO).

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 - Ottawa Carleton District School Board
 - Ottawa Catholic School Board
 - Conseil des écoles catholiques du Centre-Est
 - Conseil des écoles publiques de l'Est de l'Ontario
- School Mental Health Ontario (formerly School Mental Health-ASSIST)
- CHEO's Youth Net
- Ottawa Police Services
- Rideauwood Addiction & Family Services
- Maison Fraternité
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Purpose of the Implementation Guide

Ottawa Public Health (OPH), together with Ottawa school boards, community partners, and stakeholders have developed Youth Connections Ottawa (YCO), a comprehensive, coordinated program for youth engagement and a youth peer-to-peer approach for use in schools and communities in Ottawa.

The YCO program can be customized for the needs of Ottawa's many diverse communities.

This guide is intended to provide you, the Implementation Leader, with helpful information about the YCO program and also training resources, tips, and tools to help you implement this program within your school or your community.

We encourage you to review the information in this guide and choose activities based on the specific needs within your school or community. The resources and activities are evidence-based and have been developed using the Registered Nurses Association of Ontario's (RNAO) Youth Mental Health and Addiction Champion (YMHAC) Toolkit.



Help Right Now

If you, or someone you know, is in crisis and you need help right now, please:



Call 911 or your local emergency number;



Visit your local hospital's emergency department;



Contact a toll-free distress line in your community.



In Ottawa, you may call:

If you have a youth in crisis, contact the [Youth Services 24/7 Crisis Line](#) (24 hours a day/7 days a week) at 613-260-2360 or if outside Ottawa, toll-free at 1-877-377-7775.

If you are over 16 years of age and are in crisis, contact the [Mental Health Crisis Line](#) (24 hours a day/7 days a week) at 613-722-6914 or if outside Ottawa, toll-free at 1-866-996-0991.

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Introduction

Ottawa Public Health (OPH), together with Ottawa school boards, youth, community partners, and stakeholders have developed Youth Connections Ottawa (YCO), a comprehensive, coordinated program for youth engagement and a peer-to-peer approach for use in schools and community groups in Ottawa. This Ottawa-based program provides flexibility as it can be customized for the needs of Ottawa's many diverse communities.

Using the Registered Nurses Association of Ontario's (RNAO) [Youth Mental Health and Addiction Champion](#) (YMHAC) toolkit, OPH has utilized and adapted this peer-based mental health program for use in the Ottawa region. YCO incorporates the [Comprehensive School Health Model](#) and the [Foundations for a Healthy School Approach](#) into its content and will be used to support existing and emerging peer-to-peer groups in schools

and in the community. OPH recognizes the importance of inter-sectorial partnerships and therefore, support from various community partners has been, and will continue to be vital to the success and sustainability of the program.

Please refer to the Registered Nurses Association of Ontario's (RNAO) [YMHAC toolkit](#) for more information about the development and supporting evidence behind the program.

About the Youth Connections Ottawa Program

The YCO youth engagement approach recognizes that schools and communities are diverse and includes flexibility so that the needs of the group can be addressed effectively.

By using the YCO program you can help contribute to a supportive and resilient school and community environment for youth. This peer-to-peer program aims to meaningfully engage and empower youth to enhance their knowledge of mental health and increase positive behaviours and strategies for wellness.

With support from Adult Allies, youth are equipped with knowledge to break down barriers like stigma and risk factors, encourage appropriate

help-seeking and understand how to seek reliable information. As groups come together, they will learn about:

- Self-help, how to help a friend and help-seeking behaviours;
- Mental health and wellness;
- Stigma;
- Substance use;
- Advocacy; and
- Leadership.

Preparing youth to lead helps to build their skills, boost resilience, and contributes to positive mental health for themselves and their community.





Program Overview

Drawing on a multi-partner and multi-component model to support a peer-to-peer approach, Peer Leaders will plan, and implement youth engagement activities within their schools and communities.

Youth Connections Ottawa (YCO) incorporates five main components:

1. Training for Implementation Leaders to implement and support YCO in schools and communities;
2. Training for Adult Allies;
3. Training for Peer Leaders (with Adult Allies);
4. Development of a peer cohort;
5. Collaboration, networking, support and capacity-building among YCO participants.

YCO involves training and education, whereby youth groups will gain hands on support and mutual learning opportunities. Adult Allies will participate in a half-day orientation provided by Implementation Leaders.

Following that, training for Peer Leaders together with their Adult Allies will occur. This joint training will consist of orientation training, team building, campaign ideas and activity planning.

The Goals of YCO are to:

- Motivate, engage and equip youth with the skills for peer-to-peer outreach within their schools and communities;
- Increase resilience and promote help-seeking behaviour among youth in a safe and positive manner; and
- Increase knowledge on issues related to mental health, substance use, and positive coping strategies.

Overall, YCO aims to engage youth to implement fun, insightful, safe and health promoting activities by youth for youth across Ottawa.

The Objectives of YCO are to:

- Raise awareness about the mental health continuum* to support overall well-being of youth and decrease stigma related to mental illness;
- Provide Adult Allies with the training and curriculum needed to engage and support youth in peer-to-peer outreach and campaign planning;
- Develop leadership and facilitation skills of participating youth;
- Develop a cohort of Peer Leaders;
- Engage Peer Leaders to develop, implement and evaluate creative youth engagement strategies to promote mental health, reduce the stigma of mental illness and explore strategies to prevent substance use; and
- Provide opportunities for health and education professionals to collaborate with youth to implement mental health promotion initiatives in their local schools and communities.

* The mental health continuum explains that people can have positive or negative mental health with or without a diagnosed mental illness. See Appendix 2 for more.

Source: Registered Nurses' Association of Ontario. (2016). *Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit*. Toronto, ON: Registered Nurses' Association of Ontario.

Program Roles and Responsibilities



Youth Connections Ottawa Coordinator

- Coordinate the planning and evaluation of YCO
- Train Implementation Leaders

Ottawa Public Health (OPH)

Implementation Leaders

- Oversee implementation of YCO
- Train and support school and/or community-based groups

*School Board Staff or
Community Staff*

School educators, youth workers, community agencies.

Adult Allies

- Receive YCO Training
- Support and implement the program at the school and community level

Invited Adult Allies

- Attend and assist with implementation (planning, training, and campaigns)
- Knowledge exchange resource

OPH School Health Nurse, Rideauwood counsellors, School Resource Officers, Faith-based leaders, and Community leaders.

Youth participants

Peer Leaders

- Receive YCO Training
- Learn about mental health, substance use, resilience, and other connections to well-being
- Work with other youth to promote mental health and help-seeking behaviours
- Receive support from Adult Allies and Implementation Leaders to promote wellness within their school or community
- Lead, plan, implement and evaluate fun, inspirational and relevant activities for youth by youth

Youth Connections Ottawa Coordinator

Primary responsibilities of the Coordinator are planning, content, and evaluation of the Youth Connections Ottawa (YCO) program. The YCO Coordinator will facilitate the master training of Implementation Leaders.

YCO Coordinator will also:

- Assist with program integration within the schools and the community;
- Network with organizations, school boards, and local communities to identify opportunities for implementation of YCO;
- Support Implementation Leaders as they implement and deliver the YCO program in their schools and in the community;
- Collaborate with Implementation Leaders as they recruit and train their Adult Ally and Peer Leader cohorts;
- Monitor the delivery of local training sessions and campaigns in participating schools and community groups;
- Coordinate evaluations in collaboration with all four school boards and community groups;
- Provide support in planning, promoting and delivering all system wide YCO initiatives and events;
- Be a resource to the local organization and region for knowledge transfer;
- Be the link between the “RNAO International Affairs and Best Practice Guidelines” program and Ottawa; and
- Support knowledge exchange and the community of practice.

Implementation Leaders

Primary responsibilities of the Implementation Leaders will be to scope, adapt, and implement the YCO program within schools and the community. The Implementation Leaders will act as a liaison between the YCO Coordinator and the school and/or community group to deliver YCO.

Implementation Leaders will also:

- Assist with the operations of the program:
 - Act as a resource and/or advocate for health promotion on the topics identified by the youth groups;
 - Provide Adult Allies with tools and information to support the Peer Leaders;
 - Deliver an Adult Allies orientation and training workshop on YCO;
 - Deliver a Peer Leaders training within the youth groups; and
 - Support the recruitment of the Peer Leader cohort.
- Use meaningful youth engagement (YE) principles and practices, as well as promoting mental health and substance use best practices throughout YCO;
- Be a resource to the school or community group for knowledge exchange on health promotion topics relevant to the youth groups; and
- Participate in evaluation activities.

Adult Allies

Adult Allies are made up of champions for youth and will directly support the program at the school or community level (e.g., school educators, health promoters, etc).

Adult Allies may also include Public Health Nurses, faith-based leaders, community leaders, external school partners or others who can attend and assist with planning meetings.

The primary responsibility of the Adult Allies is to engage youth within their schools and communities to develop a YCO group. The Adult Allies will work with the Peer Leaders to develop and deliver activities that encourage positive mental health and wellness.

Adult Allies will also:

- Oversee the operational support of the program and its integration within schools and communities;
- Support the recruitment of the Peer Leader cohort;
- Attend and assist with the Peer Leaders training workshop;
- Use meaningful YE principles and practices, as well as demonstrate interest in promoting mental health and substance use best practices throughout YCO;
- Collaborate with the Implementation Leaders to mentor Peer Leaders;
- Assist with the planning, facilitation, promotion and delivery of YCO initiatives and events; and
- Participate in evaluation activities.

Peer Leaders

The primary responsibility of the Peer Leaders is to learn about how to support their mental health and that of their peers. They will then use the knowledge and skills they have learned to develop fun and engaging mental health promotion campaigns and activities.

Rather than only recruiting those with formal leadership experience, consider youth that are passionate, want to make a difference, have the potential to learn and grow, and are willing to invest the time and energy.

Peer Leaders are youth participating in YCO who:

- Attend a YCO training workshop;
- Learn about mental well-being, reducing stigma, substance use, resilience, self-help and help-seeking behaviour strategies;
- Work with other youth, Adult Allies and Implementation Leaders to assess the needs of youth in order to promote wellness within their school and community;
- Lead, plan, and implement fun and relevant activities created by youth for youth; and
- Participate in evaluation activities.

Peer Leaders will also gain skills and experience with:

- Public speaking;
- Communication;
- Leadership;
- Facilitation;
- Health promotion;
- Planning, implementing, and evaluating activities and campaigns; and
- Networking and meeting new people.

1

Implementation Leaders

Youth Connections Ottawa (YCO) is about working alongside youth to develop fun and engaging activities that promote positive mental health and wellness. YCO will help to build skills that can be used throughout the lifespan.

Implementation Leaders will work to guide YCO programs within their schools and communities by being the YCO content expert. This guide will provide you with the knowledge and content that is required to successfully run a YCO program.

Understanding Your Role as Implementation Leader

Implementation Leaders:

- Are responsible for training the Adult Allies and supporting the joint Adult Ally and Peer Leaders training;
- Assist with the operations of the program, including providing in-school or community training and support;
- Support schools and community groups with events;
- Use meaningful youth engagement (YE) principles and practices;
- Demonstrate interest in promoting mental health and wellness best practices throughout YCO;
- Are a resource to the school or community group for knowledge transfer on health promotion topics relevant to the youth groups; and
- Participate in evaluation activities.

Implementation Leader Training

This training will be facilitated by the YCO Coordinator. Objectives for this training include:

- a. Learning about the YCO program;
- b. Learning about best practices in meaningful YE;
- c. Capacity building to develop facilitation skills to deliver subsequent trainings and orientation to Adult Allies and Peer Leaders; and
- d. Support to engage Peer Leaders to develop, implement and evaluate YE activities.

Next Steps for Implementation Leaders

Take time to familiarize yourself with the YCO Implementation Guide which provides you with the information needed to set-up a YCO program. Once you are familiar with the content you can recruit and train Adult Allies and Peer Leaders.

Included in the guide are detailed instructions and activities to include in both the Adult Ally and Peer Leader trainings, as well as information on how to begin a YCO program within your school or community.



How to Use This Implementation Guide

The YCO Implementation Guide contains information and activities for Implementation Leaders to use when training Adult Allies and Peer Leaders. Reading the YCO Implementation Guide, along with reviewing, observing and carrying out the various activities within the guide, will help increase the confidence and facilitation skills needed to provide subsequent training.

As you read this guide, you will notice four core roles for the different YCO participants: 1. YCO Coordinator; 2. Implementation Leaders; 3. Adult Allies and 4. Peer and Responsibilities Leaders. We encourage you to become familiar with these roles and their responsibilities (see YCO Roles and Responsibilities graphic on page 11).

Once you begin recruiting Adult Allies and Peer Leaders to participate in the YCO program you can use the worksheet found in Appendix 5. This worksheet will allow you to keep track of those that you want to recruit or those that have already been recruited to participate.

There are three tiers of training for YCO:

1. Training for Implementation Leaders to provide the necessary training needed to train and support Adult Allies and Peer Leaders.
2. Adult Ally orientation and training to provide knowledge and tools for Adult Allies to support and work with Peer Leaders.
3. Peer Leaders joint training, with invited Adult Allies, to provide knowledge and tools to Peer Leaders to implement YCO within their school or community.

It is recommended to complete the Peer Leader training with the Adult Allies present. This will allow them to build a rapport as they work together to develop a YCO program within their school or community.

Support for Implementation Leaders

A community of practice has been created to support knowledge exchange between Implementation Leaders, Adult Allies, and Peer Leaders.

To join this community of practice, please contact the YCO coordinator at yco.cjo@ottawa.ca

2

Adult Allies

Youth Connections Ottawa (YCO) aims to engage youth to implement fun, insightful, safe and health-promoting activities by youth for youth across Ottawa.

By using the YCO program Adult Allies can help contribute to a supportive and resilient school and community environment for youth. This peer-to-peer program aims to shift attitudes and behaviours through youth empowerment and advocacy.

As groups come together, they will learn about:

- Self-help;
- How to help a friend and help-seeking behaviours;
- Mental health and wellness;
- Stigma;
- Substance use;
- Advocacy; and
- Leadership.

With support from partners in education and health experts, youth are equipped with the knowledge to break down barriers like stigma and risk factors, increase self-help interventions, facilitate recognition, encourage appropriate help-seeking and understand how to seek reliable information. Preparing youth to lead not only builds capacity and boosts resilience but results in greater mental health advocacy.

Understanding the Role of Adult Allies

Adult Allies are made up of champions for youth, and will directly support the program at the school or community level (i.e. school educators, health promoters, etc).

Adult Allies may also include Public Health Nurses, faith-based leaders, community leaders, external school partners or others who can attend and assist with planning meetings.

Adult Allies will:

- Oversee the operational support of the program and its integration within schools and communities;
- Support the recruitment of the Peer Leader cohort;
- Attend and assist with the Peer Leaders training workshop;
- Use meaningful youth engagement (YE) principles and practices, as well as demonstrate interest in promoting mental health and substance use best practices throughout YCO;
- Collaborate with the Implementation Leaders to mentor Peer Leaders;
- Assist with the planning, facilitation, promotion and delivery of YCO initiatives and events; and
- Participate in evaluation activities.

Adult Ally Training

The aim of the Adult Ally Training is to provide the Adult Allies with the YCO training, support, resources and curriculum to engage and support youth in peer-to-peer outreach and program planning.

This training will give the Adult Allies the knowledge and skills they need, as well as practical tips and strategies to start their own YCO groups.

Implementation Leaders will provide the trainings to the Adult Allies and help them work through any questions or challenges that may come up during the training.

The following sections provide the content you will need to deliver an Adult Ally Training.

- A PowerPoint presentation has been created for this training that can be adapted for Implementation Leaders to use. To obtain a copy, email the YCO coordinator at ycocjo@ottawa.ca.
- If you have additional questions, please contact the YCO coordinator at ycocjo@ottawa.ca
- For all materials related to the YCO Program, please visit www.thelinkottawa.ca/YCO





ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Introduction to the Program



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Adult Ally Training PowerPoint (this can be obtained from the Youth Connections Ottawa (YCO) Coordinator via email at ycocjo@ottawa.ca)



OBJECTIVE

- To introduce Adult Allies to the YCO program



IMPLEMENTATION LEADER STEPS

1. Review YCO goals and objectives
2. Facilitate “Scavenger Hunt” energizer
3. Explain how YCO works

1. Youth Connections Ottawa Goals and Objectives

The purpose of this activity is to review the goals and objectives of the YCO program with the Adult Allies. This will help to ensure that everyone has the same understanding about the purpose of the program and the goals and objectives to be met.

The Goals of YCO are to:

- Motivate, engage and equip youth with the skills for peer-to-peer outreach within their schools and communities;
- Increase resilience and promote help-seeking behaviour among youth in a safe and positive manner; and
- Increase knowledge on issues related to mental health, substance use, and positive coping strategies.

Overall, YCO aims to engage youth to implement fun, insightful, safe, and health-promoting activities by youth for youth across Ottawa.

The Objectives of YCO are to:

- Raise awareness about the mental health continuum* to support overall well-being of youth and decrease stigma related to mental illness;
- Provide Adult Allies with the training and curriculum needed to engage and support youth in peer-to-peer outreach and campaign planning;
- Develop leadership and facilitation skills of participating youth;
- Develop a cohort of Peer Leaders;
- Engage Peer Leaders to develop, implement and evaluate creative youth engagement strategies to promote mental health, reduce the stigma of mental illness and explore strategies to prevent substance use; and
- Provide opportunities for health and education professionals to collaborate with youth to implement mental health promotion initiatives in their local schools and communities.

* The mental health continuum explains that people can have positive or negative mental health with or without a diagnosed mental illness. See Appendix 2 for more.

2. Scavenger Hunt Energizer

Having a rapport with one another will allow the Adult Allies to be more productive throughout the rest of the training. This activity will help the group to feel more comfortable with one another and build a rapport.

Steps for game:

1. Divide the group into teams of up to five.
2. Provide teams with a list of items that can be found in the immediate area, pockets, purses, with technology or online:
 - A credit card
 - A digital photo of a cat wearing a hat
 - A blue marker
 - Someone you trust
 - A pair of reading glasses
 - A baby picture
 - A gym membership
 - A recording of a toilet flushing
 - The name and address of a shoe store in Halifax, Nova Scotia
 - Newspaper article
 - A grocery receipt
 - A happy or sad song
3. The team that finds the most items wins.
4. Have teams create a (funny) short story with some or all of the items and include how these items connect to your mental health.
5. Share these stories with the entire group.

3. How Youth Connections Ottawa Works

Drawing on a multi-partner and multi-component model to support a peer-to-peer approach, Peer Leaders will plan, implement, and help to evaluate youth engagement activities within their schools and communities.

YCO incorporates five main components:

1. Training for Implementation Leaders to implement and support YCO in schools and communities;
2. Training for Adult Allies;
3. Training for Peer Leaders (with Adult Allies);
4. Development of a peer cohort;
5. Collaboration, networking, support and capacity building among YCO participants.

YCO involves training and education, whereby youth groups will gain hands-on support and mutual learning opportunities. Adult Allies will participate in a half-day orientation training.

Following that, training for Peer Leaders together with their Adult Allies will occur. This joint training will consist of orientation training, team building, campaign ideas, and activity planning.

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Program Roles and Responsibilities



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Youth Connections Ottawa (YCO) Program Roles and Responsibilities Handout in Appendix 5



OBJECTIVE

- Increase the understanding of the Adult Allies of the four major YCO program roles and their responsibilities



IMPLEMENTATION LEADER STEPS

1. Facilitate “Who are we?” activity
2. Review YCO roles and responsibilities

1. Who Are We? Activity

The “Who Are We?” activity is a fun way to demonstrate that we all have different roles to play. This activity is a helpful way to introduce the next topic of the roles and responsibilities within the YCO program.

Steps for game:

- Select someone to be “It”.
- Have “It” leave the room.
- Remaining group participants decide who the group will be.
- Perhaps a group of educators? What about a group of doctors? A group of students?
- When “It” re-enters the room, they go around the room asking questions to figure out who the group has become.
- Try your best to confuse, but answer truthfully!
- Determine ahead of time how many questions “It” can ask. Perhaps one question of each person or perhaps a set number, such as twenty questions.
- “It” can guess correctly or give up. Then it is someone else’s turn to be “It”!

2. Youth Connections Ottawa Roles and Responsibilities

Having a clear understanding of the different roles and responsibility of everyone involved in a YCO program will help the programs to function well. You can take this time to review the YCO roles with the Adult Allies and allow time for discussion.

THE YCO COORDINATOR (OTTAWA PUBLIC HEALTH STAFF)

Primary responsibilities of the Coordinator are planning, content, and evaluation of the Youth Connections Ottawa (YCO) program. YCO Coordinator will also:

- Assist with program integration within the schools and the community;
- Network with organizations, school boards, and local communities to identify opportunities for implementation of YCO;
- Support Implementation Leaders as they implement and deliver the YCO program in their schools and in the community;
- Collaborate with Implementation Leaders as they recruit and train their Adult Ally and Peer Leader cohorts;
- Monitor the delivery of local training sessions and campaigns in participating schools and community groups;
- Coordinate evaluations in collaboration with all four school boards and community groups.
- Provide support in planning, promoting and delivering all system wide YCO initiatives and events;
- Be a resource to the local organization and region for knowledge transfer;
- Be the link between the “RNAO International Affairs and Best Practice Guidelines” program and Ottawa; and
- Support knowledge exchange and the community of practice.

Implementation Leaders

Implementation Leaders will liaise between the YCO Coordinator and the school or community group to deliver YCO.

Implementation Leaders will also:

- Assist with the operations of the program:
 - Act as a resource and/or advocate for health promotion on the topics identified by the youth groups;
 - Provide Adult Allies with tools and information to support the Peer Leaders;
 - Deliver an Adult Allies orientation and training workshop on YCO;
 - Deliver a Peer Leaders training within the youth groups; and
 - Support the recruitment of the Peer Leader cohort.
- Use meaningful youth engagement (YE) principles and practices, as well as promoting mental health and substance use best practices throughout YCO;
- Be a resource to the school or community group for knowledge exchange on health promotion topics relevant to the youth groups; and
- Participate in evaluation activities.

ADULT ALLIES

Adult Allies are made up of champions for youth, and will directly support the program at the school or community level (e.g., school educators, health promoters, etc).

Adult Allies may also include Public Health Nurses, faith-based leaders, community leaders, external school partners or others who can attend and assist with planning meetings.

Adult Allies will also:

- Oversee the operational support of the program and its integration within schools and communities;
- Support the recruitment of the Peer Leader cohort;
- Attend and assist with the Peer Leaders training workshop;
- Use meaningful YE principles and practices, as well as demonstrate interest in promoting mental health and substance use best practices throughout YCO;
- Collaborate with the Implementation Leaders to mentor Peer Leaders;
- Assist with the planning, facilitation, promotion and delivery of YCO initiatives and events; and
- Participate in evaluation activities.

PEER LEADERS

Peer Leaders are youth participating in YCO who:

- Attend a YCO training workshop;
- Learn about mental well-being, reducing stigma, substance use, resilience, self-help and help-seeking behaviour strategies;
- Work with other youth, Adult Allies and Implementation Leaders to assess the needs of youth in order to promote wellness within their school and community;
- Lead, plan, and implement fun and relevant activities created by youth for youth; and
- Participate in evaluation activities.

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Answering Tough Questions and Creating Safe Spaces



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- None



OBJECTIVE

- Create a safe place for Youth Connections Ottawa (YCO) participants
- Increase confidence amongst youth when discussing mental health or substance use topics



IMPLEMENTATION LEADER STEPS

1. Discuss how to create a safe space for youth
2. Discuss tips for how to safely and effectively talk with youth

1. Creating a Safe Space for Youth

Given that mental health, mental illness and substance use can be sensitive topics, consider the best way to support the psychological safety of student and adult participants. The YMHAC initiative recommends developing a Safe Space Plan that involves appointing Adult Safety Leads, along with following key steps to support youth if they experience psychological distress during training:

Key steps:

- Pre-warning about and normalizing of sensitive topics (i.e., today we are going to be talking about substance use. Sometimes this can be difficult to talk about, but it is an important discussion. We encourage you to reach out for support if needed.).
- Before the training begins, let youth know: “If at any time during the training, you are feeling uncomfortable, please let an Adult Ally know”.
- Monitoring for signs that indicate participants may need support (e.g., being teary, becoming withdrawn) and pre-identify supports that are available to check-in with students who are struggling, such as the student’s guidance counsellor.
- Using thumbs up or down code to let ‘safety’ person know you are ok if you have to leave (e.g., washroom).
- Establishing a relaxation space or “chill zone” for students who may be triggered by content.
- Enlisting the support of school board mental health professionals, community group mental health professional or public health nurses to participate in the training or workshop.
- Offer counselling support if available and if the need arises.
- Allowing students to opt out of participating in various activities.
- Being aware of locally based resources for support including Youth Services Bureau (YSB), Centre psychosocial and Kids Help Phone.

- Displaying a Youth Resource accordion list card (from Youth Net) in an accessible area for everyone's reference.
- Have appointed personnel (e.g., social worker, psychologist, guidance counsellor and/or educator) attend or at least be available to support youth as needed.

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.

Adult Allies have an important mentorship role in the positive mental health and well-being of youth. But how can you, yourself, start or continue the conversation if you are uncomfortable about the topic?

- Recognize you are not expected to know everything about everything.
- Remember, it is okay to say I do not know the answer.
- Offer to brainstorm reliable sources to find the answer together.
- Consult an expert for more information needed (e.g., social worker, psychologist, Public Health Nurse, Rideauwood counsellor, School Resource Officer, Youth Net).
- If you are unsure of the answer re-direct the question and ask if anyone else has thoughts.
- It is okay to say “let me think about that a little”—but make sure you come back to the question.

2. Tips for How to Talk With Youth

One barrier that prevents people from having difficult conversations with youth is not knowing what to say. This activity is meant to provide examples of how to talk with youth.

There is no perfect way to have any conversation, but here are some tips to help you:

- Be present when talking to youth. For example, maintain eye contact and focus on what they are saying;
- Ask about what concerns, worries or questions they have;
- Ask questions and then be sure to listen to the answer;
- Listen carefully as it shows respect and is a way to gather information;
- Try not to make assumptions. No two youth are alike and everyone has their own experiences and stories; and
- Be comfortable with silence or pauses during the conversation.

Ask them what it is like to be talking to you about this. For example, “how does it feel to be talking about this with me?”;

- Be genuine;
- Repeat back or paraphrase what the student has said to ensure clarity;
- Be supportive;
- Know when to get more help; and
- Know what resources are available (such as knowledge experts within schools and the community, social workers, psychologists, Public Health Nurses, School Resource Officers, Rideauwood counsellors, Youth Services Bureau, Community Resource Centres or Community Health Centres).

Source: Ottawa Public Health. (n.d.). have THAT talk. Ottawa, ON: Ottawa Public Health.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Mental Health and Substance Use



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Statistics information below



OBJECTIVE

- Identify and highlight the stats showing the importance of the Youth Connections Ottawa (YCO) program



IMPLEMENTATION LEADERS STEPS

1. Review and discuss Ottawa youth-based mental health and substance use statistics

1. Youth at Risk in Ottawa

Youth Connections Ottawa (YCO) is meant to engage youth and to encourage positive mental health and coping strategies. YCO aims to improve mental health through a focus on mental health promotion, understanding mental illness and stigma, and substance use.

The statistics below are specific to Ottawa and demonstrate the importance of programs such as YCO to promote positive mental health and increase knowledge about problematic substance use. Review these statistics with the Adult Allies. You can consider delivering the materials through a PowerPoint presentation or a handout.

PSYCHOLOGICAL DISTRESS AND YOUTH:

Adolescence is an important stage of life and it can be a stressful time for youth, with transitions from elementary to high school and the physical and emotional changes of puberty.

In 2017, 35% of Ottawa students (grades 7 to 12) reported having moderate to serious levels of psychological distress over the past four weeks, including symptoms of anxiety and depression such as nervousness, restlessness, worthlessness and sadness. Girls (46%) were more likely than boys (25%) and grades 9 to 12 students (37%) were more likely than grades 7 to 8 students (30%) to have moderate to serious levels of psychological distress over the past four weeks.

SUICIDAL BEHAVIOUR:

- More than one in ten (11%) Ottawa students (grade 7–12) reported they have considered suicide in the past year.
- More than 1,300 (4%) grade 7–12 students in Ottawa reported they have attempted suicide in the past year.

BULLYING:

- About one in five (18%) Ottawa students in grades 7 to 12 reported they were bullied at least once on school property in the current school year. The most prevalent form of victimization among those bullied was verbal or non-physical attacks (81%). Cyber bullying or being bullied on the internet was reported by 18% of Ottawa students.

ALCOHOL:

- Over 22,200 (36%) of Ottawa students in grades 7–12 reported consuming alcohol in the past year.
- Almost one in six (15%) grade 9–12 students reported getting drunk in the past 4 weeks, and 17% reported binge drinking (5+ drinks on one occasion).
- 12% of grade 9–12 past year drinkers injured themselves or others because of their drinking in the past year.
- 13% of grade 9–12 past year drinkers have felt guilt or remorse after drinking in the past year.
- One in five (20%) grade 9–12 past year drinkers reported drinking at hazardous or harmful levels.

CANNABIS:

- 18% of grade 7–12 students reported using cannabis in the past year, amounting to approximately 10,900 students.
- Past year use increases by grade: 3% of grade 7–8 students, 10% of grade 9–10 students and 36% of grade 11–12 students reported using cannabis in the past year.

OTHER SUBSTANCES:

- About one in ten (9%) grade 7–12 students in Ottawa have used over-the-counter (OTC) cough or cold medication to get high in the past year.
- More than 6,100 (14%) grade 9–12 students used prescription medication non-medically (opioids, tranquilizers, ADHD medications).
 - Approximately 4,800 (11%) grade 9–12 students reported using non-medical opioid use.
- Almost one in ten (9%) grade 9–12 students reported using any illicit drug in the past year (excluding cannabis and prescription and OTC medication).

PAST YEAR SUBSTANCE USE:

- Almost half (46%) of Ottawa students in grades 7–12 reported any substance use in the past year (including alcohol, cannabis, non-medical use of OTC and prescription drugs, cigarettes and other smoking devices (e.g. electronic cigarette, water pipe, chewing tobacco).
 - Past year substance use increased with increasing grade, from 29% of students in grades 7–8, 41% of students in grades 9–10, and almost three-quarters (73%) of students in grades 11–12.

Sources: Ottawa Public Health. Status of Mental Health in Ottawa. June 2018. Ottawa (ON): Ottawa Public Health; 2018

Ottawa Public Health. Public Health Monitoring of Risk Factors in Ontario-OSDUHS (2017). Centre for Addiction and Mental Health; 2018.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Youth Connections to Well-being



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- “Youth Connections to Well-being” umbrella handout (see Appendix 4)



OBJECTIVE

- Increase knowledge about the importance of protective factors and how they affect your mental health



IMPLEMENTATION LEADER STEPS

1. Show and facilitate a discussion about the “Youth Connections to Well-being” umbrella. Identify which “Youth Connections to Well-being” are existing strengths and which ones participants would like to work on strengthening

1. Youth Connections to Well-being

The “Youth Connections to Well-being” include:

1. Resilience
2. Mental Health
3. Positive Relationships
4. Mentors
5. Community Resources
6. Healthy Interests
7. Kindness
8. Spirituality

The “Youth Connections to Well-being” exercise is an important part of Youth Connections Ottawa (YCO). Use this activity with the youth groups to have them consider what protective factors they have in place and what ones they would like to develop. This activity will allow youth to reflect on how to promote and enhance the protective factors in their lives and in others. This will be a key step when considering future YCO campaigns and activities.

Begin by introducing the protective factors above. Read through these as a group and discuss how each connection contributes to positive mental health and well-being.

Using the “Youth Connections to Well-being” umbrella handout (see Appendix 4), discuss (as a group OR individually) the various stressors faced by youth and brainstorm additional connections to well-being that could contribute to increased resilience. The umbrella handout provides a great visual—the rain drops represent the various stressors in one’s life, while the umbrella represents the various connections to well-being and coping strategies that help protect one’s mental health and increase resilience.



Youth Connections to Well-being

Each coloured piece of the umbrella contributes to a protective factor listed below. Together, these contribute to improved resilience and wellness. For each protective factor ask the group:

- What does this picture mean to you?
- Reflect on whether the different connections on the umbrella are a strength for you or an area you would like to work on.
- Share when you have used the connections in the umbrella to feel better or to improve wellness?
- Does anyone have any ideas on how you can work to make this a stronger connection for someone?

Possible answers:



MENTAL HEALTH

- A state of well-being
- Able to realize your own abilities and potential
- Can cope with the normal stresses of life
- Self-care
- Affects how we think, feel and act
- Helps determine how we deal with stress, relate to others and make choices
- Mental health does not mean the absence of a mental illness. Someone with a diagnosis of a mental illness can have positive mental health, just like someone without a diagnosis of a mental illness can have negative mental health. We all need protective factors to help us cope with life's challenges and to protect our mental health.



POSITIVE RELATIONSHIPS

- A positive influence
- Family
- Friendships
- Kinships
- Respectful
- Trusting
- Open communication



MENTORS

- An experienced and trusted advisor
- A guide
- Someone whom we consult or ask questions
- Give us advice
- Teach us
- Help us

4

COMMUNITY RESOURCES

- Trusted adults in your school and community
- Ottawa Public Health
- Ottawa Police Services and School Resource Officers
- Rideauwood Addiction & Family Services
- Youth Services Bureau
- Community Resource Centres and Community Health Centres

5

HEALTHY INTERESTS**Choosing to:**

- Engage in healthy activities (such as sports, art, hobbies, after-school programs)
- Eat healthy foods
- Avoid risky behaviours
- Be informed
- Make informed decisions

6

KINDNESS

- Being friendly, generous and considerate
- Caring
- Concerned for others
- Respectful
- Being kind is helpful to others but also feels good to ourselves

7

SPIRITUALITY

- Refers to the need to experience love, hope and meaning in life
- More than just religion
- May include mindfulness or being mindful
- Focusing awareness on the present moment
- Acknowledging and accepting one's feeling and thoughts
- Not overly reactive or overwhelmed by what's going on around us

8

RESILIENCE**Ability to:**

- Bounce back from or work through stress
- Cope with challenges
- Recover from difficulties
- Adjust to misfortune or change
- Deal with life's struggles
- Know and use positive coping strategies

Key Messages:

- The “Youth Connections to well-being” umbrella identifies supports and skills that allow for positive mental health and well-being.
- When the supports and skills are present in a positive way they provide protective factors that mitigate, reduce or eliminate risks.
- These “connections” are the basis of the YCO program and the aim of the youth led peer-to-peer activities to improve protective factors.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Meaningful Youth Engagement



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Projector and screen
- Speakers
- Internet capable source (e.g., laptop or smart board)



OBJECTIVE

- Increase awareness of youth engagement (YE)
- Understand the process involved in YE



IMPLEMENTATION LEADER STEPS

1. Watch “What is Youth Engagement” video by the Ontario Centre of Excellence for Child and Youth Mental Health (OCECYMH): <https://www.youtube.com/watch?v=EBWuF9y8hko&feature=youtu.be>
2. Review and discuss the core components of YE
3. Review and discuss the guiding principles about working with youth

1. Watch the “What is Youth Engagement?” Video

It is important that everyone in the group have an understanding of what meaningful youth engagement is and to learn about it from trusted sources, such as the Ontario Centre of Excellence for Child and Youth Mental Health (OCECYMH).

Watch “What is Youth Engagement” video by the OCECYMH:

<https://www.youtube.com/watch?v=EBWuF9y8hko&feature=youtu.be>

After watching the video review the core components of youth engagement with the Adult Allies.

2. Core Components of Youth Engagement

1. Positive youth development: using a strength-based and positive approach to develop positive relationships and acquire the knowledge and skills needed to enhance lasting mental health.
2. Positive relationships: Trusted adults and Adult Allies, who support, advocate for and collaborate with youth.
3. Positive space: safe spaces for youth that promote protective factors and are open, authentic, respectful and free from discrimination based on gender, sex, sexual orientation, race, class, appearance (or other identifying factors).
4. Positive opportunities: youth are able to develop important life skills that can contribute to overall development, prepare them for the future and help them build healthier communities.

3. Guiding Principles of Youth Engagement

PUT SAFETY FIRST AND DEVELOP A SAFETY PLAN

- Have a safety plan such as accessible clinical support (for youth and adults) across youth engagement activities, particularly when youth (and adults) are asked to draw on lived experience while engaging in these activities.

VALUE YOUTH AS COMMUNITY ASSETS

- When given the opportunity, youth can be active and skilled contributors to their own wellness, and valuable partners in mental health promotion.

COMMIT TO PARTICIPATORY LEADERSHIP

- Participatory leadership is based on the belief, **“nothing about us without us”**.
- Invite youth to generate a shared understanding of problems, priorities and possibilities and to work towards achievable and sustainable goals.
- Build the capacity of youth to mobilize around issues that are important to them, and to contribute to social change.

BUILD AUTHENTIC RELATIONSHIPS

- Relationships are key to building and sustaining resilience and positive youth development.
- Build on respect and trust.
- Work together using an equal power balance between youth and adults to achieve common goals.
- Working in partnerships means youth have a voice in decisions and both adults and youth are valued for their contributions.

STRIVE FOR HEALTH EQUITY

- Remove barriers that prevent access to or use of mental health supports.

MEET YOUTH WHERE THEY ARE AT

- Have realistic expectations.
- Build on the unique and diverse strengths of youth.
- Address barriers to participation.
- Create opportunities for youth to develop their skills.
- When it comes to youth engagement, youth and adults may make mistakes along the way. Youth engagement is not just about outcomes, it is about the process of being meaningfully involved.

USE A WHOLE COMMUNITY APPROACH

- Consider where youth live, work and play.
- Several factors can threaten youths' mental health, including unemployment, job insecurity and poor working conditions, low income and education, food insecurity, the absence of safe and affordable housing, social exclusion and so on.
- Youth mental health is a shared responsibility, and young people are key players in creating solutions.

Source: Ontario Centre of Excellence for Child and Youth Mental Health. (2016). Waking the talk, a toolkit for engaging youth in mental health. Retrieved October 28, 2018, from <http://www.yetoolkit.ca/>



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Implementation Tips and Resources



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Flip chart and markers (optional)



OBJECTIVE

- Increase knowledge around tips and resources required for implementation of Youth Connections Ottawa (YCO)



IMPLEMENTATION LEADER STEPS

1. Review and discuss considerations for implementation of the YCO

1. Discussion: Implementation of Youth Connections Ottawa

In this activity you can brainstorm the required steps involved with implementing a YCO program within your school or community group. Use this worksheet to help guide your conversation and brainstorming with the Adult Allies.

The following are some key considerations for implementation of the YCO program:

- Identify keen and interested Adult Allies within the school and community to lead the program or group.
- **Adult logistical considerations:**
 - Educator release time (for training, planning and evaluation);
 - Space for training or meetings (a large classroom or the library);
 - Communication plan among adults and for youth (email distribution lists, Google classroom);
 - Ensuring you share event details with everyone; and
 - Sending out frequent reminders of upcoming meetings and sessions to increase attendance.
- **Recruitment of participants:**
 - Consider a wide variety of staff including principals and guidance counsellor to identify Peer Leaders;
 - By invitation (to ensure a wide variety of participants and to maximize reach of peer networks);
 - Existing leaders in the schools and community;

- Call of interest (through announcements or lunch time fair or booth);
- Bring a friend; and
- Train existing members of school or community groups to embed and incorporate “the connections”.
- Avoid only recruiting those with experience or highest grades, and instead consider youth who are:
 - ◆ Passionate about mental health and well-being and want to make a difference;
 - ◆ Have the potential and openness to learn, develop, and grow;
 - ◆ Willing to invest time and energy, problem-solve, take risks and work in a team with other youth and Adult Allies;
 - ◆ New to the school or community; and
 - ◆ Represent the diversity of youth at your school or community.
- **Collecting consent:**
 - You will need consent from parents or guardians of youth who are interested in participating as Peer Leaders. See the implementation section for a [sample parental consent form](#). Also, check with your school board or community agency for consent requirements and possible policies, procedures, and documents.
- **YCO Peer Leaders training:**
 - Where will training take place? Consider using the school library or community gathering places for ease and comfort;
 - When will training take place? Is this a busy time for students and staff?
 - You will need audio visual equipment such as projector and speakers for sound; and
 - Lunch? Dietary restrictions.
- **Meetings:**
 - Provide an opportunity for fun, team building and activity planning during meetings;
 - Create a safe space when generating ideas;
 - Have icebreakers or energizers at the start of each meeting;
 - Invite youth to plan and facilitate icebreakers;
 - Invite guest speakers;
 - Incorporate videos;
 - Use interactive activities to teach lessons;
 - Ensure activities are engaging and include considerations to all participants;
 - Allot free time for youth to get to know each other and discuss potential ideas;
 - Support youth to choose their own priority initiatives and campaigns;
 - Invite youth to bring their lunch for lunchtime meetings;
 - Consider meetings dedicated to planning and implementing activities or campaigns;
 - Debrief what went well and what could be improved regarding activities or campaigns; and
 - Obtain feedback.
- **Activities/Campaigns:**
 - Start small;
 - See implementation section for ideas. Note: these should be shared with Peer Leaders to help inspire; not to replace the generation of new ideas;
 - Consider:
 - ◆ Resource and service awareness campaigns;
 - ◆ Stigma reduction campaigns;
 - ◆ Coping and stress management education and training;
 - ◆ Caring and sharing moments; and
 - ◆ Acknowledging youth and their voice.

- Ensure there is a plan to promote events, activities and campaigns;
 - Look for opportunities to incorporate activities into another theme week (e.g., Mental Health Week in May); and
 - Also take into account the time of year, (e.g., exams, various religious/cultural holidays, system-wide events).
- **Let youth lead!**
 - While youth should work with the Adult Allies, they should ultimately drive the process.
 - Consider letting youth lead meetings as they gain experience.
 - **Consider avoiding training, events or activities on Fridays and Mondays to ensure opportunity for follow-up exists and to maximize attendance.**
 - **Encourage community partners such as your Public Health Nurse, School Resource Officer, Rideauwood counsellor, or Youth Net to participate in training or workshop activities.**

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.



ADULT ALLY TRAINING – FACILITATOR WORKSHEET

Planning



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Flip chart and markers to make notes (optional)
- Print the Work Plan template (see page 38)



OBJECTIVE

- Develop knowledge about how to create a Youth Connections Ottawa (YCO) work plan and the need to follow it



IMPLEMENTATION LEADER STEPS

1. Provide an opportunity for participants to review, discuss and formalize the next steps for Adult Allies
2. Discuss the need for a work plan in order to identify goals, required actions, resources and the importance of following a timeline. You can use the work plan template on page 38 as a guide to facilitate the “Brainstorm Workplan” activity

1. Discussion: Next Steps for Adult Allies

In order to ensure the success of the YCO program within your schools and community groups, it is important to take the time to plan out the next steps that will get you started. Take this time with the Adult Allies to work together and brainstorm these next steps.

Things to consider in the brainstorming process include identifying the appropriate Adult Allies that can assist with each YCO group, how to recruit Peer Leaders, and who would be an appropriate Peer Leader. Be sure to consider Peer Leaders from many different groups and with a variety of different skills.

It is also important to consider the logistics of what will be required to run a YCO group. Consider where, when and how the training and meetings will occur.

Finally, this is also a good opportunity to brainstorm ideas for activities and campaigns that the YCO groups can engage in. If the Adult Allies are well prepared to develop a YCO group this will help them to be participatory leaders with the Peer Leaders.

2. Activity: Brainstorm Work Plan

Example YCO Work Plan Template:

GOAL	ACTIONS	TIMELINES	RESOURCES	LEAD STAFF	COMMENTS
Identify Adult Allies (e.g., school guidance, Public Health Nurse, School Resource Officer, Rideauwood counsellor)					
Speak with school and community organization about logistics					
Recruitment strategies					
Training (when, where, how, who)					
Meetings (when, where, how, who)					
Events, Activities or Campaigns (including existing in school or community group)					

The above work plan template can be used during the brainstorming session. The Adult Allies can write down different ideas and suggestions that they find useful in developing their own YCO group.

You can print off copies of the work plan for each of the Adult Allies or send it to them electronically. Encourage them to take notes so that they have tangible action items to start developing their YCO groups.

3

Peer Leaders

Youth Connections Ottawa (YCO) aims to engage youth to implement fun, insightful, safe and health-promoting activities by youth for youth across Ottawa. YCO recognizes that youth are much more connected than adults when it comes to having an impact on other youth.

YCO is a peer-to-peer program that provides training for Peer Leaders to become connectors in the school or community in a fun way. This is done through regular meetings as a team, and coming up with activities and campaigns that will include the whole school or community. YCO is led by the Peer Leaders and supported by the Adult Allies who will help facilitate campaigns or activities that the youth want to implement.

Understanding the Role of Peer Leaders

Peer Leaders are youth participating in YCO who:

- Attend a YCO training workshop;
- Learn about mental well-being, reducing stigma, substance use, resilience, self-help and help-seeking behaviour strategies;
- Work with other youth, Adult Allies and Implementation Leaders to assess the needs of youth in order to promote wellness within their school and community;
- Lead, plan, implement and evaluate fun, inspirational and relevant activities for youth by youth; and
- Participate in evaluation activities.

Peer Leader Training

The purpose of the Peer Leaders training is to empower and engage youth through activities that further increases their knowledge on issues related to substance use, mental health and healthy choices. The training is designed to motivate, engage and equip youth with the skills for peer-to-peer outreach within their schools and communities. In addition, YCO intends to increase resilience and promote help-seeking support among youth in a safe and uplifting manner.

The Adult Allies attend the Peer Leaders training to establish them as a key partner in the YCO program within their school or community. This will also allow the Adult Allies to know what training and content the Peer Leaders have received to make for easier communication and planning.

The following sections provide the content needed to deliver the Peer Leaders training. YCO is designed to be flexible. Implementation Leaders may choose to adapt the content to meet the needs of the group, however, it is recommended to include as many of the topics outlined in order to effectively equip and prepare youth for YCO implementation.

The following sections each comprise a topic, along with key messages and activities designed to generate discussion and reinforce learning.

Peer Leader Training Considerations

FULL DAY OPTION

Providing a full day training for Peer Leaders is the recommended approach. This will provide the Implementation Leader with enough time to complete all 10 activities with the Peer Leaders and allow enough time for in-depth discussion. It is recommended that the Adult Allies involved in the Youth Connections Ottawa (YCO) group be invited to the training as well.

Use the planning tool in Appendix 6 to help coordinate the day of training. The planning tool outlines the objectives of the training, the different activities to be covered, as well as other important considerations.

HALF DAY OPTION

While a full day of training is recommended, it is not always feasible. There may be different time constraints in the school or community that make it difficult for the Peer Leaders and Adult Allies to dedicate an entire day to training.

If a half day training is necessary, the Implementation Leader can continue to use the planning tool in Appendix 6. The planning tool will allow the Implementation Leader to keep a record of what was covered during the training. It is important to consider how to cover the remaining topics at another time with the Peer Leaders.

ADAPTABILITY

Prior to offering the Peer Leader training, consider the diverse needs of your group and how to meet the individual needs of participants. Many of the activities can be adapted to meet a variety of accessibility, mobility and learning needs.

As an example, closed captioning can be used for the activities that have videos, to support those with hearing difficulties.





PEER LEADER TRAINING – FACILITATOR WORKSHEET

Introducing the Program to Peer Leaders



TIME REQUIRED

- 10–20 minutes



SUPPLIES REQUIRED

- Flip chart paper and markers (optional but helpful)



OBJECTIVE

- Increase the understanding of the Youth Connections Ottawa (YCO) program by Peer Leaders
- Establish a comfortable group dynamic



IMPLEMENTATION LEADER STEPS

1. Introduce the YCO program, including the Youth Mental Health and Addiction Champion (YMHAC) toolkit as an additional resource www.rnao.ca/bpg/initiatives/mhai/ymhac
2. Establish group norms with the group
3. Facilitate the “Great Wind Blows” activity

1. Program Introduction Discussion

This discussion will allow youth to learn about the purpose of YCO and why they would want to participate. Make sure to discuss the importance of learning how to support their own mental health as well as that of their peers.

Using YCO, we can support our mental health and help friends and peers through positive mental health promotion. This means learning about:

- Mental health;
- How to add to your resilience;
- How to manage stress;
- “Youth connections to well-being”;
- How to talk about mental health and reduce stigma;
- Substance use;
- Where and how to get help;
- How to be a wellness advocate and promote mental health; and
- How to plan YCO activities or campaigns and share this knowledge with your peers.

Everyone has mental health. You can all support your peers by using what you learn to reduce stigma, share positive ways to work through tough times and learn where to get help.

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.

2. Establishing Group Norms

Take the time to establish what the group norms will be for your Peer Leader Training group. Below are some suggestions, but it is important to have everyone provide input (this could be done through a group brainstorm or discussion) and agree on what they should be (it is helpful to write group norms out somewhere where the entire group can see).

In this activity you can write out the group's responses on flip chart paper. Be sure to capture everyone's responses accurately and validate all contributions.

Possible Group Norms:

- Listen to each other and do not interrupt.
- Make sure everyone has a chance to speak.
- Practice being open-minded.
- Make this a safe space:
 - Treat each other with dignity and respect;
 - Support each other; and
 - Avoid offensive language and ethnic or gender-based humour.
- Be mindful of nonverbal communication and body language.
- Participate to the fullest of your ability.

Once the group norms have been established encourage the Adult Allies to post them where everyone can see them, these can be used for subsequent meetings.

3. Great Wind Blows Activity

The purpose of this activity is to help the Peer Leaders and the Adult Allies in your group to get to know one another better and to feel more comfortable with each other. Adapted from: <https://www.icebreakers.ws/medium-group/great-wind-blows.html>

This energizing activity gets everyone moving, helping to break the ice at the beginning, and mixes up the group.

It is also a fun way to get to know interesting things about each other.

1. Arrange all the chairs to form a circle (all chairs facing inward toward the middle). One player starts in the middle, standing up. They begin the round.
2. The person in the middle starts by saying "Great wind blows for everyone who..." and then says any characteristic that is true for themselves. For example, if the person has been to Canada's Wonderland before, they can say, "Great wind blows for everyone who has been to Canada's Wonderland." All players who have been to Canada's Wonderland before must stand and quickly find a new seat that is more than two chairs away from them.
3. If a player is not able to find a vacant seat, they are the new person who is in the middle.

Some ideas include:

- Great wind blows for everyone who is wearing socks.
- Great wind blows for everyone who hates chocolate.
- Great wind blows for everyone who wears a watch.
- Great wind blows for everyone who likes to play video games.



PEER LEADER TRAINING – FACILITATOR WORKSHEET

Understanding Mental Health



TIME REQUIRED

- 20–40 minutes (depending on discussion)



SUPPLIES REQUIRED

- Projector and screen
- Speakers
- Internet-capable source (e.g., laptop or smart board)
- Flip chart and markers to take notes (optional)



OBJECTIVE

- Increase the knowledge and understanding of mental health and mental illness with Peer Leaders
- Initiate and create a space that encourages open dialogue



IMPLEMENTATION LEADER STEPS

1. Watch: “Promoting Mental Health Finding a Shared Language” from the Centre for Addiction and Mental Health (CAMH) https://www.youtube.com/watch?v=Klswi_4yRaE
2. Define and discuss mental health
3. Facilitate “Hands Up for Mental Health!” activity

1. Watch the “Promoting Mental Health” Video

Watching this video as a group will allow everyone to have the same understanding of what mental health is. This understanding will help the Peer Leaders and Adult Allies to promote positive mental health using a shared language.

Watch the “Promoting Mental Health: Finding a Shared Language” video from CAMH https://www.youtube.com/watch?v=Klswi_4yRaE

After watching the video, allow time for a discussion and questions. This will help to make sure that everyone has the same understanding.

2. Define Mental Health

Mental health is a state of well-being in which youth can realize their own abilities, cope with the normal stresses of life, work productively, and contribute to their community.

Whereas, mental illness is a diagnosed disorder that affects the way a person thinks, feels or behaves.

Mental health can change over a lifetime in the environments where we live, learn, work and play.

Youth can experience positive (high) and poor (low) mental health at different times in their life with or without a mental illness (see Figure in Appendix 2) to help visualize this concept.

Positive mental health protects youth from the stress of everyday life, and can reduce the risk of developing poor mental health and mental illness. Promoting positive mental health supports youths' resilience to face everyday challenges and research shows that people who are resilient are healthier, live longer, and are happier in their relationships.

Source: [Ottawa Public Health, Promoting Mental Health in Ottawa Summary Report 2018](#). June 2018. Ottawa (ON): Ottawa Public Health; 2018

3. Hands Up for Mental Health! Activity

This activity will examine common misconceptions about mental health and mental illness. Encouraging the group to close their eyes or to not look at each other will ensure more honest answers.

This activity also provides an opportunity to have a discussion about the different ideas brought up with each question. There are key messages to help you to facilitate this discussion at the end of the worksheet.

1. Ask youth to sit either facing away from the group or with their eyes closed.
2. Explain you will read out a statement and with their eyes closed or without looking at the rest of the group vote whether the statement being read is true or false.
3. Using the show of hands, count the results and note them on the flip chart.
4. Ask students to share some general observations about the group's results. Facilitate a group-wide discussion about the survey results, highlighting items that may be surprising.

Alternate Option: You may use an interactive survey tool like the mobile app “Kahoot!” to poll youth (note youth would require access to a mobile device or laptop for this option).

QUESTIONS AND ANSWERS:

Most people will never be affected by mental illness.

X FALSE

- In Canada, one in five people will experience a mental illness at some point in their life. When thought of in this context, you are not alone, everyone is affected by mental illness, either directly (by having a mental illness themselves) or indirectly (by knowing someone with a mental illness) and help is available.

We have some control over our mental health.

✓ TRUE

- Although we cannot always control what happens to us, we have some control over how we react. Sometimes changing the way we think about things can help. At other times, though, our feelings are so overwhelming and painful that we need to talk to others for help and support. This is another really important way we can prevent our struggles from turning into more serious problems.

People should work out their own mental health problems.**X FALSE**

- When people have a physical health concern, they generally take some action and often go to the doctor or seek some other kind of help for their problem. Mental illness is associated with changes in brain functioning and usually requires professional assistance. Because of the stigma surrounding mental illness, many people are reluctant to seek help.

People do not recover from mental health problems.**X FALSE**

- Like any health problem, people recover from mental health problems. It is important, though, to get the proper help. Sometimes people need the help of a counsellor, a social worker, a physician, a psychologist or a psychiatrist in their recovery. They also need the help and support of friends and family, as well as the understanding of co-workers or classmates.
- Sometimes embarrassment stops people from getting the help they need. Many people experience a mental health problem in their lives, but with help are able to recover and have full, happy lives.

Being a good friend can sometimes mean breaking a confidence to make sure a friend gets help.**✓ TRUE**

- Sometimes friends tell you how badly they are feeling; they may be hurting themselves, or thinking about hurting themselves.
- They may have had thoughts of suicide. It is really important to share this information with an adult you trust.
- When friends are struggling, they cannot always see the best way out.

Positive coping strategies can make negative emotions even worse.**X FALSE**

- Positive coping describes the things you do that:
 - Help you to feel better
 - Respects others and property
 - Helps you to solve the problem

The way we talk and listen has a big impact on our relationships.**✓ TRUE**

- Listening attentively to others gives the message that we care about them, and that what they say is important to us.

Talking to ourselves in a positive way can help us to get through life's struggles.**✓ TRUE**

- This does take practice, though. Trying to use more positive self-talk when we are faced with a tough situation can help us do the things we need to do to work through the problem. For example, if you fail a test; instead of telling yourself that you are stupid, remind yourself that you just did badly on a test. If you have done badly on a test, what can you do? You can study more, ask to re-take the test or get the help you need to understand the material.

You can tell by looking at someone whether they have a mental illness.

X FALSE

- Sometimes if a person is experiencing symptoms of their mental illness, how they are feeling, thinking and behaving may be different from what is normal for them, but generally, you cannot tell if a person has a mental illness based on their appearance.

Medication is the best treatment for mental illness.

X FALSE

- Medication can be a very effective part of managing a mental illness, but not the only type of treatment or support that helps people recover. A wide range of appropriate interventions, including medication, counselling, social and recreational groups, self-help, holistic health, religious support, hospital care, exercise and nutrition are all options for helping people recover and stay well. The best approach is to have a combination of strategies that have been proven effective.

Sources: Ottawa Public Health. (2018). Healthy Transitions. Ottawa, ON: Ottawa Public Health.
The Alberta Educator's Association & Canadian Mental Health Association Alberta. (2016). Can we talk? Mental Health Lesson Plans.

Key Messages:

- There are skills we can learn to protect our mental health and well-being.
- We need to take care of our mental health the way we take care of our physical health.
- There are ways of thinking, as well as actions we can take, that can promote mental health (help us feel better and cope with everyday struggles).
- The way we think about things influences our feelings and actions.
- We can change the way we feel and act, if we first change the way we think.
- It is natural to feel sad, upset and angry in certain situations. Sometimes trying to change the way we think about things can help, but sometimes situations and feelings are just too overwhelming for us to handle alone. At times like these, we need to get help (just as we would if we were feeling physically sick or had been physically injured).

Source: Ottawa Public Health. (2018). Healthy Transitions. Ottawa, ON: Ottawa Public Health.



PEER LEADER TRAINING – FACILITATOR WORKSHEET

Building Resilience



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Relaxing music or sounds (optional)
- Speakers (if playing music)



OBJECTIVE

- Recognize that stressful situations can trigger different behavioural responses
- Appreciate the relationship between thoughts, feelings and actions
- Understand the difference between positive and negative types of stress
- Recognize you have choices in how you respond to stressful situations
- Learn two practical ways to increase your resilience: deep breathing and mindfulness



IMPLEMENTATION LEADER STEPS

1. Start with “Human Continuum” Activity
2. Debrief “Human Continuum” Activity
3. Facilitate “Deep Breathing and Mindfulness” Activity

1. Human Continuum Activity

This activity will allow youth the opportunity to evaluate how they respond to challenging situations. It will let them see how some of their peers react and help to normalize the fact that we all have stress in our lives and have different ways that we react to it.

1. Line up participants in the middle of a large open space.
2. Ask participants if they relate to the statements below (see list of possible statements).
 - If the answer is yes, move forward one footstep.
 - If the answer is no, go backward one footstep.

3. Have participants look around at the end and see where others are standing in relation to them.

Possible Statements:

- When I am feeling stress, I get frustrated, angry or irritable.
- When something bad happens, I get angry quickly.
- I get upset or sad if I miss events because of school and/or work.
- When I am feeling stressed I get worried and anxious and I cannot stop thinking about what is bothering me.
- When I am under stress, feeling worried or sad, I want to be alone and stay away from my friends and family.
- I have felt bad after getting mad at someone and wished I had reacted differently.
- I have enough time to spend with my friends and family.
- I take time to relax.
- I have time to do something just for me every week.

2. Debrief Human Continuum Activity

Facilitate a brief discussion by asking students the following questions:

1. What are some examples of situations that cause emotions like sadness, worry or anger? Examples might include things like:

- Exams or tests;
- Fighting with friends;
- Fighting with parents;
- Loss of a loved one (family member, pet);
- Bullying;
- Parent's divorce; and
- Illness.

2. Can feeling sadness, anger or worry influence how we react to a situation?

3. What are some symptoms related to stressful or upsetting situations?
How do we feel inside when we are upset?

Sweaty palms	Lump in throat	Trouble concentrating
Shaking hands	Headache	Nail biting
Heart beating wildly	Tense muscles	Mood changes
Dry mouth	Clenching teeth	Poor school performance
Shaky voice	'Butterflies' in stomach	Feeling worried or anxious
Red blotches on skin	Trouble sleeping	

4. Can stress be good for us? What are some examples of good stress?

Examples of good or short term stress might include things like:

- Learning a new activity (motivation);
- Scoring a goal in soccer (burst of energy);
- First day of school (a natural reaction);
- Taking a test or presenting in front of a group (learning to deal with stressful situations can make you more resilient); and
- Excited about going on a family vacation (feeling happy and energized).

Explain that everyone experiences emotions like anger, worry and sadness at points in their life. For many of us it may not just be one of these emotions, but a combination. Sometimes when we are under normal stress and we find that the anger, worry, or sadness in our life is getting to be too much we may need to check in with the supports in our life. If our family, friends, work, school, or leisure time gets severely impacted for longer periods during these struggles, professional mental health support can often help.

5. Next, ask youth to think about how they cope with stress.

- Do a stress check—what is going on in my life?
- Recognize signs—how am I feeling?
- Learn what triggers are—what is making me feel this way?
- Have a plan to help deal with every day stressful situations and manage those feelings.
- Add to your resilience—resilience is the ability to work through life’s struggles in a positive way and recover afterwards.

6. What coping strategies can you use to add to your resilience?

Some simple stress relievers include:

- Thinking positively;
- Talking to a trusted adult;
- Practicing deep breathing and relaxation exercises;
- Getting out in nature and being active;
- Getting enough sleep; and
- Eating healthy food.

It is important to realize that we all react to stressful situations in different ways. We may even react to stress differently ourselves, depending on the situation. However, once we become aware of the signs of stress we are better able to recognize them in ourselves and apply our coping strategies.

3. Deep Breathing and Mindfulness Activity

Deep breathing and mindfulness help ease stress. This activity teaches practical skills to help youth become more resilient.

- 1.** Before beginning, ask participants how stressed are they feeling on a scale of one to ten. They can use their fingers to show their stress level. Explain to the group they are going to try an exercise which may improve feelings of stress.
- 2.** Make the room as comfortable as possible (e.g. turn down the lights or play relaxing music.)
- 3.** Read the following “Take Time to Breathe” script:
 - Sit comfortably, with your knees bent and your shoulders, head and neck relaxed.
 - Place one hand on your upper chest and the other just below your rib cage. This will allow you to feel your diaphragm move as you breathe.

- Inhale through your nose. The hand below your rib cage should move out. The hand on your chest should stay as still as possible.
 - Tighten your stomach muscles, letting them fall inward as you exhale through your mouth. The hand on your upper chest should stay as still as possible.
 - Have participants practice deep breathing for about 15–30 seconds. Explain that deep breathing can be used any time they need a short break. This is a good way to take a “time out” from a situation and relax.
4. Ask participants on a scale of one to ten how stressed are they feeling after completing the exercise and how the activity made them feel.

Possible Answers:

- Feelings afterwards: relaxed, calm, quiet, less stressed, some participants may not feel any different; some may feel more stressed because they could not stop their thoughts from wandering. This is normal and improves with practice.
- Some participants might find these activities difficult. Remind participants that it takes time and practice to learn new skills.

Source: Ottawa Public Health. (n.d.). have THAT talk. Ottawa, ON: Ottawa Public Health Discussion Points

Key Messages:

- Being resilient is good for our mental health because it helps us recover and work through challenges in a positive way.
- You can learn resilience skills at any time.
- Deep breathing and mindfulness help ease stress.



PEER LEADER TRAINING – FACILITATOR WORKSHEET

Dealing With Stress



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Mural paper or large flip chart paper
- Crayons or markers



OBJECTIVE

- Enhance knowledge of different strategies that are helpful for coping with stress or stressful situations



IMPLEMENTATION LEADER STEPS

1. Facilitate the creation of a stress-busting mural
2. Discuss the various stress-busting key messages for youth

1. Stress-busting Mural

In this activity, you will have the youth identify stressors followed by brainstorming healthy ways to cope. The focus for this activity is not on the stressors but rather the coping strategies, the problem solving, and the strength of the group.

PART ONE:

Ask youth to name different stressors in their lives (e.g., homework, tests, jobs, parents, relationships, friendships, conflict, mental or physical health challenges). Capture these examples on flip chart paper.

PART TWO:

Ask youth to think of a time when they have experienced a stressful time or faced challenges. What helped them through it? Capture these examples on flip chart paper.

Possible answers:

Family	Sports	Keeping a routine
Art	Meditation	Comfort food
Hobbies	Taking time to chill	Journaling
Thinking positively	Laughing	Yoga
Talking to someone you trust	Reading	Sleep
Friends	Healthy activities	Spending time in nature
Music	Deep breathing	

PART THREE:

Ask youth, as a group, to create a stressbusters mural with various positive coping strategies either written or represented through art on flip chart or mural paper.

Alternate Option:

Have youth split up into smaller groups at the beginning and have each group draw a “gingerbread person” outline on flip chart or mural paper. Next, have them draw their responses to Part One and Part Two (as above) and take it up as a group to encourage discussion.

2. Stress-busting Key Messages for Youth

The Stress-busting Mural activity gives the Peer Leaders the opportunity to think of things that cause them stress. More importantly, this activity also encourages them to think of positive coping strategies and personal supports.

As a follow up to the Stress-busting Mural it is important to have a discussion about what the Peer Leaders have learned. Below are many key messages to help you have this conversation.

- We all have different strengths upon which we can rely. Keeping a good balance of fun and responsibility in our lives helps us stay mentally healthy. Spend some time with friends or participate in a hobby or pastime that you love.
- Talking out your problems and seeing them from a different view might help you figure out ways to deal with them. You are not alone. It feels good to know someone understands and supports you.
- Using positive self-talk, positive coping strategies and learning to relax can help us handle our feelings and stress. Telling ourselves things to make us feel better about a negative situation can help us get through life's struggles. This takes practice.
- Positive self talk is saying:
 - “I can do this”
 - “I will try harder the next time”.
 - “I am a good person”
- How we think about things affects how we feel and how we act. Sometimes, if we change the way we think about a negative situation, we can actually feel better and deal with the situation more easily.
- Problem solving is an important skill for our mental health and can give a sense of control.

- Set aside some time for laughter, your bodies' natural way to relieve stress. Laughing can make you feel good, and that good feeling can stay with you even after the laughter stops.
- Enjoying time spent with friends can have similar effects as laughter. It can release chemicals called endorphins in our brains. Endorphins promote an overall sense of well-being and temporarily relieve pain.
- Make sleep a priority. When you are tired and have not had enough sleep, it becomes harder to control emotions and behaviours, which then makes it harder to deal with stressful situations.
 - Teenagers need 9 to 9.5 hours of sleep per night.
 - Improve sleep by doing quiet activities before bed. Avoid screens, TV or loud music.
 - A good night's sleep helps us to better deal with our daily challenges and stresses.
- Food provides fuel for body and brain. Without enough energy from food, we may feel tired and find it hard to concentrate.
- Physical activity is a great way to help you deal with stress. It can improve your mood and give you energy.
- Regular exercise can boost our self-esteem and help us concentrate, sleep, look and feel better.
- If you're having one of those days when nothing goes right, try writing about it in a journal to get it off your mind. Sometimes we come up with solutions more easily on paper.

Source: Ottawa Public Health. (n.d.). Stress Busters Display. Ottawa, ON: Ottawa Public Health.



PEER LEADERS TRAINING – FACILITATOR WORKSHEET

Youth Connections to Well-being



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- “Youth Connections to Well-being” umbrella handout (see Appendix 4)
- One large plate or platter
- A glass or mug filled with water (optional)
- Marbles, balls or other round objects
- A variety of objects, of different shapes and sizes



OBJECTIVE

- Increase knowledge about the importance of protective factors and how they affect your mental health
- Reflect on existing protective factors and identify new areas to develop



IMPLEMENTATION LEADER STEPS

1. Facilitate the “What’s on Your Plate?” activity
2. Show and facilitate a discussion about the “Youth Connections to Well-being” umbrella

1. *What’s on Your Plate?* Activity

The first activity shows that it is easier to get through a tough challenge when we have help. The second activity introduces the “Youth Connections to Well-being” umbrella and the need for protective factors.

The “What’s on Your Plate?” activity is a fun way to show the Peer Leaders that we all have more than we can handle at times. We want the youth to learn that there are different ways to solve a challenge and that it is okay to ask for help.

- Gather the plate and various objects to pile onto the plate.
- Ensure there are more objects than can be carried on the plate in one trip.
- If the youth is not having difficulty carrying what is on their plate, have them add more objects.

Directions:

1. Give the plate to one person and ask them to carry the plate and all the contents across the room without dropping anything.
2. Explain that the task can be done any way they would like—the only rule is that it must be done on their own. If successful, ask the participant to repeat only travelling faster and faster until an item falls from the plate.
3. After a few difficult or failed attempts invite others in the group to help.
4. Explain that there are no rules now and they can complete the task any way they like.

Solution:

There are several different solutions. For example, the participant can request the help of others to carry the plate and the objects, or ask several people to carry individual objects across the room.

Questions to ask the group:

- How did you feel when you were on your own?
- How about when you had help?
- Did you feel like you could not do it on your own?
- What do you think the purpose of this activity is?

Possible answers:

- It often helps to look at a problem from different perspectives.
- There are many different ways to deal with stress.
- Everyone has different ideas.
- Asking for help, or helping others allows us to cope with life's challenges.

2. Youth Connections to Well-being

The “Youth Connections to Well-being” protective factors are:

1. Resilience
2. Mental Health
3. Positive Relationships
4. Mentors
5. Community Resources
6. Healthy Interests
7. Kindness
8. Spirituality

The “Youth Connections to Well-being” exercise is an important part of Youth Connections Ottawa (YCO). Use this activity with the youth to have them consider what protective factors they have in place and what one they would like to develop. Begin by introducing the protective factors above. Read through these as a group and discuss how each connection contributes to positive mental health and well-being.

Using the “Youth Connections to Well-being” umbrella handout (see Appendix 4), discuss the various stressors faced by youth and brainstorm additional connections to well-being that could contribute to increased resilience. The umbrella handout provides a great visual—the rain drops represent the various stressors in one's life, while the umbrella represents the various connections to well-being and coping strategies that help protect one's mental health and increase resilience.



Youth Connections to Well-being

Each coloured piece of the umbrella contributes to a protective factor listed below. Together, these contribute to improved resilience and wellness. For each protective factor ask the group:

- What does this picture mean to you?
- Reflect on whether the different connections on the umbrella are a strength for you or an area you would like to work on.
- Share when you have used the connections in the umbrella to feel better or to improve wellness?
- Does anyone have any ideas on how you can work to make this a stronger connection for someone?

Possible answers:



MENTAL HEALTH

- A state of well-being
- Able to realize your own abilities and potential
- Can cope with the normal stresses of life
- Self-care
- Affects how we think, feel and act
- Helps determine how we deal with stress, relate to others and make choices
- Mental health does not mean the absence of a mental illness. Someone with a diagnosis of a mental illness can have positive mental health, just like someone without a diagnosis of a mental illness can have negative mental health. We all need protective factors to help us cope with life's challenges and to protect our mental health.



POSITIVE RELATIONSHIPS

- A positive influence
- Family
- Friendships
- Kinships
- Respectful
- Trusting
- Open communication



MENTORS

- An experienced and trusted advisor
- A guide
- Someone whom we consult or ask questions
- Give us advice
- Teach us
- Help us

4

COMMUNITY RESOURCES

- Trusted adults in your school and community
- Ottawa Public Health
- Ottawa Police Services and School Resource Officers
- Rideauwood Addiction & Family Services
- Youth Services Bureau
- Community Resource Centres and Community Health Centres

5

HEALTHY INTERESTS**Choosing to:**

- Engage in healthy activities (such as sports, art, hobbies, after-school programs)
- Eat healthy foods
- Avoid risky behaviours
- Be informed
- Make informed decisions

6

KINDNESS

- Being friendly, generous and considerate
- Caring
- Concerned for others
- Respectful
- Being kind is helpful to others but also feels good to ourselves

7

SPIRITUALITY

- Refers to the need to experience love, hope and meaning in life
- More than just religion
- May include mindfulness or being mindful
- Focusing awareness on the present moment
- Acknowledging and accepting one's feeling and thoughts
- Not overly reactive or overwhelmed by what's going on around us

8

RESILIENCE**Ability to:**

- Bounce back from or work through stress
- Cope with challenges
- Recover from difficulties
- Adjust to misfortune or change
- Deal with life's struggles
- Know and use positive coping strategies



PEER LEADERS TRAINING – FACILITATOR WORKSHEET

Stigma and Talking about Mental Health



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Projector and screen
- Speakers
- Internet capable source (e.g., laptop or smart board)



OBJECTIVE

- Understand how to talk about mental health and the impact of stigma



IMPLEMENTATION LEADER STEPS

1. Watch the *have THAT talk* “How to Talk About Mental Health” video created by Ottawa Public Health: <https://www.youtube.com/watch?v=sBtNVw7sQuo>
2. Facilitate a group discussion and follow with a debrief

1. Watch the “How to Talk About Mental Health” Video

Watching the video will encourage the group to think about the stigma that people experience when they talk about their mental health and how to encourage others to speak up and reach out for support.

Watch the *have THAT talk* “How to Talk About Mental Health” video created by Ottawa Public Health: <https://www.youtube.com/watch?v=sBtNVw7sQuo>

Tell the Peer Leaders to be prepared to discuss what their thoughts are about what they see in the video.

2. Group Discussion and Debrief

Stigma is a set of negative beliefs and prejudices about a group of people, as well as negative behaviours towards groups of people. The purpose of this activity is to have the group discuss and evaluate how they feel about stigma and talking about mental health.

1. Ask participants to share what they saw, felt and heard.
2. Suggested questions to stimulate discussion:
 - a. What is stigma?
 - b. Have you experienced a time in your life when you felt different? How did it feel?
 - c. “How could you and Marco tell that Juan was stressed and worried?”
 - d. “Why do you think Juan talked to Marco?”
 - e. “How could Marco help Juan feel comfortable to talk about his mental health?”
 - f. What else does the group notice?

Possible Participants Answers:

- a. Stigma can be: negative attitudes, being mean to people, treating other people poorly, hurting other people all because of their mental illness and the misconceptions around it.
- b. Feelings related to stigma could be: isolated, shame, guilt, overwhelmed, afraid for safety, not able to do usual activities, fear of judgement, not knowing where to get help.
- c. You may have noticed in the video that Juan had been worrying a lot lately, not sleeping well and was sad. Marco noticed that Juan had been acting differently lately.
- d. Juan trusts Marco.
 - Marco has shared things with Juan in the past.
 - They have known each other for a while.
 - Juan feels like Marco has been there for Juan in the past.
- e. Marco can:
 - Listen;
 - Be respectful;
 - Not judge; and
 - Offer to find help or go with Juan to get help.
- f. One example is that Marco offers to help. He does not give a list of “answers”

Source: Ottawa Public Health. (n.d.). have THAT talk. Ottawa, ON: Ottawa Public Health

Key Messages:

- When talking about your own mental health, you do not need to say everything at once. You can ask the person if you can talk to them again.
- The stigma around mental illnesses can keep youth from getting the help they need and keep people from supporting each other through difficult times.
- Everyone can help to reduce stigma in our community.
- Some people may not respond in the way you were expecting. They may not know what to say or how to be the most supportive. You can try talking to them at another time.
- You can ALWAYS talk to a trusted adult, a health care professional, a helpline or go to a mental health walk-in counselling clinic to talk to someone.



PEER LEADERS TRAINING – FACILITATOR WORKSHEET

Substance Use



TIME REQUIRED

- 30–60 minutes



SUPPLIES REQUIRED

- Invited Adult Ally as knowledge expert (optional)



OBJECTIVE

- Allow youth to better understand the consequences of substance use



IMPLEMENTATION LEADER STEPS

1. Facilitate “Let’s Talk About Drugs” group discussion
2. Talk about what youth can say when they are offered drugs using helpful and realistic refusal skills

Option to Consider: To discuss substance use in more detail, consider inviting a Rideauwood counsellor, Maison Fraternité, Public Health Nurse or other expert to a meeting to address more specific questions or topics.

1. “Let’s Talk About Drugs” Group Discussion

We know that substance use often co-occurs with poor mental health. It is important to have youth evaluate their own perceptions and understandings of drug use and to correct any misconceptions.

The purpose of this activity is to help you to discuss substance use and to get an understanding of your groups perceptions around substances. While having the discussion, be open to the responses of everyone in the group, while also being prepared to correct any misinformation.

If this is a topic that you do not feel comfortable with, you can look into inviting a Rideauwood counsellor or Public Health Nurse to help out.

Ask youth:

- What do youth really think about drugs?
- Why do youth use substances?

Possible responses:

- Because everyone was doing it.
- Curiosity.
- To know what it feels like.

When is substance use problematic?

- Many youth will try substances. For some it will not become problematic, for others it can be.
- Drugs can affect your mental health
 - Drugs are not a good way to deal with stress or emotional pain. They change the way your brain works. This can lead to depression, anxiety, and other mental illnesses.
 - If you already have a mental health issue, drugs can worsen your condition.
 - The best way to deal with stress or emotional pain is to confront it using a positive coping strategy. Try to identify what is causing your stress, and find a healthier way to handle it. Some good options are:
 - doing something you enjoy like exercise or sports, art, music, meditation or yoga; or
 - hanging out with your friends who do not use drugs;
 - watching television, surfing the web, or reading a book.

How can you tell when substance use is getting out of hand?

- When it impacts your life (e.g., school work, relationships, physical health).

When should you break codes of silence about substance use?

- To get help for a friend or someone you care about.
 - Consider: Are you trying to get someone in trouble or out of trouble?
 - If you are trying to get them out of trouble, you are being a positive friend.

When being a positive friend, it is important to remember:

- It is often difficult to stop using once a habit has formed. People might justify why they use and minimize any consequences.
- Encourage positive behaviours and choices.
- Role model that you have asked for help in the past, from a counsellor or from an adult.
- Ask if they might like to talk to someone for more information.

Why do some youth not use substances?

- A sport or hobby they are passionate about;
- A focus on school;
- A group of friends that don't use; or
- It goes against their religion, beliefs, values, customs, or culture.

2. Helpful Refusal Skills

The previous activity allowed you to examine the perceptions of your group about substance use. This activity will give the youth practical strategies of what to do or say if someone offers them drugs. Have the Peer Leaders discuss options of what to do or say if someone offers them drugs as a group. There are key messages to help you to facilitate this discussion.

Have an exit strategy with your parents or someone you trust who can help you get out of a risky situation. That person agrees to pick you up, no questions asked, knowing you made a good decision to leave safely.

- Know how to say no and practice refusal skills. Here are some examples:
 - The “no thanks” technique. Just say no, plainly and confidently. Just saying no without a lot of arguing and explaining is often the best and easiest response.
 - The broken record technique, repeat yourself as often as necessary. Sometimes it takes more than once and on more than one occasion. “I’m still not interested...” Just because someone asks more than once does not mean you have to give in.
 - Reverse the pressure. Ask the person still pressuring you why they cannot respect your choice. “I said no, why aren’t you listening to me?” or “Please respect my choice like I’m respecting yours”.
 - Suggest a different activity. By thinking of something better to do, you are offering everyone an “out.” You might be surprised who might take you up on it.
 - Use humour or make a joke. Sometimes a witty one-liner or well-timed joke can lighten a serious mood and help deflect the attention.
 - The cold shoulder. Pretend you did not hear it, and change the topic to something else. “Hey, I am going to go play DJ for a bit, this music is brutal” act as if you do not think the idea is even worth discussing.
 - Walk away. Do not stay in a risky situation or where you feel uncomfortable, instead just leave. Say, “I wasn’t planning on it!” and walk away while saying it. Find other people to talk to or call someone to pick you up. It might seem risky, but with you leading the way, others who really do not want to do it either may follow you.
 - Avoid the situation. If you know or see places that make you uncomfortable, stay away from those places or go another way.
 - Strength in numbers. Go places in a group and hang around with people you trust. Knowing your friends will back you up can help you feel more comfortable at being assertive. Sometimes “we” feels stronger than “I”.
 - Make an excuse or give a reason why you cannot. Sometimes backing up the “no” with evidence can give it more power. For example, you can state a health problem, like I am actually allergic or I have asthma. If you are in sports, say smoking, drugs, or alcohol will interfere with your training. Maybe you do not want to because you know someone who does and you can see how it has harmed their life, or your parents will freak out.

Source: Ottawa Public Health. (2017). Facilitation Guide to Common Questions about Drugs from Youth. Ottawa, ON: Ottawa Public Health.

Key Messages:

- It is natural to be curious, but it is important to know the risks.
- Some people may use drugs to deal with their problems but drugs often cover them up rather than solve them and are likely to cause more problems.
- Drugs can change a person and can affect relationships and destroy friendships. Using drugs often leads to conflicts with family and friends, poor performance at school and at work, and problems with money and the law.
- Drugs can affect judgment and decision-making skills, which could lead to doing something dangerous or risky you normally would not do.
- You could become addicted and discover it may be really difficult to stop. Stopping can trigger withdrawal symptoms, which may be very unpleasant. People often begin to use drugs again in order to avoid these unpleasant symptoms.
- You do not know how you or somebody else will react to a drug. You might suffer from an overdose, which can lead to death.
- An overdose is when a person uses more of a drug, or a combination of drugs than the body can handle. The brain is no longer able to control basic life functions like breathing.
- Learn about the effects of alcohol, tobacco and drugs so you can make informed decisions.
- Only take medications received from a pharmacy or a medical professional.
- Just because it is legal, does not mean it is safe. If you misuse medications, you are at risk of an overdose.
- Illicit drugs can be cut with anything, including fentanyl, which can cause an overdose.
- Using drugs to avoid unpleasant situations or to cope often masks concerns rather than solves them and can cause more problems.
- Know how to say 'No' and practice refusal skills. "No thanks, I'm good" or "It's not for me."
- Have an exit strategy with your parents or someone you trust who can help you get out of a risky situation.
- Do not be afraid to call 911 for help.

Source: Ottawa Public Health. (2017). Facilitation Guide to Common Questions about Drugs from Youth. Ottawa, ON: Ottawa Public Health.



PEER LEADERS TRAINING – FACILITATOR WORKSHEET

Help-Seeking and Trusted Adults



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Large ball of yarn



OBJECTIVE

- Demonstrate the importance of getting help and identifying helpers



IMPLEMENTATION LEADER STEPS

1. Facilitate “Connected” or “Spider Web” activity
2. Facilitate “Help-Seeking” discussion

1. “Connected” or “Spider Web” Activity

From: <http://www.creativeyouthideas.com/resources/icebreakers/connected/#ixzz5UulSraN5>

This activity is often called “spider web” because at the end of the icebreaker, a large web of interconnected yarn will be created. You can use this icebreaker to discuss interdependence on one another, picking up the slack for another person, uplifting others, and teamwork.

1. Sit the group in a circle with everyone facing inward toward the center of the circle.
2. Introduce yourself and one characteristic about yourself.
3. Holding firmly to the end of the yarn, toss the ball of yarn to someone in the circle after you have introduced yourself and stated one characteristic.
4. The person receiving the ball of yarn gives their name and one characteristic.
5. Then, holding firmly onto a piece of the yarn, they toss the ball of yarn on to another person.
6. The yarn should be held tightly and above the ground at all times.
7. Continue until everyone has received the ball of yarn and is holding on to a piece of it and told the group their name and one characteristic.

Now ask the group:

- a. What does the yarn look like?
- b. What can it symbolize?
- c. What happens if someone in the group pulls the yarn?
- d. What happens if the yarn breaks?
- e. What does this web of yarn say about the relationship of the group?

Possible answers:

- a. It looks like a spider web.
- b. Our relationships are intertwined and connected.
- c. If a single person pulls the yarn it affects everyone in the group to varying degrees, depending on how closely they are connected.
- d. If one person's piece of yarn breaks then the relationship is broken and it affects everyone.
- e. We need to support each other and not let others down.

2. Help-Seeking Discussion

This activity will encourage the Peer Leaders to think about the importance of seeking help. The discussion focuses on what they would do if someone needs help, as well as who they can reach out to when they need help.

Ask youth:

- To define help-seeking.
 - Summarize and include that help-seeking is the attempt to get external, outside or other help to deal with (in this case) a mental health concern.

What would you do if your friend was sad? Was in crisis?

- Listen and be there for them.
- Encourage them to get help.
- Link them to a trusted adult.
- If they are in immediate danger call 9-1-1 or an emergency number for help!
- Break codes of silence when needed.
- You do not have to know all the answers and it is not your role to fix everything. Your job is to listen, and help your friend get the help they need.

Who are trusted adults in your school and community life?

Use real names for

Educator	Parent	Social worker	Club leader	Rideauwood counsellor
Principal	Family member	Psychologist	Coach	School Resource Officer
Vice principal	Good friend	Doctor	Pastor, priest or faith leader	School Health Nurse
Guidance counsellor	Mentor	Nurse	Community member	Other

You are not alone! We all need help sometimes.**Key Messages:**

- Help-seeking is the attempt to get help for yourself or others (your peers) to deal with a problem or concern.
- Our relationships are intertwined and connected.
- While we can offer support to each other it is important to break codes of silence when more help is needed.
- You are not alone! We all need help sometimes.



PEER LEADERS TRAINING – FACILITATOR WORKSHEET

Advocacy and Mental Health Promotion



TIME REQUIRED

- 20–40 minutes



SUPPLIES REQUIRED

- Flip chart paper or Chromebooks for youth to take notes (optional)



OBJECTIVE

- Learn how to be a wellness advocate and promote mental health
- Discuss and develop a wellness statement for the length of the program



IMPLEMENTATION LEADER STEPS

1. Review the 10 steps to advocacy
2. Define mental health promotion
3. Consider the 10 steps of advocacy to brainstorm a possible wellness statement

1. 10 Steps to Advocacy

This worksheet will help the Peer Leaders learn how to move their Youth Connections Ottawa (YCO) group forward. They will learn the importance of advocating for mental health promotion and how to develop a wellness statement of their own.

In this activity you will review the 10 Steps to Advocacy. The steps will help the Peer Leaders to develop future campaigns and events.

1. Select your issue: what is the problem? What does your school, community or peers need?
2. Investigate: does someone already do this? Who are key people you need to influence?
What do people want to know?
3. Do your homework: build your evidence. Are there resources in the community who may be interested or specialize in this?
4. Engage others: build a diverse team and reach out to allies.
5. Develop your strategic plan: what are your goals? How will you reach your goal? What do you need?
Will the activity, event or campaign be interactive?
6. Communicate: think how you will communicate your message (e.g., activities, posters, social media, and cafés). How will you introduce the theme and main message? Once this is decided, promote your event or campaign.
7. Discover: receive constructive feedback. What are the limitations?
8. Fine-tune: final changes.
9. Seize your opportunity: time it for the biggest impact.
10. Take action: run your event or campaign.

Source: Youth Net. (n.d.). How 2 B A Wellness Advocate. Ottawa, ON: CHEO.

2. Define Mental Health Promotion

YCO recognizes that youth are much more powerful than adults when it comes to having an impact on other youth. And the research supports this. This is a way to take what is important to you, your school and community, and promote it in a positive way.

Mental health promotion is taking action to strengthen the mental health of all. Through healthy activities and campaigns, you can promote and facilitate mental health and healthy alternatives to your peers. This means, using the Connections to Well-being as themes for your activities to demonstrate healthy ways of dealing with stress and life's struggles. Through your campaigns and activities, you can empower your peers to develop ways of bouncing back and increase positive mental health.

3. Wellness Statement Development

A wellness statement will become the motto of the group and will help to encapsulate their goals. The wellness statement is a message about what the YCO group hopes to achieve.

You can use this time to brainstorm with the Peer Leaders and Adult Allies. Have them discuss as a group what they would like to achieve from the YCO group within their school or community.

From the brainstorm you can work together to come up with a wellness statement that represents their YCO group. Use the examples and key messages below to help guide your conversation.

Examples:

- Look, Listen, Link
- Breaking codes of silence
- Agents of change

Key Messages:

- Mental health promotion is about taking action to strengthen the mental health of all.
- Developing positive coping strategies allows us to recover from life's challenges.
- By working to increase self-esteem, coping skills, social connectedness and well-being, mental health promotion empowers people and communities in ways that enhance emotional and spiritual strength.
- Mental health promotion fosters individual and community resilience and promotes socially supportive environments.

Source: Ministry of Health and Long-Term Care, Population and Public Health Division, (2018). Mental Health Promotion Guideline, 2018. Toronto, ON: Ministry of Health and Long-Term Care.



Next Steps and Planning



TIME REQUIRED

- 20–60 minutes



SUPPLIES REQUIRED

- YCO Action Plan template
- Use Chromebooks for notes and to complete the YCO Action Plan template (optional)



OBJECTIVE

- Begin planning health promotion activities



IMPLEMENTATION LEADER STEPS

1. Allow youth participants, with support from Adult Allies, to begin planning their health promotion activities
2. Consider using the Youth Connections Ottawa Action Plan template
3. With larger groups, consider breaking up into smaller ones
4. Spend some time planning what you would like to do this year
5. Base your plan on your wellness statement (see the Advocacy and Mental Health Promotion section)

Consider using the following template (see next page):

YOUTH CONNECTIONS OTTAWA ACTION PLAN**Initiative #__:** (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

Initiative #__: (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

Initiative #__: (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit.
 Toronto, ON: Registered Nurses' Association of Ontario.

4

Implementation of the Youth Connections Ottawa Program

Once the training of both the Adult Allies and Peer Leaders are complete, it is time implement the Youth Connections Ottawa (YCO) program within your schools and community. This chapter includes resources that the Adult Allies and Peer Leaders can use to begin their YCO groups.

Tips and How To

The following are considerations for implementation of the YCO program in your schools and community:

Identify keen and interested Adult Allies and Peer Leaders within the school and community groups to lead the program or group.

ADULT LOGISTICAL CONSIDERATIONS:

- Educator, staff, health promoter release time, e.g., for training, planning and evaluation;
- More than one Implementation Leader with the same knowledge, skills, and expertise where possible;
- Space for training and meetings, e.g., a large classroom, library, or large community space;
- Communication plan among adults and youth, e.g., email distribution lists, Google classroom;
- Ensuring you share event details with everyone, including sending out frequent reminders of upcoming meetings and sessions to increase attendance.

RECRUITMENT OF PARTICIPANTS:

- Consider a wide variety of staff including principals and guidance counsellors to identify youth;
- By invitation, to ensure a wide variety of participants and to maximize reach of peer networks;
- Existing leaders in the schools and community groups;
- Call of interest, e.g., through announcements or lunch time fair or booth;
- Bring a friend;
- Train existing school and community groups to embed and incorporate the YCO program;
- Rather than only recruiting those with experience or highest grade consider youth that are:
 - Passionate about mental health and well-being and want to make a difference;
 - Have the potential and openness to learn, develop, and grow;
 - Are willing to invest time and energy, problem-solve, take risks and work in a team with other youth and Adult Allies;
 - Are new to the school or community; and
 - Represent the diversity of students at your school or community.

COLLECTING CONSENT:

- You will need the consent from parents of youth who are interested in participating as Peer Leaders.
- Also, check with your school board and community organization for consent requirements and possible documentation materials. Below is a sample consent letter for schools:

Consent for youth participation

YOUTH CONNECTIONS OTTAWA PROGRAM PARENT OR GUARDIAN INFORMATION LETTER

Congratulations, your child has been selected for the role of Peer Leader for their school or community group! This letter is to inform you about the *Youth Connections Ottawa (YCO)* program and the role of the Peer Leaders. Please read the details below and decide if you or your child will agree to take part.

The YCO is based on the Registered Nurses' Association of Ontario (RNAO) Youth Mental Health and Addiction Champions (YMHAC) Program.

The goal of the program is to improve the health and well-being of youth by focusing on mental wellness; reducing stigma related to mental illness; and discouraging the use of drugs, alcohol and other substances.

Ottawa Public Health has partnered with the [insert District School Board or Community group] to identify those interested in implementing this Program during [insert year].

For your child's school or community group, there will be a Staff Lead (e.g., Educator) for the program. Youth from each participating organization will receive training and attend workshops for the YCO Program and be supported. Peer Leaders will help plan and participate in activities to promote mental health and well-being and complete various evaluation activities related to the program.

By participating in this program as a Peer Leader, your child will have an opportunity to;

Learn about:

- Mental health vs. mental illness
- Stigma
- Building resilience and coping skills
- Supports in your community

Gain skills in:

- Public speaking
- Communication
- Leadership
- Facilitation

Gain experiences with:

- Health promotion
- Planning and delivering events and activities
- Networking and meeting new people

Your child will take part in an anonymous survey post-program to share their experience in the program. This will allow the program to evolve and grow to better support youth.

Participation in aspects of the YCO program is voluntary.

Participants Name (please print): _____

Participant's Signature: _____

Date: _____

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

Date: _____

Source: Adapted from Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.



CONSIDERATIONS FOR YCO PEER LEADERS TRAINING:

- Where will training take place? Consider using the school library or community gathering place for ease and comfort;
- When will training take place? Is this a busy time for students and staff?
- You will need audio visual equipment such as projector and speakers for sound;
- Supplies Required:
 - flip chart paper
 - markers
- Lunch? Dietary restrictions.

MEETING CONSIDERATIONS:

- Provide an opportunity for fun, team building and activity planning during meetings;
- Create a safe space when generating ideas;
- Have icebreakers or energizers at the start of each meeting;
- Invite youth to plan and facilitate icebreakers;
- Invite guest speakers;
- Incorporate videos;
- Use interactive activities to teach lessons;
- Ensure activities are engaging and include considerations of all participants;
- Give free time for youth to get to know each other and discuss potential ideas;
- Support youth to choose their own priority initiatives and campaigns;
- Invite youth to bring their lunch for lunchtime meetings;
- Consider meetings dedicated to planning and implementing activities and campaigns; and
- Debrief what went well and what could be improved regarding activities and campaigns.

CONSIDERATIONS FOR ACTIVITIES AND CAMPAIGNS:

- Start small;
- See the Activities with Lessons section for ideas. Note: these should be shared with Peer Leaders to help inspire; not to replace the generation of new ideas;
- Suggested topics include:
 - Mental health and substance use resource and service awareness campaigns;
 - Stigma reduction campaigns;
 - Coping and stress management education and training;
 - Caring and sharing moments; and
 - Acknowledging youth and their voice.
- Ensure there is a plan to promote events, activities and campaigns;
- Look for opportunities to incorporate activities into another theme week e.g., Pink Shirt Day, Mental Health Week;
- Take into account the time of year e.g., exams, various religious or cultural holidays, system-wide events;
- Avoid training, events and activities on Fridays and Mondays to ensure opportunity to debrief afterwards and to maximize attendance;
- Encourage community partners such as your Public Health Nurse, School Resource Officer, Rideauwood counsellor, and Youth Net to participate in training and workshop activities.

Let youth lead!

- While youth should work with the Adult Allies, they should ultimately drive the process.
- Consider letting youth lead meetings as they gain experience.

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.

Activities with Lessons

It is important to not have the entire meeting focus on campaign and event development. Take time to have learning activities within the group. This will help with group dynamics and increase the knowledge and skills of the Peer Leaders.

In the next pages, you will find helpful activities and lessons that can be used during YCO group meetings. Each activity relates to a practical coping skill or connection to well-being.

These include:

- Drawing Bugs;
- Gratitude Mural;
- Who Are Your Connections?; and
- Stress Backpack Activity.

DRAWING BUGS



CONNECTIONS TO WELL-BEING COVERED IN THIS ACTIVITY:

- Positive relationships, kindness, and resilience



TOPICS ADDRESSED:

- Listening and communication skills



SUPPLIES REQUIRED:

- One piece of paper and pen per participant

Directions:

1. Instruct participants that you want them to listen to your directions and draw a bug.
2. Tell youth that you will state each instruction only once. You will not repeat yourself nor answer questions until drawing is complete.
3. Give the following directions:
 - The bug is round;
 - The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other;
 - The bug has two eyes on the top of its body;
 - The bug has two squiggly antennae;
 - The bug has two tree leaf-shaped wings. The bug has a spot next to each wing;
 - The bug has a triangular stinger on the bottom of the body;
 - The bug has two feelers on each foot—one longer than the other;
 - The bug has a round mouth placed between the two eyes; and
 - The bug laid five square eggs to the left of the stinger.
4. Compare the bugs for everyone to see.

Interactive Discussion:

- How did it feel not being able to clarify instructions?
- Why were people so concerned about 'doing it right'?
- Why do all the bugs look different? E.g., everyone has a different interpretation of the description, based on personal life experiences.
- What would have helped so that the drawings would look more alike? E.g., asking questions and clarifying, repetition, seeing an example.
- How does this activity relate to real life? What can we learn from it? E.g., there are many different ways of looking at the same situation; clarifying what you have heard is important.

Source: Ottawa Public Health. (2018). Healthy Transitions. Ottawa, ON: Ottawa Public Health.

GRATITUDE MURAL



CONNECTIONS TO WELL-BEING COVERED IN THIS ACTIVITY:

- Positive relationships, kindness, and spirituality



TOPICS ADDRESSED:

- Gratitude and stress management



SUPPLIES REQUIRED:

- A large piece of mural paper and markers, magazines or other art supplies

Directions:

1. In small or large groups, create a mural of things that you are grateful for. Illustrations can be drawn or cut from magazines.
2. Ask questions to brainstorm Gratitude Mural ideas:
 - What is the best thing that has happened so far today?
 - Whom do you enjoy spending time with and why?
 - Has something made you laugh or smile today?
 - What is something you are looking forward to?

Interactive Discussion:

- Gratitude is feeling grateful or thankful for people or things in your life. Gratitude can help us to feel more relaxed and to feel happier.
- What sort of things or people are you grateful for?
- Are there things that we spoke about today that you had not thought about before?
- How can gratitude or feeling grateful be helpful?

WHO ARE YOUR CONNECTIONS?



CONNECTIONS TO WELL-BEING COVERED IN THIS ACTIVITY:

- Positive relationships, mental health, mentors, and kindness



TOPICS ADDRESSED:

- Social connections, support, and gratitude



SUPPLIES REQUIRED:

- Flip chart paper and markers

Directions:

1. Using flip chart paper, draw a stick person in the centre of the page;
2. Ask participants to name people from whom they get support at home, school, work, community;
3. Place these names around the stick person;
4. Ask participants what type of support they get from the people they identified, e.g., helps with school, takes them shopping;
5. Use another colour marker and add participants' answers under the names identified;
6. Ask participants what they can do to say thank you to the people that support them;
7. Use another colour marker to add these answers.

Possible Participants Answers:

People who show support:

- Parents;
- Relatives;
- Friend;
- Educator;
- Coach;
- Religious Leader; or
- Mentor.

What Type of Support:

- Help with homework;
- Cooking;
- Driving to activities;
- Listening;
- Problem solving; or
- Someone to lean on.

Ways to strengthen, support, or show appreciation for the support people in your life:

- Thank them;
- Spend more time together;
- Call, text, or video chat more;
- Do something nice for them; or
- Tell them how you feel about them and why they are important to you.

Key Messages:

- Not being connected affects your health as much as smoking 15 cigarettes a day and is a greater risk to you than obesity.
- There are times when we need a little extra help. Accept help and offer help to others. Relationships are stronger when both people help and learn from each other.
- Technology can help us reach out to friends or learn about events in our community. Use social media to plan a get-together or contact an old friend. Remember that in person contact is the best way to create stronger connections.

STRESS BACKPACK ACTIVITY



CONNECTIONS TO WELL-BEING COVERED IN THIS ACTIVITY:

- Resilience, positive relationships, and community resources



TOPICS ADDRESSED:

- Introduction to stress, asking for help, and community supports



SUPPLIES REQUIRED:

- One backpack
- Miscellaneous items which can be found in a classroom

Directions:

1. Ask a student wearing a backpack to help with this activity.
2. Ask students to name causes of stress for either themselves or others. For every cause of stress, students place an item into the backpack that represents the size of the impact by the stress (e.g., binder, pencil case, book).
3. As the backpack gets heavier, ask how it feels to wear all of that stress? Is it starting to hurt? Where (e.g., neck, shoulders, lower back)?
4. Ask the participant if they can continue to wear the backpack. If yes, continue asking students to place items into the bag. If no, ask if they need help with all that weight and stress.

Interactive Discussion:

Is it possible to remove all stress from our lives completely?

- It might not be possible to remove all stress from our life.
- Some stress is normal and necessary to help us be alert and energized (e.g., preparing for a test or playing a hockey game).
- It may be more difficult to remove the whole bag with all of the weight, all at once; removing one element of stress at a time might make it more manageable and easier to carry.
- There are many different causes of stress and stress can affect everyone differently.

Is dealing with stress easier to do by ourselves or with help?

- This depends on how much stress there is, what is causing the stress, and the person's ability to handle the stress.
- Is it easier to remove the whole bag (all of the stress) at once or to remove the items separately?
- Sometimes we need help from others when our stress becomes too difficult to handle alone.

Source: Tanya Lapointe Harris. (2018). Stress Backpack Activity. Ottawa, ON: Orleans-Cumberland Community Resource Centre.

Campaign Ideas

The following are sample campaigns that can be used as inspiration or adapted to the needs of a youth community or school:

- Candy grams or Pencil grams: Attach messages or community resources to candy canes (winter) or to pencils (exam time) to give to students who have forgotten their pencils.
- Caught you Caring! Award youth who show kindness to others.
- Chill Room: Create a comfortable, non-judgemental space where students can “chill” when they need a place to relax.
- Health Fair: Host a Health Fair.
- Murals and Graffiti Walls: Create a mural or graffiti wall on a subject of your choice such as friends, community supports or gratitude.
- Open Doors: Peer Leaders open the doors and greet students at the start of the day.
- Post-it day: Use post-it notes to place affirming and positive messages on students’ lockers.
- Worriless Wednesday: Designate a Worriless Wednesday. Promote coping strategies and community resources.
- Yoga, meditation: Bring in an instructor to teach yoga, meditation or another relaxation technique or coping skill.
- Web of Positivity: Create a spider web of yarn with positive messaging which youth are encouraged to remove from the web.

Online Connections

Ottawa Public Health: Your #1 destination for youth health topics:

- www.thelinkottawa.ca

TheLinkOttawa.ca is an Ottawa Public Health resource for youth. It has the most current public health messages. Visit TheLinkOttawa to learn more about the following topics:

- Mental health;
- Alcohol;
- Tobacco;
- Cannabis;
- Opioids and illicit drugs; and
- Much more!

Community Connections (where to get help)

Centre Psychosocial (French Only)

<http://www.centrepsychosocial.ca>

613-789-2240 Ext: 0

Community Health and Resource Centres

[www.coalitionottawa.ca /](http://www.coalitionottawa.ca/)

www.coalitionottawa.ca/fr/accueil.aspx

Kids Help Phone/Jeunesse, J’écoute

[https://kidshelpphone.ca /](https://kidshelpphone.ca/)

<https://jeunessejecoute.ca>

1-800-668-6868

Maison Fraternité (French only)

www.maisonfraternite.ca

613-741-2523

Counsellors available at secondary school

Rideauwood Addiction and Family Services (English Only)

www.rideauwood.org

613-724-4881

Counsellors available at secondary school

Service Access to Recovery (SAR)

<https://montfortrenaissance.ca/en/programs-and-services/addiction/service-dacces-au-retablissement-sar/>

613-241-5202

Youth Net/Réseau Ados

[http://ynra.ca /](http://ynra.ca) <http://ynra.ca/fr>

613-738-3915

Youth Services Bureau/ Bureau des services à la jeunesse

[https://www.ysb.ca /](https://www.ysb.ca) <https://www.ysb.ca/fr>

613-729-1000

Crisis Line / Ligne de crise 24/7: 613-260-2360

Knowledge Exchange Connections

The Knowledge Exchange Connection is an online community of practice (CoP) developed and maintained on the internet using ycocjo@ottawa.ca email. As the program's coordinator, Ottawa Public Health (OPH) will lead members in a process of collective learning and sharing.

The purpose of this CoP is meaningful knowledge sharing in a convenient, appropriate and time efficient manner. Ideally, members will be able to learn and improve their practice regarding youth engagement and youth peer-to-peer strategies through both instruction-based learning and group discussions.

The Knowledge Exchange Connection can be a site to collect feedback; share questions and answers, and offer resources. The main goal of this site is to support you.

To join the online CoP please send an email to ycocjo@ottawa.ca requesting access to YCO.

Evaluation

OVERVIEW AND PURPOSE:

In partnership with all four Ottawa school boards, an evaluation plan will be developed for YCO. This plan will help us to determine what data is needed, as well as why, where, when and how the data will be collected.

Through evaluation, we can assess the activities, support, resources, and outcomes of our program to inform our program's effectiveness, and identify improvements for ongoing development.

We can all work together to strengthen the impact and effectiveness of this program for youth.

By collecting, analyzing and/or reporting on information, OPH, school boards and individual groups will be able to determine how well the overall program is achieving its desired goals to:

- Motivate, engage and equip youth with the skills for peer-to-peer outreach within their schools and communities.
- Increase resilience and promote help-seeking behaviour among youth in a safe and uplifting manner.
- Further increase knowledge on issues related to mental health, substance use, and healthy choices.
- Provide Adult Allies with the training and curriculum to engage youth and support youth in peer-to-peer outreach and campaign planning.



Appendices





APPENDIX 1

Background and Statistics

Background

The concept of Youth Engagement (YE) models is relatively new and does not have a single universal definition. However, they can provide a helpful framework for use in various practice settings to involve youth as valued partners in addressing issues and making decisions that affect them or that they believe are important. YE models generally recognize young people's right to participate in decisions that affect them and acknowledge the great skills and strengths they bring to the table.

This type of youth participation leads to the development of the protective factors that promote positive youth development and prevent youth from engaging in risk-taking behaviours (Search Institute, 2006). Current research indicates that YE models offer a variety of positive outcomes for youth, particularly for youth who have been categorized as "high risk". These include lower rates of substance use, lower levels of depression, significant reductions in dropout rates in school, and higher academic performance and lower rates of conflict with the law." (Centre of Excellence for Youth Engagement, 2007).

Source: Registered Nurses' Association of Ontario. (2016). Youth Mental Health and Addiction Champions (YMHAC) initiative toolkit. Toronto, ON: Registered Nurses' Association of Ontario.

Ottawa Statistics

The following statistics highlight areas of concern with Ottawa youth and help demonstrate why youth engagement is important in addressing these issues. By encouraging the youth led groups in your schools and communities to become involved, everyone can work together to address these issues.

MENTAL HEALTH CARE CONTACT BY YOUTH

In 2017, almost one-third (30%) of Ottawa students in grades 7 to 12 reported visiting a doctor, nurse or counsellor at least once in the past 12 months to talk about their mental or emotional health¹. About one-third (32%) of Ottawa students reported they wanted to talk to someone about a mental health or emotional problem in the past year but did not know where to turn¹.

PSYCHOLOGICAL DISTRESS AND YOUTH

Adolescence is an important stage of life and it can be a stressful time for youth, with transitions from elementary to high school, and the physical and emotional changes of puberty.

In 2017, 35% of Ottawa students (grades 7 to 12) reported having moderate to serious levels of psychological distress over the past four weeks, including symptoms of anxiety and depression such as nervousness, restlessness, worthlessness and sadness. Girls (46%) were more likely than boys (25%) and grades 9 to 12 students (37%) were more likely than grades 7 to 8 students (30%) to have moderate to serious levels of psychological distress over the past four weeks¹.

¹ Ottawa Public Health. Public Health Monitoring of Risk Factors in Ontario-OSDUHS (2017). Centre for Addiction and Mental Health; 2018.

SUICIDAL BEHAVIOUR

According to the [Status of Mental Health in Ottawa Report 2018](#), suicidal behaviour includes thinking about, planning, and attempting suicide.

One in nine (11%) Ottawa students in grades 7 to 12 reported that they had considered suicide in the past year. Girls were more likely to consider suicide than boys (16% and 7%, respectively). Of those students that considered suicide, 60% reported that they had wanted to talk to someone about a mental or emotional problem in the past year but did not know where to turn¹.

More than 1,300 Ottawa students (4%) reported that they had attempted suicide in the last year¹.

SCHOOL ENVIRONMENT

Most children and youth spend a great deal of time at school and their experiences at school contribute significantly to their mental health and education. School attachment and safety, including bullying, are important indicators of the school environment related to mental health^{2,3}.

SCHOOL ATTACHMENT

In 2017, 83% of grade 7 to 12 Ottawa students felt that they were part of their school and 84% felt close to people at their school. Students reporting fair or poor mental health and lower family socio-economic status were less likely to report feeling that they were a part of their school and feeling close to people at their school.

SCHOOL SAFETY

In 2017, 91% of grade 7 to 12 Ottawa students reported that they felt safe in their school. Yet, 12% of students reported that they were worried about being harmed or threatened at school. Students who reported excellent mental health (95%) were more likely to feel safe in their school than those with fair or poor mental health (80%)¹.

BULLYING

Bullying is persistent aggression meant to harm or control another person, resulting in a perceived or actual imbalance of power. It can take many forms including teasing, name-calling, harassment, social exclusion, rumours, and physical assault.

In 2017, about one in five (18%) Ottawa students in grades 7 to 12 reported they were bullied at least once on school property in the current school year. The most prevalent form of victimization among those bullied was verbal or non-physical attacks (81%). Cyber bullying or being bullied on the internet was reported by 18% of Ottawa students¹.

One in ten Ottawa students (8%) reported they had bullied other students at school in the current school year, while 8% of students reported they had bullied others through the internet in the past year. Cyberbullying others was reported less frequently by those who usually speak French at home (5%) compared to those who speak English (9%) or another language (9%). There were no differences in reported cyberbullying by grade or sex¹.

2 Smith A, Poon C, Stewart D, Hoogeveen C, Saewyc E, and the McCreary Centre Society. Making the right connections: Promoting positive mental health among BC youth. Vancouver, BC; 20112

3 Stewart D, Sun J, Patterson C, Lemerle K, Hardie M. Promoting and Building Resilience in Primary School Communities: Evidence from a Comprehensive 'Health Promoting School' Approach. International Journal of Mental Health Promotion. 2004;6(3):26–33.

SUBSTANCE USE

In 2017, 18% of Ottawa students in grades 7 to 12 had used cannabis at least once in the past 12 months and 14% reported non-medical use of prescription drugs (without a doctor's prescription or doctor telling you to take them) once or more in the past year. Nine percent of students in grades 9 to 12 reported using an illicit drug, excluding cannabis and prescription or over-the-counter drugs at least once in the past year. Students who reported using non-medical prescription drugs or illicit drugs were more likely to report at least one visit to a mental health professional in the past year compared to those who did not use these substances¹.

TOBACCO USE

In 2017, 6% of grade 7 to 12 students reported they had smoked more than once in the previous year¹.

PROBLEMATIC USE OF ELECTRONIC DEVICES

Recent years have seen an increase in use of electronic devices, such as mobile phones and tablets. While research on the relationships between the use of these devices and mental health is new, problematic use of electronic devices has been linked to addictive personality traits, stress, low emotional stability, sleep disturbances, and depression^{4,5,6}. Symptoms of problematic use include an irresistible urge or uncontrollable need to use electronic devices, tension or anxiety that can only be relieved by using electronic devices and family members expressing concern.

Over half (56%) of grade 9 to 12 Ottawa students reported they usually use electronic devices for two to four hours a day, and over a quarter (26%) reported five or more hours of use each day¹.

Almost half (48%) of grade 9 to 12 Ottawa students are at risk of problematic use of electronic devices, as determined through symptoms of obsession, neglect of other things (e.g. homework, sleep, friends) and control disorder.¹

VIDEO GAMING PROBLEM

In 2017, 83% of grade 7 to 12 students reported they had played video games at least once in the past year, with 21% of students reporting they play video games every day or almost everyday. Three times as many males (31%) than females (10%) reported playing video games everyday or almost everyday¹. One in ten (11%) Ottawa students in grades 7 to 12 met the criteria for a video gaming problem¹.

By working together and providing, a comprehensive, coordinated program for youth engagement and youth peer-to-peer approaches for schools and communities in Ottawa we can work to improve the mental health and well-being of youth in Ottawa.

4 Augner C, Hacker GW. Associations between problematic mobile phone use and psychological parameters in young adults. *Int J Public Health*. 2012;57(2):437–41.

5 Takao M, Takahashi S, Kitamura M. Addictive personality and problematic mobile phone use. *Cyberpsychol Behav*. 2009;12(5):501–7.

6 Thomee S, Harenstam A, Hagberg M. Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults—a prospective cohort study. *BMC Public Health*. 2011;11:66.



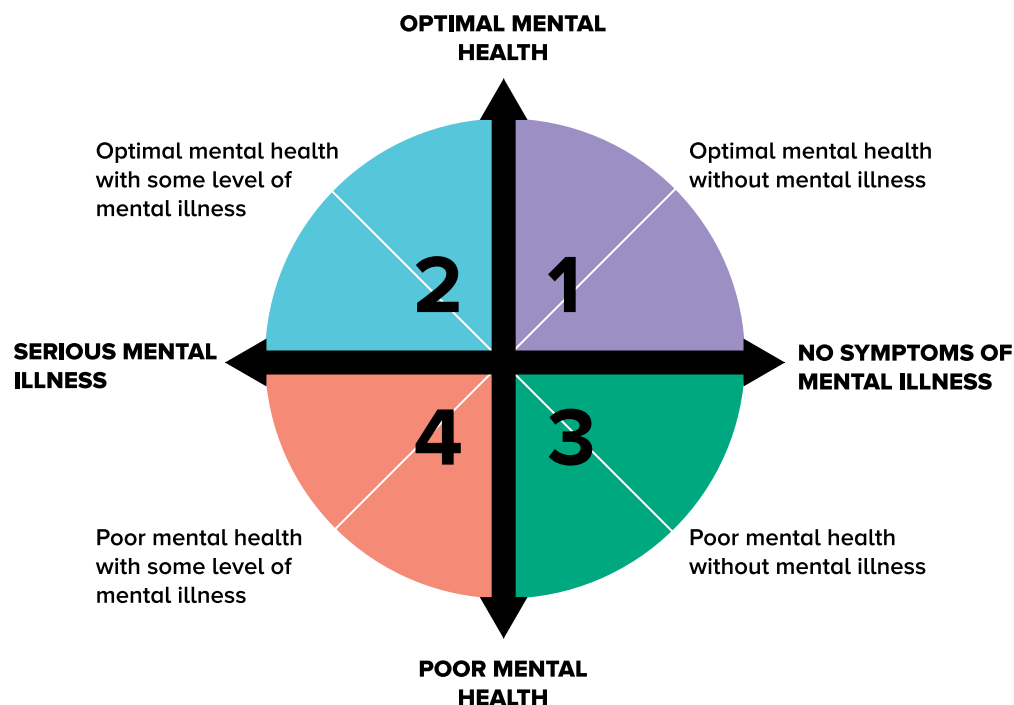
Mental Health Continuum

Mental Illness and Mental Health

Mental illness occurs on a continuum from showing no symptoms and not having a diagnosis to being diagnosed with a serious mental illness (e.g., anxiety, depression, personality disorder, schizophrenia). Mental health also occurs on a continuum. A person can have optimal mental health, poor mental health, or be somewhere in between. Optimal mental health is characterized by positive emotions, satisfaction with life, and positive psychological and social functioning (e.g. self-acceptance, positive relationships, and personal growth). According to this dual-continuum model, it is possible to have a mental illness and also be in a state of positive mental health. This is likely to occur when the individual is coping effectively, responding well to treatment, and is experiencing fewer symptoms. At the same time, it is possible for someone who does not have a mental health diagnosis or mental illness to be in a state of poor mental health. Perhaps the individual is under a great deal of stress, which has had a negative effect on their mood, thinking patterns, and personal relationships.

While not everyone has a mental illness, we all have mental health. It is important to remember that mental health is not static; one's position on the continuum can fluctuate.

Source: Ottawa Public Health. Fostering Mental Health in Our Community, Ottawa Public Health Strategic Direction, 2015–2018. 2016. Ottawa (ON): Ottawa Public Health; 2016.



© L.M. Keyes, used with permission

Source: Health & Welfare Canada (1988), Keyes (2002) and Toronto Public Health (2013). Reference for photo: MacKean, 2011. Adapted from: The Health Communication Unit at the Dalla Lana School of Public Health at the University of Toronto and Canadian Mental Health Association, Ontario; based on the conceptual work of Corey Keyes.

APPENDIX 3

Youth Connections Ottawa Activity Planner



YOUTH CONNECTIONS OTTAWA ACTION PLAN

Initiative #__: (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

Initiative #__: (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

Initiative #__: (briefly describe your planned activity)

Activity <i>(what do we need to do to reach our goal?)</i>	Desired Outcome or Hopes and Dreams <i>(what do we want to see happen?)</i>	Resources <i>(what do we need to make it happen?)</i>	Success <i>(how will we know if we achieved success?)</i>

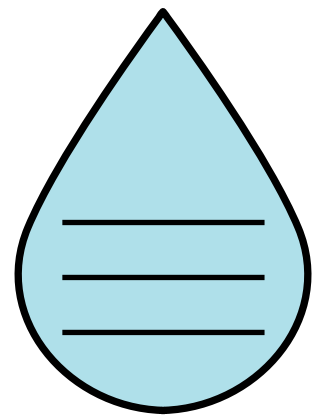
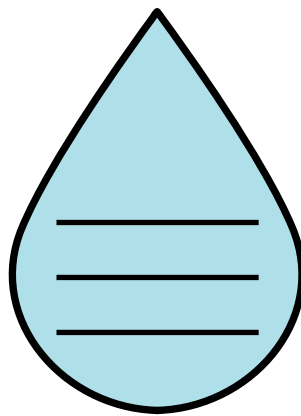
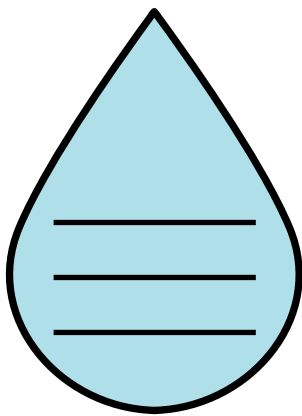
APPENDIX 4

Youth Connections to Well-being Umbrella



The umbrella handout provides a great visual—the rain drops represent the various stressors in one's life, while the coloured sections in the umbrella represent the various connections to well-being and coping strategies that help protect one's mental health and increase resilience.

Complete this handout individually, or as a group—in the rain drops include various stressors in your life. In the coloured sections of the umbrella include protective factors or coping skills that help you overcome these.





Program Roles and Responsibilities

Use this worksheet to plan and monitor who your key players are for implementation of YCO. This can be adapted to meet your school or community's individual needs. In some instances, Implementation Leaders and Adult Allies can be used interchangeably (for smaller groups or community agencies).

Youth Connections Ottawa Coordinator - Coordinating the planning, and evaluation of YCO - Training Implementation Leaders	Ottawa Public Health (OPH)
Implementation Leaders - Oversee implementation of YCO - Train and support school and/or community-based groups	School Board Staff or Community Staff
School educators, youth workers, community agencies.	
Adult Allies - Receive YCO Training - Support and implement the program at the school and community level	
Invited Adult Allies - Attend and assist with implementation (planning, training, and campaigns) - Knowledge exchange resource	
OPH School Health Nurse, Rideauwood counsellors, School Resource Officers, Faith-based leaders, and Community leaders.	
Youth participants	
Peer Leaders - Receive YCO Training - Learn about mental health, substance use, resilience, and other connections to well-being - Work with other youth to promote mental health and help-seeking behaviours - Receive support from Adult Allies and Implementation Leaders to promote wellness within their school or community - Lead, plan, implement and evaluate fun, inspirational and relevant activities for youth by youth	



Youth Connections Ottawa Training Planner

Implementation Leaders can use this worksheet to help design and deliver the training for both Adult Allies and Peer Leaders.

YOUTH CONNECTIONS OTTAWA TRAINING PLAN

Audiences

☐ Adult Allies

☐ Peer Leaders

Objectives

By the end of this training **Adult Allies** will:

- ☐ Understand their role within the YCO program;
- ☐ Understand the roles of others involved in the YCO program;
- ☐ Understand the “Youth Connections to Well-being” and how to promote them to Peer Leaders;
- ☐ Understand and practice meaningful youth engagement; and
- ☐ Understand how to develop a YCO program within their schools or communities.

By the end of this training **Peer Leaders** will:

- ☐ Understand the purpose of the YCO program;
- ☐ Understand different concepts such as mental health, resilience, stigma, substance use and how to ask for help;
- ☐ Understand the “Youth Connections to Well-being” and how to promote them within their school or community; and
- ☐ Understand “how to plan” and implement YCO programs, campaigns and activities.

Topics Covered

(please note, if you are unable to cover all the topics in either training, it is important to consider how to cover the missed material later)

Adult Ally Training

- ☐ Introduction to the Program
- ☐ Programs Roles and Responsibilities
- ☐ Answering Tough Questions and Creating Safe Spaces
- ☐ Mental Health and Substance Use
- ☐ Youth Connections to Well-being
- ☐ Meaningful Youth Engagement
- ☐ Implementation Tips and Resources
- ☐ Planning

Peer Leader Training

- ☐ Introducing the Program to Peer Leaders
- ☐ Understanding Mental Health
- ☐ Building Resilience
- ☐ Dealing with Stress
- ☐ Youth Connections to Well-being
- ☐ Stigma and Talking About Mental Health
- ☐ Substance Use
- ☐ Help-Seeking and Trusted Adults
- ☐ Advocacy and Mental Health Promotion
- ☐ Next Steps and Planning

IMPORTANT CONSIDERATIONS

☐ Facilitator(s) 	☐ Supplies Required and Other Logistics
☐ Location 	
☐ Date / Time of training 	

☐ **Ensure that Chapter 4 “Implementation of the YCO Program” is shared with both the Adult Allies and Peer Leaders**

NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

