



## TOPIC VIDEO EDUCATOR GUIDE | GRADES 6–12

# #CreateConnectCare

### Objectives

Students will do the following:

- Understand common misconceptions surrounding mental health and well-being.
- Develop goals to improve their personal well-being and support the well-being of others.
- Recognize the role of creativity in supporting their own well-being and that of others.
- Apply strategies to promote wellness through creative expression.

### Overview

Young people today face many challenges that can impact their mental health and well-being. Recognizing the power of **storytelling** and **creativity** as tools for healing and connection, Creative Visions launched **#CreateConnectCare**, a mental health and well-being initiative. This program inspires students ages 11–18 to use creative expression to share their stories, build empathy, connect with others, and spark positive change within themselves and their communities. Through engaging activities, students reflect on their well-being while exploring the mental health benefits of creative expression.

### About the video

The video explores how creativity empowers students to express themselves, fostering self-care and connection with others. Through the story of a young creator and changemaker, it illustrates how young people can use their creative voices to process thoughts and feelings, while also advocating for youth mental health. Additionally, the video examines common well-being challenges and offers practical self-care tips, underscoring the transformative power of creative expression.

### Using the Video in Your Classroom

This video can be used in a variety of ways depending on time constraints and the needs of your students. You may use the video as a standalone activity or play it alongside the activities outlined in this guide.

- **Watch and discuss:** Play this video for your class or invite students to watch it independently on their own devices. Afterward, organize a class discussion using guiding questions or prompt students to write reflections based on what they learned.
- **Further Learning:** Additional resources, including standards-aligned lesson plans and classroom activities, can be found at the [#CreateConnectCare Resource Hub](#).

## Compelling Questions

- What common misconceptions exist about mental health and well-being?
- What can I do to care for my mental health and well-being?
- What are the health benefits of creative expression?
- How can I use creative expression to promote mental health and well-being?

## Materials

- Sticky notes
- Poster paper
- Coloring supplies
- Handout 1: Mental Health Fast Facts
- Handout 2: Values, Identities, Actions Organizer
- Handout 3: Brainstorming Guide

## Before watching the video

- Before starting the activity, cut out the statements on **Handout 1** and display them around the room.
- Distribute sticky notes to each student and invite them to visit the statements displayed around the room. After reading each fact, students may write a reaction or reflection on a sticky note and post it next to the fact.
- Discuss the reflections as a class, emphasizing the components that affect mental health and well-being and the importance of taking action to promote it.
- Allow students to think of a goal they could make that supports well-being for themselves or others in their community.
- Tell students that creative expression is a powerful way of improving their personal well-being and promoting wellness within their community.

## During the video

- Distribute a copy of **Handout 2** to each student. Review the instructions at the top of the handout.
- Play the video for the class. Pause the video several times to allow students to capture their ideas on their handouts.
- After watching the video, ask students to add any additional reflections to their organizer.
- Invite students to share their reflections with a partner.

## After the video

- Hold a class discussion based on the themes of the video and students' reflections on their organizers. Questions to facilitate this discussion may include the following:
  - *How did Ryan use his creativity to process his thoughts and feelings?*
  - *How did Ryan use his creativity to spark change in his community?*
  - *How can you relate to Ryan's story? How could hearing about his experience be beneficial to you or others?*
- Tell students they will now use creative expression to share their own message regarding mental health with others in their school community.
- Pass out copies of **Handout 3** to each student.
- Ask students to think about the video, their previous class discussions, and the facts they examined earlier in the lesson. With these in mind, invite them to answer the guiding questions at the top of the handout.
- Prompt students to use their responses to brainstorm a message they would like to share with their peers regarding mental health and well-being.
- **Note:** *Encourage students to keep the messages short, uplifting, and relevant to the experiences of themselves and their peers.*
- Invite students to think about how Ryan used his creativity to share his message. Point out that to Ryan, poetry was a rewarding way to use his creativity to process his mental health journey and share his experiences with others.
- Explain that, like writing poetry, making and displaying posters around the school is an effective way you can use your creativity to share a message.
- Ask students to consider how they might creatively share their messages on posters.
- Review the design tips on the bottom of the handout as a class. Discuss how these could be incorporated on posters or other visual works.
- As a class, make a plan for displaying the posters. Depending on school policies, this could include hallways, the cafeteria, restrooms, or classrooms.
- Distribute poster paper and coloring supplies to students. Allow students to create their posters using the supplies provided or any other materials they have access to.
- **Note:** *While posters are the option explored in these instructions, you may encourage students to choose other creative outlets to express their message such as Canva. They may even think beyond the handout's suggestions and use the art form that resonates most with them.*
- If time permits, encourage students to reflect by discussing or journaling in response to the following questions:
  - *Think about the message you chose to share with others. Why did you choose that message?*
  - *How do you hope your message will affect others?*

- *How did it feel when you were designing your creative expression? Did the act of creating something positive have an impact on you?*
- *Did anyone else have a similar message to share? If so, how did it feel seeing others sharing similar ideas or experiences?*
- *How can you continue to use your creativity to support the well-being of yourself and others?*
- Conclude the activity by encouraging students to think about and discuss further actions they can take to share their experiences and continue advocating for personal wellness.

## Next steps

- Invite students to champion teen mental health and well-being by visiting the #CreateConnectCare Student Hub. There, they can learn more about well-being and self-care, get inspired by viewing past student projects, and share their stories with the #CreateConnectCare community.
- Continue to educate students about mental and emotional well-being through additional classroom resources available at the #CreateConnectCare [Educator Hub](#).

## About #CreateConnectCare

#CreateConnectCare is a youth-driven mental health and well-being initiative launched by Creative Visions in 2023. It empowers young people aged 11–18 to share their mental health experiences and perspectives through creative expression, fostering empathy, raising awareness, and inspiring action. The campaign emphasizes the importance of creativity, connection, and self-care in promoting mental health. For more information or to get involved, visit the

#CreateConnectCare [website](#).

## Standards

### National Health Education Standards

- 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.
- 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.10 Demonstrate ways to communicate empathy and compassion.
- 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.
- 6.8.3 Develop a goal and explain how it supports health and well-being.
- 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.
- 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.

### C3 Framework

- D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

### Common Core State Standards for ELA

- R.I.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- W.6.1.A: Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
- SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**FACT:** Activities like drawing, photography, art, and music benefit our health. When we are creative, our brains release dopamine, a natural antidepressant. [Creative Visions](#)

**FACT:** 64% of teens feel the world is more stressful now than when their parents were their age. [National Alliance on Mental Illness](#)

**FACT:** Many factors can protect people from developing mental health conditions, including strengthening social and emotional skills, seeking help early on, forming supportive and loving family relationships, and having a positive school environment and healthy sleep patterns. [UNICEF](#)

**FACT:** Over 60% of young people engaging in creative activities reported a reduction in feelings of stress or anxiety. Adobe Foundation, National Alliance on Mental Illness

**FACT:** As many as 1 in 5 youth experience a mental health disorder in a given year. [CDC](#)

**FACT:** 81% of teens believe mental health is a significant issue for youth in this country. [National 4-H Council](#)

**FACT:** 79% of US adolescents aged 12–17 wish their schools would provide a safe, inclusive space where students could talk about mental health. [National 4-H Council](#)

**FACT:** 65% of teens say they feel comfortable talking about their mental health with those who are closest to them. But only 48% talk regularly with parents about their mental health, and only 22% talk regularly with friends. [National Alliance on Mental Illness](#)

## Values, Identities, Actions

## Student Handout 2

**Directions:** Watch the video with your class. As you watch, think about the values being communicated, the identities of the subjects and audience, and the actions being encouraged. Write your reflections in the columns below.

<b>STORY</b>	<b>IDENTITIES</b>	<b>ACTIONS</b>
What values does this video invite us to think about?	Who is this video speaking about? And who is this video trying to speak to?	What actions might this video encourage?

**Directions:** Use the guiding questions below to help you think of a message about mental health you would like to communicate with others in your school. Then consider how you can use creative expression to share your message.

- What were some of the key ideas about mental health that stood out to you during today's activities?
- What would you like to remind yourself and others about mental health and well-being?

Use your responses to the previous questions to craft a message about mental health to share with others in your school.

As you think about your message, remember to keep **it uplifting, succinct and relevant to the experiences of you and your peers.**

My message:

One simple way you can use creative expression to share your message is by creating a poster. Use the design tips below as you think about how you can design something that will capture the attention of others at your school.

<p><b>Color</b></p> <p>Choose a color scheme that fits with the tone of your message</p>	<p><b>5x5</b></p> <p>Try to use 5 words or less per line of text, and 5 or less total lines of text</p>	<p><b>Hierarchy</b></p> <p>Key words or images should be larger than others and positioned to grab attention</p>	<p><b>Illustration</b></p> <p>Use visuals to enhance your message and convey emotions.</p>
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### Want to explore other ways to share your message?

Think about how you could use these same guidelines to:

- Create a flyer using an online graphic design tool
- Design content for a social media page or post
- Make a mixed media collage using clippings from magazines
- Anything else you can think of!