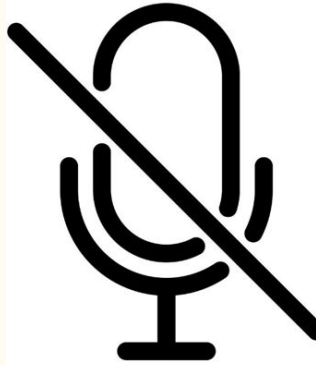


Nourishing Minds

Luis Gonzalez
Luis.Gonzalez@spl.org

Amy Tooley
Amy.Tooley@spl.org

About the Classroom



Microphones

Only our presenters have microphone access during the presentation. Live captions can be enabled by clicking on "Show Captions".



Questions?

Use the Q&A to ask questions of the presenters or ALA staff, including technical questions.



Chat

Use the CHAT to talk with other attendees.

Agenda:

- Warm-up activity
- What is Nourishing Minds?
- Nourishing Minds in action
- Amy's experience with Nourishing Minds
- Link to resources
- Q&A

Today's Presenters:



Amy Tooley

Teen Services Librarian
Seattle Public Library

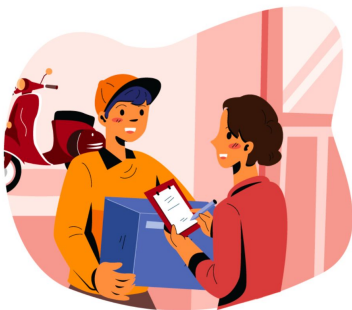


Luis Gonzalez

Digital Media & Learning
Program Manager
Seattle Public Library

 *Warm-up*

5 Mins



Leave it at the Door

Goal: To invite participants to make an active choice to let go of something that's weighing on them.

Illustrate in a tactile way how participants can take a break or a vacation from something that could be weighing on them by putting it away in a cardboard box.

Warm-up Activity

Write something down that it is weighing on you.

You can use paper and pen, phone, computer.

What's Nourishing Minds?

A national initiative supported by IMLS, seeking to build on the findings and processes developed by VRtality ([VRtality.org](https://vrtality.org))

The initiative focuses on creating a framework that supports library staff in implementing:

- Co-design
- Teen voice
- Adaptable tools
 - catering to the strengths of their local spaces
- An easy to use physical and digital format: card deck
- The Kitchen metaphor to help ground the framework
- All resources available at [**www.nourishing-minds.org**](https://www.nourishing-minds.org)

Foundational Pillars of Nourishing Minds

- A framework for proactively creating programs in support of teen mental health
 - Acceptance & Commitment Therapy (ACT)
 - Co-design
 - Brave Space
- Move away from a crisis approach to teen mental health



01

ACT

Passionate support, not solutions

Active listening, avoiding judgments

Inspire thoughtful reflection &
Intentional choices about what &
how much to share




O2

Co-Design

Designing together

Informal learning

Power dynamics



03

Brave Spaces

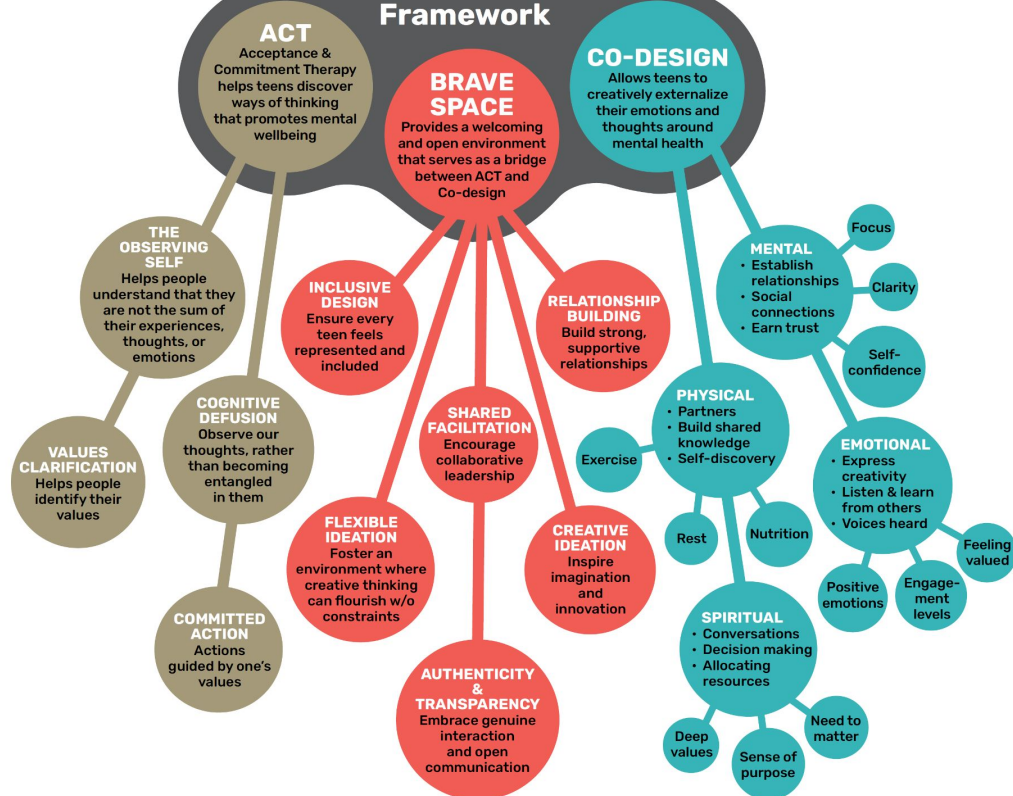
Cultivating courageous environments,
inspiring risk taking and growth

Fostering an inclusive atmosphere

Stimulating creativity that fosters
community among youth



Nourishing Minds Framework



Why Co-Design?



Democratize the Learning

Everyone's ideas stand on equal footing, regardless of experience or age



Youth Voice

As equal design partners, adults can help elevate youth voice, no option to be a fly on the wall



New Connection Opportunities

Different engagement opportunities for youth & librarians, from experts to mentor roles

Kitchen Metaphor

Ingredients

Start Here



Kitchen Metaphor

Use the kitchen metaphor to program.

It is helpful to think of your program as a meal. Using the kitchen metaphor you are preparing a meal to create support in order to prepare a meal we call a recipe, ingredients, and tools, not need to follow a recipe on your tools. We can start by already created by us before creating a new recipe.

Kitchen Metaphor

Take several cards from the deck and use them to create a recipe. This recipe would be the plan you will follow when working with teens to create programs and space in support of mental health.

Activity:

1. Take a **Topic** card and add a **Warm-up** card.
2. Now add a **Co-design** strategy.
3. Add a **Tools & Materials** card based on what you might need to do during the co-design strategy you selected.
4. Review the cards and consider how they interact with each other to create a program that helps teens explore mental health.
5. Add an **Opportunity** card to create a program with new and interesting possibilities. Following the kitchen metaphor, think of the opportunity card as a local flavor.
6. Add a **Constraint** card to see how you can be creative when finding certain otherwise unthought-of factors.
7. Go over your recipe and see if all the elements work together to create your program. Change the cards if needed.
8. Once you have your recipe ready, go and do the program with your teens!

Games

Identifying games that are available and fun to play.

Identifying games that are available and fun to play.

Stickers

Identifying stickers that are available and fun to use.

Identifying stickers that are available and fun to use.

Name that Stress

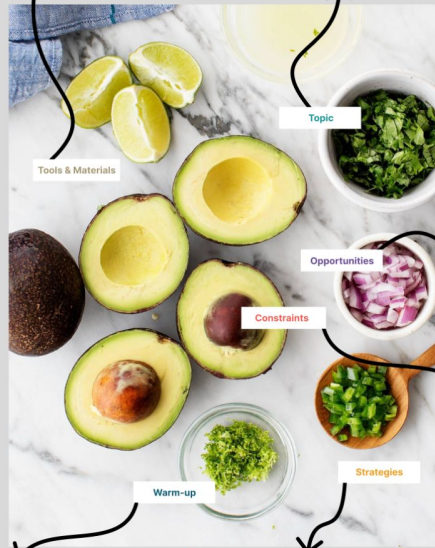
Identifying stressors in our everyday lives.

Identifying stressors in our everyday lives.

Sharpen Your Coping Skills

Identifying stressors in our everyday lives.

Identifying stressors in our everyday lives.



Agile Staff

Identifying staff who are available and fun to work with.

Identifying staff who are available and fun to work with.

Access to Tech

Identifying staff who are available and fun to work with.

Identifying staff who are available and fun to work with.

External Factors

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Lack of Interest & Engagement

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Leave it at the Door

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Momentary Assessment

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Hopes & Fears

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Storyboarding

Identifying external factors in our everyday lives.

Identifying external factors in our everyday lives.

Recipe Steps

Recipe +

STEPS

INSTRUCTIONS

TIME

CREATIVE

ADAPT

Kitchen Metaphor

Final Product

Session & Program





nourishing
minds

cookbook

Giving Teens Skills to Manage Their
Mental Health and Wellbeing



Our Mission

Our mission is to support teen mental health by fostering BRAVE SPACES where young people can explore, share, and address their mental health needs. Through the integration of CO-DESIGN practices and ACT (Acceptance and Commitment Therapy) principles, we aim to empower people with a comprehensive framework and practical tools to create meaningful, supportive environments for teens.

Understanding the Nourishing Minds Cards

Time:
Each activity-based card includes a recommended time frame.

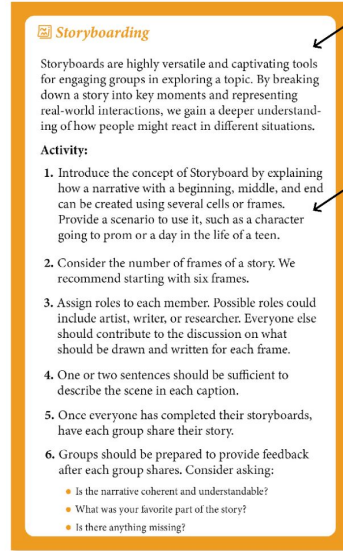
Category:
Each card is part of a specific category designed to streamline the co-design process.

Title:
Every card includes a title with accompanying visual graphic.

Descriptions:
All cards include a brief one sentence introduction, followed by a more detailed explanation underlying the importance of the specific activity, topic, or idea.



FRONT



BACK

Context:
If applicable, the backside of the card will feature additional context.

Instructions / Steps:
If applicable, the backside of the card will include a step-by-step recommendation of how to facilitate the activity.

Categories



Warm-up



Topic



Co-design



Tools & Materials



Opportunity



Constraint



nourishing minds placemat

Developing a Recipe

STEP ONE: Select the cards you wish to include in your new recipe. Start with a Topic card and select the other categories based on the topic.

Refer to pages 32-34 in the cookbook for more instruction on creating a recipe from scratch.

STEP TWO: Arrange the cards on the placemat in the recommended sequence, considering the overall flow, balance, and pacing of the session.

Refer to pages 38-47 for building out a session.

STEP THREE: Review and refine your sequence, making any necessary adjustments based on the needs and interests of your participants. Over time, building recipes will become more intuitive.

BASIC RECIPE



Implement a basic recipe if this is your first time facilitating or working with teens. Basic recipes are simple but impactful.



ADD AN OPPORTUNITY



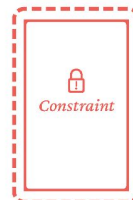
These recipes add a layer of complexity with an Opportunity card. An Opportunity card can be used to infuse fresh perspectives.



ADD A CONSTRAINT



These recipes build on the previous two by adding a Constraint card. Constraint cards help you anticipate and plan for challenges.



Our Framework - Example Cards

🕒 Warm-up

5 Mins



Constructive Destruction

Goal: To engage participants in a tactile task of "destroying" to release energy or negativity.

In this warm up, participants are asked to take a moment at observing how their mood changes when engaging in an exercise of destroying something innocuous. The act of destroying something can have an impact on how we feel, what energy we release.

🕒 Constructive Destruction

Materials:

- Boxes (could be recycling)
- Paper (could be recycling)


Activity:

1. Most of our day we need to behave appropriately, be logical, and do things that make sense. But sometimes it brings great relief to behave outside the box.
2. In small groups of 2-3, invite participants to destroy your box/paper/etc. In any creative way you can think of. As you do this activity, pay attention to how you feel. How do your hands feel? What does this feel like for your mind?
3. Finally, once your object is "destroyed" what do you notice about your body or your thoughts?

Information provided courtesy of Dr. Elin A. Björling's ACT-based 3-Minute D-Stressor activity collection.

⚙️ Topic

1 Hour



Name that Stress

Identifying stressors in our everyday lives.

This topic places focus on being able to identify factors that affect our mental health in order to promote a healthy lifestyle through positive habits. What could be causing irritation or frustration?

⚙️ Name that Stress

Activity:

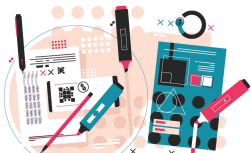
1. Gather a group for discussion in a comfortable space.
2. Gain insight on how each teen is feeling for that day, week, or month.
3. Have teens pinpoint a specific event to help move forward with identifying stressors.
4. Next, use sticky notes to isolate each stressor that has been identified. These can be in the form of signs such:

• Psychological	• Emotional
- Inability to concentrate	- Angry
- Memory lapses	- Mood swings
- Depression & anxiety	- Lack of motivation
• Physical	• Behavioral
- Aches/pains	- No free time
- Frequent illness	- Self neglect
- Panic attacks/nausea	- Social withdrawal

5. Have each group save these to come back to later during the program.

✂️ Tools & Materials

30 Mins



Writing Utensils

Understanding the tools & materials and how to use them.

This tools and materials card demonstrates the importance of knowing how to use your writing utensils, and how you can use it in any given program recipe.

To learn more about program 'recipes' review the **Kitchen Metaphor** card.

✂️ Writing Utensils

Knowing your tools and materials and how to use them is very important to help you create co-design activities to explore different topics.

Do's:

- Use markers and color pens for activities that use paper as their primary tool.
- Use colors to your advantage by color coding and giving a color system.
- Use pencils for drafts and test run.

Do Not:

- Do not use dry erase markers for activities that work better with markers and color pens such as **Mind Mapping**.
- Do not use markers and pens for drafts. Instead use pencils so teens are able to erase and get their ideas out. Then later on go in with markers and pens.

Our Framework - Example Cards

Co-design

30 Mins - 1 Hour



Storyboarding

Storytelling is a powerful way to build empathy and dig deeper into a topic.

A storyboard is a linear sequence of images and captions that tell a story using a character's point of view, pain points, and goals to drive the narrative.

Storyboarding

Storyboards are incredibly versatile and a fun way to help groups arrive at a consensus. By breaking down a story into key moments and real world interactions, we can all better understand how something works.

Activity:

1. Consider the least amount of frames or moments you need to share your idea, these can range from as few as 3 to as many as 12.
2. If working in a group, assign roles to each member. Possible roles include: drawer and writer, everyone else should help discuss what should be drawn and written for each frame.
3. The caption/description for each frame doesn't need to be very long, 1 or 2 sentences should be sufficient to describe the scene.
4. Once everyone is done with their storyboards, have each group share out their story.
5. Other groups should be ready to provide feedback after each group shares. Consider asking:
 - Does the story make sense?
 - What was your favorite part of the story?
 - Is there something missing?

Opportunity

30 Mins - 1 Hour



Freedom

Providing enough autonomy to allow these teens to relax!

Allowing for teens to experience a sense of freedom can promote trust, and establish a *Brave Space*.

Freedom

Each teen is unique, and with understanding their own circumstances is essential to provide a space where they can feel free.

Do's:

- Create a space where everyone feels comfortable and can "step away" for a moment.
- Assist teens with any challenges they may be facing.
- Get involved! See *Agile Staff*.

Do Not:

- Create an area of discomfort that is an extension of problems teens may be facing.
- Isolate teens to let them figure things out on their own.

See *External Factors* to get a better understanding of what this might mean.

Constraint

1 Hour



Lack of Interest & Engagement

Identifying lack of engagement and interest with a group of teens.

This constraint focuses on being able to identify lack of engagement and interest. How to get more engagement and interest with the teens!

Lack of Interest & Engagement

There is a multiplicity of causes of disengagement, which can lead to detachment from a program. Disengagement can be caused by personal or school related factors, and often a combination of both.

Examples:

- A teen is engaged when they:
 - Participate in all areas of the program including academic, social and extracurricular activities (behavioral engagement)
 - Feel included in the program and has feelings of belonging to the program (emotional engagement)
 - Are personally invested in and take ownership of their learning (cognitive engagement)
- Indicators that a teen may be at risk of disengaging include:
 - Erratic or no attendance
 - Lack of interest and/or stated intention to leave
 - Negative interactions with peers
 - Significant change in behavior, attitude or performance
 - Behavioral issues including aggression, violence, or social withdrawal

Tip: To get teens to open up about what's going on in their life ask, "how everyone is feeling?" Try ice breakers to get to know your teens more or activities like *Roses, Thorns & Buds*.

Level 2

Level 3

SAMPLE SESSION PLAN: BASIC RECIPE

TONY:

Tony is a librarian with several years of experience running programs. Although he has organized programs in the past, they have all been at a different location. He hopes to create an engaging and fun program for his new community.

NEEDS:

- Tips for good facilitation
- Help with engaging activities

BARRIERS:

- New to library branch: no community connections

RECIPE:

Building A Nourishing Minds Persona



1. IDENTIFY GOALS

Create a session in which teens can start to acknowledge and process emotions:

- A space where adults, teens, and peers can learn about mental health.
- Develop conversations to discover strategies that can help mental health through group activities and self-reflection.

2. SET CLEAR OBJECTIVES

At the end of this session, participants will be able to:

- Identify and recognize their own emotions.
- Discuss other people's (or personas) emotions, and how they might handle situations.

3. ESTABLISH FRAMING A QUESTION



How can recognizing your own and others' emotions help with emotional regulation?

4. GATHER MATERIALS + SUPPLIES



- Attendance list
- Snacks
- Name tags
- Sharpies + dry erase markers
- Sheets of paper
- Giant sticky notes
- Smaller sticky notes

5. CRAFT CO-DESIGN SESSION FLOW

Intro Activities



Welcome Activity – Warm-up

(10 mins)

LEAVE IT AT THE DOOR

- Pass out sticky notes and pen to each participant.
- Have everyone write something down that is weighing them down.
- Remind them while in this session, they cannot change what is weighing on their mind, but they can momentarily take a "vacation" from these thoughts and concerns.
- Have them crumple up the paper and put it in a cardboard box.
- Remind them these are all anonymous and all will be recycled.

Question of the day

A simple question to build relationships:

(10 mins)

What's a recent activity you did that made you happy?

Main Activities



PERSONA BUILDING

(60 mins)

- Have participants start creating their persona by providing a name to their fictional character, along with sketching out their headshot. Their persona should be between the ages of 13–18.
- Next, have them fill out the following foundational components that make up a persona, spending around 10 minutes per section:
 - *Bio*: surface level information introducing the persona (age, gender, pronouns, etc.)
 - *Background*: learning a little bit more and establishing the persona (hometown, hobbies, languages)
 - *Personality traits*: supplementary information that assists in understanding how the persona behaves in real life and relates to your space (behaviors, experiences, education, etc.)
 - *Pain points*: capturing frustrations and any challenges they may be facing. What are they struggling with? What frustrates them?
 - *Goals*: What motivates them?

Reflection: 3 Scenarios for Persona

(35 mins)

- For each of the questions above consider:
 - What emotions do you think this person would be feeling?
 - How would this person navigate the scenario?
- How would your persona navigate social situations like attending prom or a dance?
- How do they maintain healthy relationships or making new friends?
- How do they cope with stress or challenges, like a lot of school assignments being due at the same time?

IMPORTANT NOTE

The session flow should include as much detail as you feel necessary to help successfully facilitate the session. This includes:

- Time allocation for each section
- Names of facilitators for each section, if there are multiple facilitators
- Reminders for how to complete a given activity
- Reflection questions for the teens after each activity, to help create a collaborative and inclusive Brave space

SAMPLE SESSION PLAN: ADD AN OPPORTUNITY

ZARA:

Zara has a lot of experience running programs with elements of participatory design but is hesitant to talk about mental health with youth. She is excited to build confidence around safely discussing mental health topics and using co-design as a tool to keep teens engaged.

NEEDS:

- Strategies for discussing mental health with youth
- To feel confident with the material

BARRIERS:

- Faces anxiety with the unfamiliar
- Lack of admin support

RECIPE:

What's Your Story?



1. IDENTIFY GOALS

Create sessions in which teens can start to acknowledge and process emotions:

- A space where adults, teens, and peers can learn about mental health.
- Creating conversations to discover strategies that can help mental health through group activities and self reflection.

2. SET CLEAR OBJECTIVES

At the end of this session, participants will be able to:

- Identify stress and discuss ways that can help mitigate it.
- Learn about each other's daily routine and some of the stressors encountered throughout the day.

3. ESTABLISH FRAMING A QUESTION



How can we learn to identify stress/stressors?

4. GATHER MATERIALS + SUPPLIES



- Attendance list
- Snacks
- Name tags
- Sharpies + dry erase markers
- Sheets of paper
- Giant sticky notes
- Smaller sticky notes

5. CRAFT CO-DESIGN SESSION FLOW

Intro Activities



Welcome Activity – Warm-up

(10 mins)

THE ILLUSION OF STRESS

- Pass out paper and pen to each participant.
 - Think of something you are feeling/have felt stressed about.
 - Write down what would have to be true for this to NO LONGER be stressful. Be creative.
 - Now, reread what would have to be true and pretend this is now true. Let yourself believe it for just a minute.
 - How do you feel?
 - In your mind you know this isn't true, but can you let your body believe it anyway? Can you hold the relief in your body?
 - Remind participants to really pretend that the thing is true.
- How does that feel?
- Are you able to believe this? (Maybe get nods, yeses).
- Does anybody want to share some of the things that you're no longer holding?
- Can go deeper if teens seem into it.
- Did anyone else have that feeling?
- Anything else you want to share?

Question of the Day

(10 mins)

A simple question to build relationships:

What's a hobby of yours and what do you like about it?

Main Co-design Activities



STORYBOARDING

(40 mins)

- Transition: Start talking about how we can manage stress. Explain the storyboarding activity and continue exploring that. Why is it important to identify stress in our daily routines?
- Quick review of personas created during the last session. Each group presents the personas created last session.
- Ask participants to form groups and begin creating a storyboard depicting their persona's daily routines, illustrating their day from morning to night. Explain that a storyboard consists of several cells or squares, each containing different drawings and text, to tell a story with a beginning, middle, and end. Once each group has completed their storyboard, have them present it to the rest of the participants, and lead a discussion or encourage others to ask questions.



STICKY NOTE STRESSORS

(20 mins)

- Participants use sticky notes to identify stressors that could occur during the persona's daily routine, adding them to the storyboard.
- One stressor or emotion per sticky note.
- REFLECTION: lead a discussion by reviewing some of the stressors identified and ask follow up questions such as: "what could Brian (persona name) do to deal with this stressor or emotion?"

6. OPPORTUNITY



BRAVE SPACE

Consider how you can establish your space as a Brave space throughout the session:

- Encourage participants to challenge themselves – be curious and courageous.
- Encourage participants to take risks – share out, ask questions, be vulnerable, etc.
- Emphasize your space as a place for growth – learning and teaching.
- Acknowledge challenges participants/group members may be facing due to their background and identity – taking perspective and lived experiences into account.
- Understanding intentions – being purposeful with what is being contributed, staying accountable.
- Embracing controversy with civility to find common ground – listen with the goal of understanding, not of winning.



SAMPLE SESSION PLAN: ADD A CONSTRAINT

BELLA:

Bella is a co-designer at heart and loves to infuse all her programs with elements of co-design. She has completed a Nourishing Minds Program and hopes to share the experience with a new colleague. She is excited to consider all the categories of the Nourishing Minds cards to design her most ambitious program yet.

NEEDS:

- A colleague to help facilitate MORE Nourishing Minds sessions

BARRIERS:

- Feels like they need to be an expert to discuss topic areas

RECIPE:

Exploring Emotions & Scenarios



1. IDENTIFY GOALS

Creating sessions where teens can start to acknowledge and process emotions.

- A space where adults, teens, and peers can learn about mental health.
- Creating conversations to discover strategies that can help mental health through group activities and self reflection.

2. SET CLEAR OBJECTIVES

At the end of this session, participants will be able to:

- Reflect on their self-care and stressors through a boat metaphor.
- Make sense of ideas or information following a brainstorming session.

3. ESTABLISH FRAMING A QUESTION

How can we create healthy methods for emotional release?

4. GATHER MATERIALS + SUPPLIES

- Attendance list
- Snacks
- Name tags
- Sharpies or dry erase markers
- Sheets of paper
- Giant sticky notes
- Smaller sticky notes

5. CRAFT CO-DESIGN SESSION FLOW

Intro Activities

Welcome Activity – Warm-up

(10 mins)



THE BOAT

- Explain the metaphor of being a boat at sea. You have the helm to direct the boat. But, inevitably, there are storms and large waves out at sea that add water to your boat. You also have a bucket with which to bail water out of your boat. But the waves keep coming.
- Draw a boat on your paper and the helm. Draw your bucket and a wave coming into the boat.
- Identify what the waves are that are coming into your boat (stressors, etc).
- Describe the bucket you have to stop the water getting in the boat. Does it have holes? Do you have more than one? Do you have one you don't like?
- Notice how much time and energy we spend bailing water out of our boat in difficult times.
- Remind participants that there are times when there is less water and more time for navigation.

Question of the Day

What are things you do to make you feel happy or peaceful?

(10 mins)

Main Co-design Activities

Affinity Map

(30 mins)

- In small groups using the sticky notes from last session, begin identifying ideas that are related. If similarities are present, group those cards together.

- Continue this process with the rest of your set until you have analyzed each card.
- Facilitators will direct groups to discuss the categories created.
- Are there any discrepancies in the categories created and the data they contain?
- Are any solo cards present? If so, do they stand alone strongly as their own group or does it make more sense combining it with another?
- Can other categories be combined together? How about developing subcategories?
- Finally, define your categories and create a short summary for each group to capture the ideas behind them.



WILD EIGHTS

(30 mins)

- Create a worst case scenario around one of the categories from the Affinity Map. Turn that category (i.e. social media, school, family) into a "problem" (for example: failing my final exam), then come up with the inverse to create an "anti-problem" (for example: passing my final exam).
- Show how to fold paper, and how WILD EIGHTS works.
- For each section, think about steps to get to your "anti-problem" (one idea per box) – one minute per box.
- Everyone will share their WILD EIGHTS.
- Vote on what they like the most (with dots), and write down your top three (on sticky notes).
- Have groups share their designs!



6. OPPORTUNITY

Successfully prepare for your session

BEING PREPARED

- A good session requires planning for the room's arrangement and minimizing technical hiccups.
- Participants will be more engaged if they are seated at round tables or U-shaped tables.
- Test your session room's audio-visual equipment in advance to ensure everything is in working order.
- Have a backup plan in case something goes wrong with technology, the internet connection, etc. Consider analog activities with available craft supplies.

7. CONSTRAINT

Identify and address engagement levels

LACK OF INTEREST AND ENGAGEMENT

A teen is engaged when they:

- Participate in all areas of the program including academic, social and extracurricular activities (behavioral engagement)
- Feel included in the program and has feelings of belonging to the program (emotional engagement)
- Are personally invested in and take ownership of their learning (cognitive engagement)

Nourishing Minds - In Action



Where has Nourishing Minds reached?

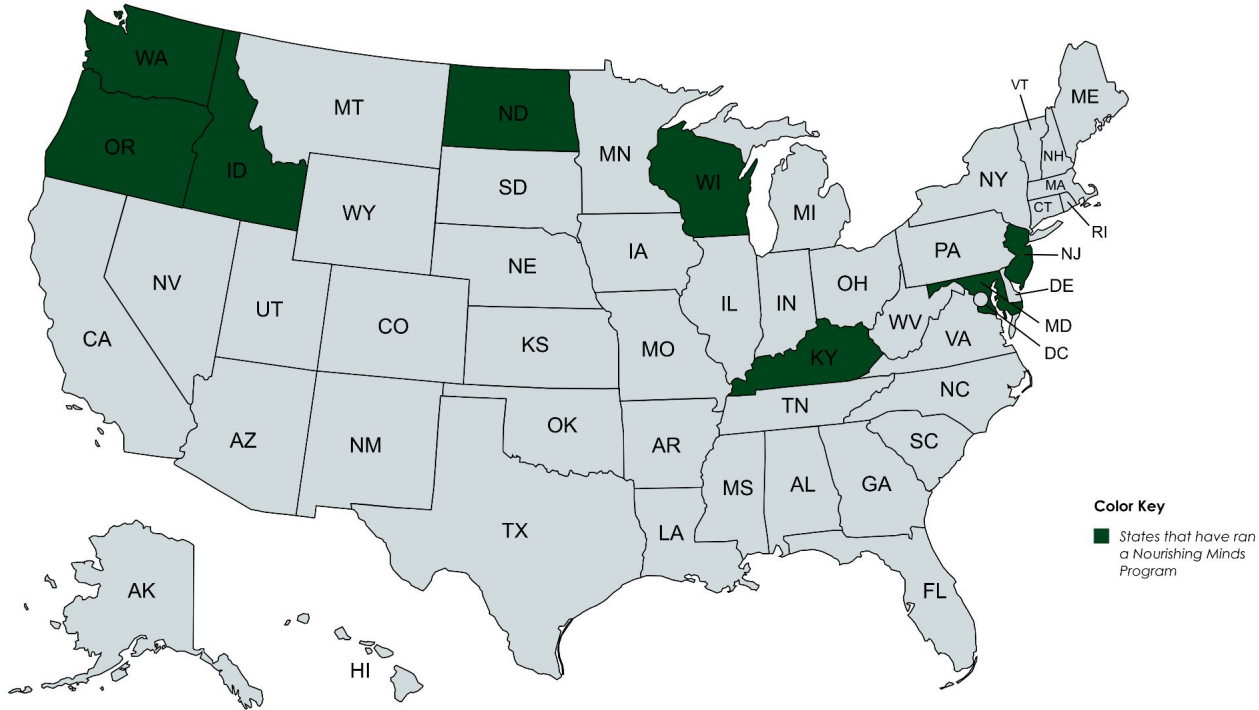
8 Library Systems

- City of Burlington Public Library, Wisconsin
- Charles County Public Library, Maryland
- Deschutes Public Library, Oregon
- Fort Lee Public Library, New Jersey
- Meridian Library District, Idaho
- Morton Mandan Public Library, North Dakota
- Ohio County Public Library, Kentucky
- The Seattle Public Library, Washington

Measured Impact

- Professional development for **29 library staff** from these systems
- **119 teens** participated in six-week structured co-design programs

Where has Nourishing Minds reached?



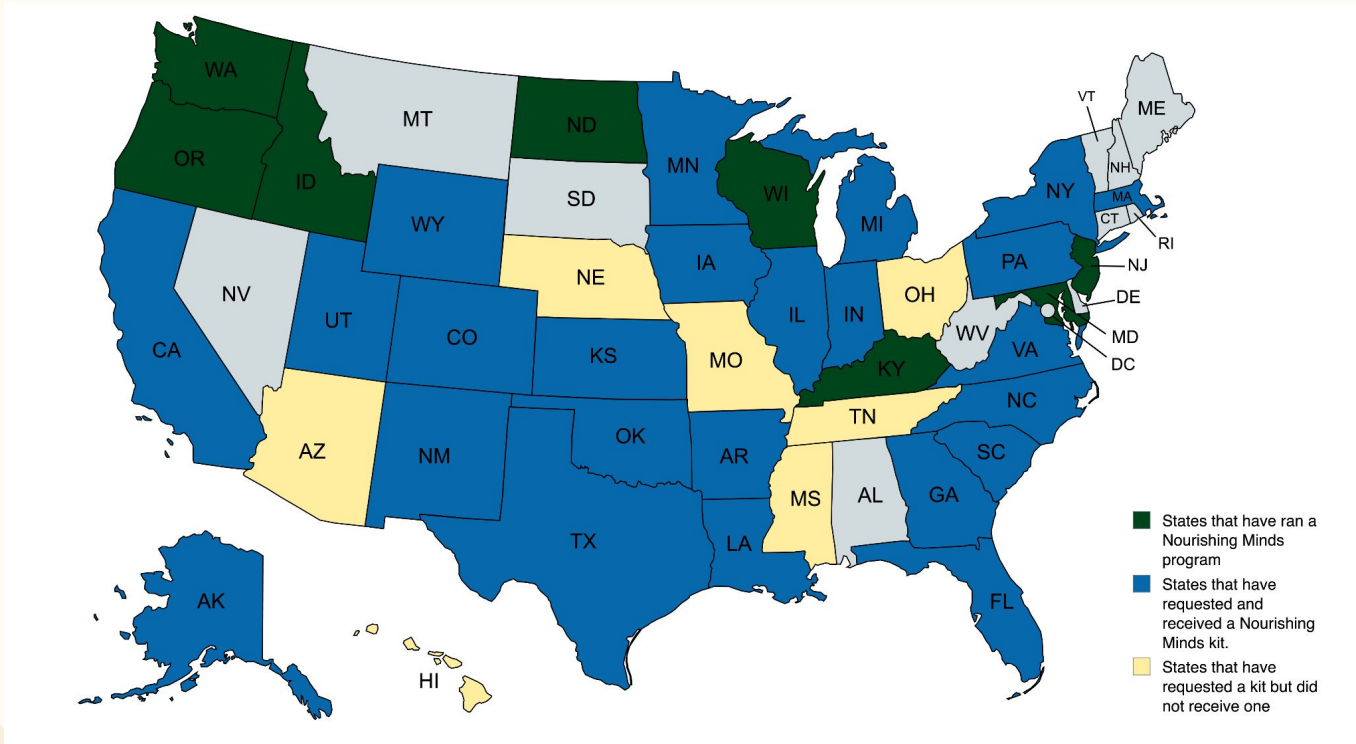
Legend:

- States that have run a Nourishing Minds program (Dark Green)
- States that have requested and received a Nourishing Minds kit (Blue)

States shown in Dark Green (ran program): WA, OR, ID, ND, WI, KY.

States shown in Blue (received kit): CA, NV, UT, CO, KS, OK, TX, MN, IA, IL, IN, MI, NY, PA, NJ, DE, MD, VA, NC, SC, GA, FL, AK, HI, VT, NH, ME, CT, RI, MA, DC.

Where has Nourishing Minds reached?



What do Library Staff need to succeed?

Time Commitment

- **5 - 8 hours** to review materials and understand NM framework
- **Collaborate** to plan Nourishing Minds program
 - Time commitment varies with staff's experience
 - ~2 hours/week
 - Collaborators could be library staff or community partners
- **Co-facilitate** the Nourishing Minds program (**6 - 8 weeks**)
- **Reflect** after each session and at the conclusion of the program

Spring 2024

Amy's Experience



Spring 2024

Amy's Experience

Overview:

- 6 session Nourishing Minds series
- 3:30-5:30 pm on Wednesdays, April-May 2024
- 13 teen participants, between 8th-11th grade, representing 5 area schools
- \$200 gift card stipend* for participation + 12 service learning hours

*from IMLS grant

Planning

Amy's Experience

Goals:

- Creating sessions where teens can start to acknowledge and process emotions;
- Normalizing and destigmatizing conversations around mental health;
- Utilizing tools that can support mental wellbeing through group activities and self reflection.
- *Unwritten goal: prioritize relationship/team building in each session*

Planning

Amy's Experience

Planning:

- Previous Nourishing Minds experience
- Internal support and feedback
- Lots of time with Nourishing Minds materials (especially session plan examples)
- Iteration
- Thinking about series flow and sessions sequencing
- Co-facilitator feedback




Teen Recruitment

Amy's Experience

Teen Recruitment:

- Teens from previous service learning programs
- Referrals from teens/word of mouth
- “Interested teens” list
- No application (this time around)
- Your recruitment may look very different!



spl.org **teen**
events & programs

Nourishing Minds

Explore, collaborate, and make a real impact on teen mental well-being. You'll have the chance to team up with your peers and dive into design challenges that can transform the way we think about and support mental health. No prior experience needed. Participants will receive a \$200 stipend. Snacks provided!

Participants must:

- Be between the ages of 14-18
- Be interested and willing to be engaged, participate in all activities, and learn/try new things
- Be able to attend the sessions reliably and be on time

Location: Rainier Beach Branch

Dates/times: Thursdays starting March 27, 3:30-5:30pm. Full list of dates in the application: [\[link to form\]](#)

Please contact the Teen Services Librarian with any questions: rainierbeach@spl.org

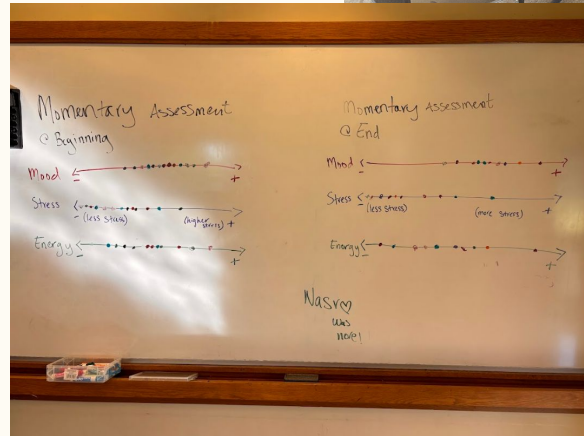
www.spl.org | 206-386-4636

Running the Sessions

Amy's Experience

Room setup:

- Rectangular table setup
- Momentary assessment
- Supplies: “would you rather” cards, lots of sticky notes (small and large), markers, sharpies, nametags
- SNACKS



Running the Sessions

Amy's Experience

Session Plan Topics & Design activities:

- Session 1: [Design Your Wellness Space](#)
- Session 2: [Persona Building](#)
- Session 3: [Name that Stress / Storyboarding](#)
- Session 4: [Coping Strategies / Dopamenu](#)
- Session 5: [Wellness goals / Wellness Vision Board](#)
- Session 6: [Celebration / Reflection / Kindness Stones](#)



Wellness Space

Identifying our points of comfort and security within a room.

This topic promotes discussion on spotting characteristics and elements for a wellness space, and understanding how these can be developed and visualized into a space promoting positive well-being.

Running the Sessions

Amy's Experience

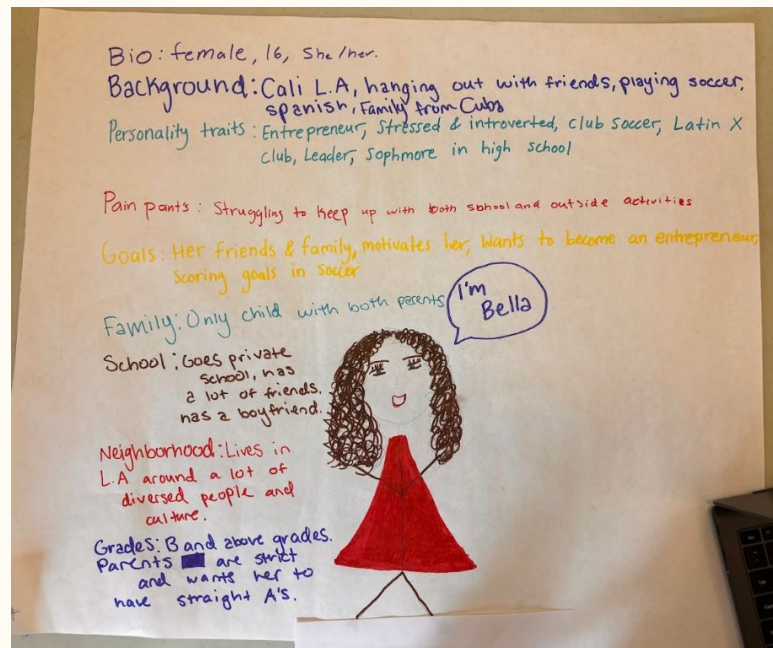
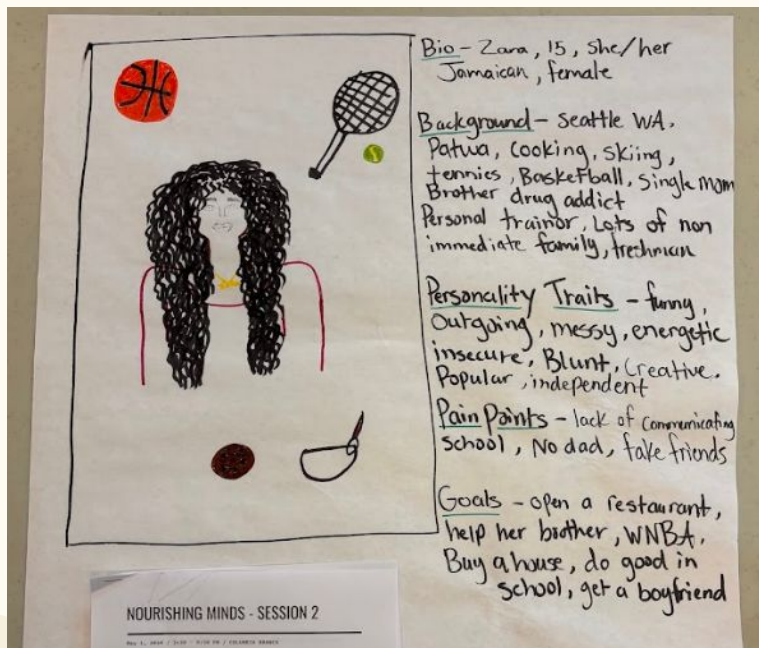
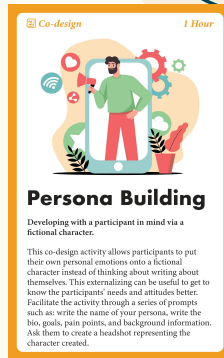
Session 1: Design Your Wellness Space



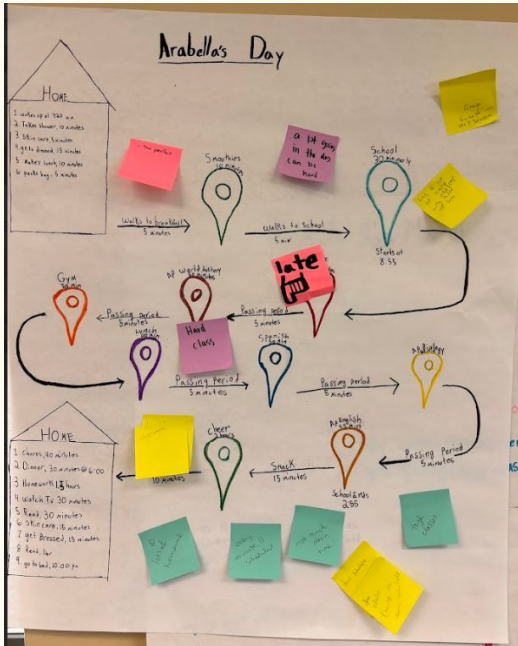
Running the Sessions

Amy's Experience

Session 2: Persona Building



Session 3: Name that Stress / Storyboarding



Running the Sessions

Amy's Experience

Session 4: Coping Strategies / Dopamenu

Stressors from last session

- Relationships - friends: family (fake friends)
- time management - being late / waking up early
- multitasking / distractions
- School - hard classes, homework, sports
- Self-pressure (being perfect) / having to maintain a facade
- excessive household responsibilities (beyond typical teenager) / having to do a lot at home
- Work
- Social pressure to be a certain way
- overscheduled / not having free time

Dopamenu

Appetizers
praying, breathing, eating a quick snack, watching asmr, listening to music


Entrees
Baking, walking, hanging out, watching a show, traveling, driving, swimming, cooking

Desserts
Watching comfort shows, eating fast food, roblox, reading a book, cleaning.

Sides
playing games with friends, making hw more interesting, making slime and jewelry, painting and drawing.

Specials
Eating out, spending your money, dressing up, shopping, going out, fair, amusement park, going on dates with yourself, buying accessories.

Co-design 30 Mins



Dopamenu

Creating a menu for the brain, activities that supply us with the feel-good hormone: dopamine.

There may be times when it's difficult to find a balance between activities that need to get done, those that provide quick dopamine boosts, and others that aren't as fulfilling. To help with this, one can create a "Dopamenu". A Dopamenu is a written, personalized menu where you sort out personal activities based on their fulfillment. By doing this, one can set out to do multiple different activities rather than being consumed by a single task.

Running the Sessions

Amy's Experience

Session 5: Wellness goals / Wellness Vision Board

Co-design

30 Mins



Wellness Vision Board

Teams collaborate to create a vision board using magazines, images, and text that represent their goals.

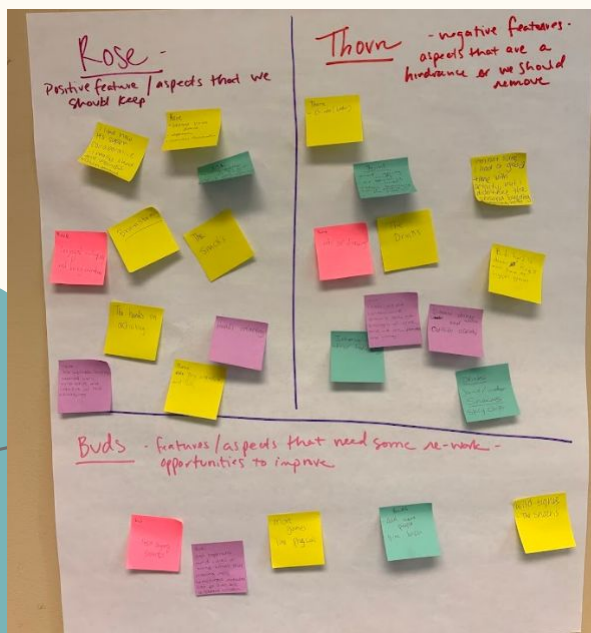
By collaborating with others, teens can discuss and share their well-being goals. They will have the opportunity to work in teams and get creative with their vision. A vision board is a visual tool used to represent goals and aspirations. It typically consists of images, words, and symbols that are meaningful to the individual, serving as a reminder and inspiration for their desired future. Highlight its benefits for mental health, such as providing focus and clarity.



Running the Sessions

Amy's Experience

Session 6: Celebration / Reflection / Kindness Stones



Running the Sessions

Amy's Experience

Reflections from the Teens:

- “I liked how I got to **meet new people** and see the **solutions for stress**... I like the activities we do together, the jokes we have together, and **being a part of the community**.”
- “The whole thing was **very reflective**, especially with the **self care stuff**, and the stuff about stress. It helped me **learn more about my stress**, and me specifically.”
- “I liked coming here, because I’ve learned quite a lot, and I’ve **learned how to cope better**, with the activities that we’ve done.”

Running the Sessions

Amy's Experience

Reflections from the Teens:

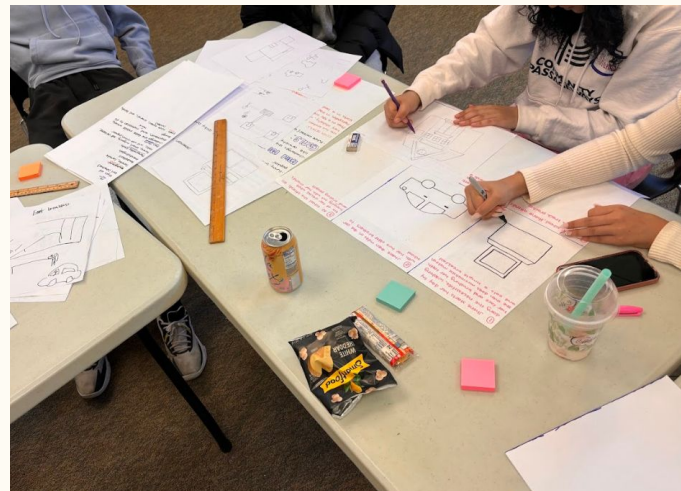
- “It’s really fun. I really liked the program a lot. You can see **how other people think** or you might find **other ways of coping with your stress** and **identify your stress**.”
- “Everything as a whole was really nice. **The collaborations, the activities**. It just made you think, like before you wouldn’t think of these things as **coping things**, but now you see it after you discussed it.”
- “It was fun to **get to know people** and it was **fun to be here**.”

After the Sessions

Amy's Experience

Librarian Reflection

- Engaging hands-on curriculum
- Easily customizable
- Adaptable materials for diverse learning and engagement styles
- Supports teen learning & development
- Teens enjoyed the program!



After the Sessions

Practical Tips & Lessons Learned

- Not a mental health program!
- Find a co-facilitator
- Responsiveness
- Be realistic
- Lean into icebreakers and relationship building
- Build in reflection time
- Familiarize yourself with the resources
- Get creative!



Library Staff Experiences

“The kids really enjoyed it and looked forward to coming every week. One kid **drove from a town an hour away** each week for the program. It also was a great way for us to decompress from our jobs every week.”

“I enjoyed the ability to talk about mental HEALTH w/ my kids in a meaningful way - especially in a way where I was pretty **confident I wouldn't be stepping out of my lane** as a librarian with **no psychological training**.”

“Nourishing Minds made mental health and wellness acceptable and **easier to approach** every day stress and provided **helpful tools to cope**.”

Library Staff Experiences

“I didn’t know going into this if I was biting off more than I could chew, but I feel like this has kind of opened it up to: **there are steps**. There are certain **things that we can do**. That there are steps we can take, there are ways that we can help approach this that **aren’t to the degree of the professional**.”

“Seeing the cookbook, seeing the methodology and understanding that it’s really more about just **talking and supporting**, and offering just very **practical coping mechanisms** and things that we do already. That gave me **a lot more confidence**.”

Youth Experiences

"While I kept specifics private, it was cool to have a place to talk about feelings"

"Talking about mental health is important. It should be talked about more."

"My mental health is better" "Feel better about myself"

"I've felt less down and I've been able to be more fulfilled and appreciative and observing things"

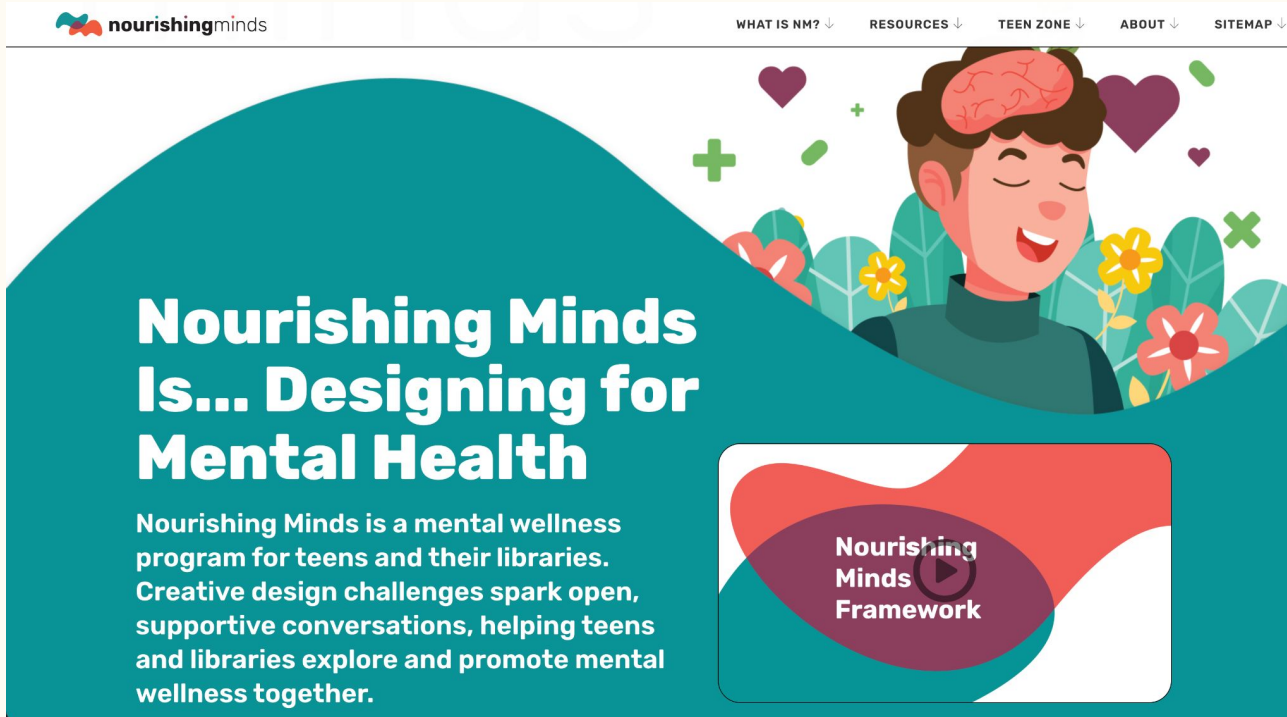
"[Nourishing Minds is..] Pretty good. I think I can comprehend my mental health better."

NM Talking Points

Library staff will:

- Develop a deep understanding of **ACT**, **Co-Design**, and how to create **Brave Spaces**
- Plan a program with an intentional focus on the unique **needs of their community**
- Facilitate a programming series in support of **teen mental health** in more library spaces
- Implement aspects of the NM framework in future programs for **richer youth experiences**

Nourishing Minds Website



www.nourishing-minds.org



Thank You!

Do you have any questions?

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Amy Tooley

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