



ABOUT GHOSTED

To help support youth mental health, Kaiser Permanente created *Ghosted*; a live theatrical performance originally set to tour schools across the country. Amid the pandemic, we have still found ways to come together as a community and keep our commitment to serving our schools. *Ghosted* has been adapted from a stage-play to an engaging 30-minute film to inspire conversations about mental health. After the film, Teaching Artists lead a guided discussion where students can ask questions and share thoughts about stress, anxiety, depression, suicide prevention, and resilience.

This handout is designed to prepare you to engage your students with the presentation. It also provides prompts for arts-based activities to hone their literary skills and promote social-emotional learning.

EDUCATIONAL GOALS

By the end of this program, students will:

Combat stigma by understanding that mental health conditions are common.

Develop skills to talk about stress, anxiety, depression, and suicide prevention.

Identify healthy coping strategies to **build resilience**.

Know how to **access community resources** for help when going through difficult or stressful situations.

PREPARING STUDENTS FOR GHOSTED



Encourage students to review the Student Handout and prepare any mental health questions that can be answered live by Teaching Artists after viewing the film.



Lead a discussion with your students. Ask them to consider the following questions:

- *What challenges are you or your friends experiencing right now?*
- *Do you worry about being disconnected from others in your life? Why or why not?*
- *What images or thoughts come to mind when you think about mental health?*

FOLLOW-UP ACTIVITIES



“I AM” POEM

Syd has a plan when having an anxiety attack: breathe deeply, find somewhere that feels safe, and ask for help. Syd also finds comfort through art. This activity is to get us thinking creatively, expressing any thoughts and feelings that we feel inspired to share, within the structure of a poem. Invite your students to write down each line's prompt, and then complete the line with the first thing that comes to mind — and it doesn't have to rhyme! Students can choose to complete some or all of the line prompts, with the result being a poem that is uniquely theirs. This activity is designed to get them out of their heads and focus on something creative.

“I am”

FIRST STANZA

I am (two special characteristics you have)
I wonder (something you are curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that make you very sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something you know is true)
I say (something you believe)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

ACTION PLAN

Whether we have a diagnosed/diagnosable anxiety disorder or not, it's important to think about our own action plan. When we start to “not feel okay,” an action plan can help us from entering a crisis state.

To help myself when I feel stressed or anxious, I will tell myself: _____

To help myself when I feel stressed or anxious, I will help my body by: _____

To help myself when I feel stressed or anxious, I will talk to: _____

To help myself when I feel stressed or anxious, I will take action by: _____

Students should take a few minutes to brainstorm examples, writing out anything and everything they can think of (whether it's true for them, or something they imagine can be helpful).