



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

RESOURCE

Mental Health Literacy Module Series Reflection Guide

Introduction

This guide is meant to extend the learning of the Mental Health Literacy Module Series. It includes questions for each module, organized into three categories: **everyone, mentors and mentees, and school mental health teams.**

These categories allow for flexible implementation of the module series and include tailored reflection questions that reflect the unique lenses brought to the learning.

The reflection guide is divided into five main sections:

- [Section 1: Introduction to Mental Health Literacy](#)
- [Section 2: Mental Health Knowledge](#)
- [Section 3: Ability to Build and Maintain Well-being](#)
- [Section 4: Ability to Ask for Help and Provide Support](#)
- [Section 5: Reducing Mental Health Stigma](#)

Section 1: Introduction to Mental Health Literacy

Lesson 1.1: What is Mental Health Literacy?

Everyone

1. Think about the roles you play in your family, school, and community. How can increasing your mental health literacy help you in those roles?
2. In one minute or less, describe what mental health literacy is and why it's an important part of healthy communities.

Mentors and Mentees

3. *Mentor*: Describe two ways that mental health literacy has personally helped you stay healthy and resilient in your role as an educator?
4. *Mentee*: What area of mental health literacy is a strength for you? What area could use improvement?

School and District Mental Health Teams

5. How can we advocate for more mental health literacy education for members of the school-community? How can we engage caregivers in this work?
6. Who in the community has an interest in promoting the health, mental health, and future prosperity of the community? How could we collaborate with them to increase mental health literacy across the whole community?
7. How can we leverage existing community initiatives to increase mental health literacy?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 1.2: Mental Health Literacy in Schools

Everyone

1. What are your goals as an educator? How can mental health literacy help move you towards those goals?
2. In one minute or less, describe why mental health literacy is an important part of a school's continuum of supports.

Mentors and Mentees

3. *Mentor:* One aspect of mental health literacy for educators is understanding how mental health impacts students in the classroom. Describe how this knowledge has shaped your classroom practices, including how you address difficult student behaviors.
4. *Mentee:* Identify one aspect of mental health literacy that you would like to improve. How will you go about gaining more knowledge or skill in that area?

School and District Mental Health Teams

5. What is one area of strength and one area for improvement for our staff's MHL? How do we know?
6. How do students and staff currently receive mental health literacy education? What resources, policies, and practices are needed to create a sustainable system for mental health literacy education?
7. Discuss your current universal mental health supports/mental health promotion efforts. How can you leverage those existing supports to increase mental health literacy and decrease the need for early intervention and treatment supports?

Record your takeaways from the learning, reflection, and discussion below.

Section 2: Mental Health Knowledge

Lesson 2.1: What Is Mental Health?

Everyone

1. How does your understanding of mental health impact your own mental health?
2. Consider your role as an educator. How does your understanding of mental health shape how you support students?
3. Reflect on what you learned in this module. What is one thing you will change about your practice as a result of this learning?

Mentors and Mentees

4. *Mentor:* How has your understanding of mental health shaped how you have supported students? How has that understanding changed over time? Provide examples.
5. *Mentee:* Why is an accurate understanding of mental health important as a new educator? How will this new learning impact how you support students?

School and District Mental Health Teams

6. How has your team's understanding of mental health shaped how you design systems of supports for students?
7. What is one way your team will incorporate this learning into your school mental health system improvement efforts?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 2.2: What Impacts Mental Health: Early Childhood Experiences

Everyone

1. In your words, how do early childhood experiences shape children's mental health? Consider the brain and house analogy from the animation in the module.

2. How can understanding and taking action to mitigate the impacts of historical, generational, and racialized trauma on mental health lead to more equitable school environments?

Mentors and Mentees

3. *Mentor:* How have you seen exposure to chronic stress and trauma impact your students? What have you done in your own practice to build more trauma sensitive environments?
4. *Mentee:* The module also talks about positive childhood experiences, one of which is having positive relationships with caring adults. What steps can you take to build positive relationships with students?

School and District Mental Health Teams

5. What level of understanding does school and district staff have of how ACEs and PACEs impact how students and staff show up at school? How can we increase that understanding?
6. How has our school aligned our policies, practices, and procedures to our knowledge of how early childhood experiences impact children's mental health and subsequently, ability to be successful at school?
7. What can we do to increase PACEs for our students?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 2.3: What Impacts Mental Health: Social Determinants of Health Everyone

1. In your own words, describe the social determinants of health (SDOH).
2. What is one social determinant of health that you see impacting student mental health positively in your community?
3. What is one social determinant of health that you see impacting student mental health negatively in your community?

Mentors and Mentees

4. *Mentor:* In your time as an educator, how have you seen SDOH act as obstacles to student achievement, social-emotional development, and well-being?
5. *Mentee:* Addressing SDOH requires collaboration across sectors. Who in your school-community could you collaborate with to address SDOH for your students?

School and District Mental Health Teams

6. What is our staff's level of understanding of SDOH and their impact on student and staff mental health? How can we increase that understanding?
7. Many schools feel ill-equipped to take action to address SDOH because many occur outside of school walls. What examples could you give those schools of successful efforts you have made to address social determinants of health?
8. Research shows that students with more negative SDOH experience greater disparities in health and learning outcomes compared to those with fewer negative SDOH. How can addressing SDOH lead to greater health and educational equity?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 2.4: What Impacts Mental Health: Individual Factors

Everyone

1. Consider all the factors presented in this module, the Social Determinants of Health Module, and the Early Childhood Experiences Module. How do these factors interact to impact mental health and resilience? (Hint: use the teeter totter analogy in your response.)
2. Many people believe that mental health is set in stone by our genetics, which is a myth. How would you explain the various factors that impact mental health to a person that believed this?
3. How does your identity shape your mental health?

Mentors and Mentees

4. *Mentor:* What have you done in your time as an educator to help students build a positive sense of identity?

5. *Mentee:* What is one practice you could incorporate into your daily routines to help students build a positive sense of identity?

School and District Mental Health Teams

6. How well do our staff understand the ways that individual factors, particularly culture, shape mental health?
7. How does our understanding of what impacts mental health shape the programs, practices, and policies that we implement in our school or district?
8. What steps has your school or district taken to improve student mental health by creating school environments that are safe and inclusive of all student identities?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 2.5: Mental Health Challenges, Resilience, and Recovery

Everyone

1. In your words, describe the different experiences that can be part of a mental health challenge (e.g., emotional distress, behavioral challenges, mental health conditions, mental health crisis)
2. Many people wrongly assume that once a person has been diagnosed with a mental health condition, they will always struggle with their mental health. How would you explain resilience and recovery to a person who assumes this?
3. What are the most common mental health conditions you see affecting your students?

Mentors and Mentees

4. *Mentor:*
 - a. Consider a time in your life when you experienced a mental health challenge. How did that impact your work as an educator? What types of support did you seek during that time?

- b. Consider a time that you supported a student that was experiencing a mental health challenge. How did you know they needed support? What signs and symptoms were present?
- 5. *Mentee:*
 - a. Since mental health is dynamic and fluid, there are times during your career when you will experience positive mental health, and other times when you may experience a mental health challenge. How might you recognize that you're struggling? What actions could you take to receive support?
 - b. In your work so far, have any students disclosed to you that they were struggling with their mental health? If so, how did you respond? How might you respond differently now?

School and District Mental Health Teams

- 6. How well do our students and staff understand the signs and symptoms that a person may be experiencing a mental health challenge? How can we increase that knowledge?
- 7. How comfortable are ALL staff members with having a supportive conversation with a student or colleague who is experiencing a mental health challenge?
- 8. Does our school or district have a formalized referral pathway for connecting students or staff to needed mental health supports?
- 9. What policies, practices, and programs do our school or district have in place to promote recovery for students or staff experiencing a mental health challenge? Consider the four pillars of recovery: health, home, purpose, and community.

Record your takeaways from the learning, reflection, and discussion below.

Section 3: Ability to Build and Maintain Well-being

Lesson 3.1: How to Promote Your Own Well-being

Everyone

1. Many people think of mental health as just the opposite of illness. As we know, mental health also includes well-being. How would you describe well-being to a person that did not have a full understanding of mental health?
2. What is compassion fatigue? How has it impacted your mental health as an educator?
3. What do you do daily to promote your well-being? Remember, these do not need to be things that take a lot of time, money, or effort.

Mentors and Mentees

4. Review the four areas (heart, spirit, strength, and mind) of the wellness compass presented in the module. In which area do you experience the highest level of wellness? Which area could you improve?
5. What is one action you could each take to increase your well-being in one area of the wellness compass?

School and District Mental Health Teams

6. How aware is our staff of the idea of compassion fatigue and resilience? How could we increase their awareness?
7. What policies, practices, and programs do we have in place at our school or district to promote staff well-being?
8. How could we use the wellness compass to help staff assess and take action to improve their well-being?
9. What community partnerships could our school or district build to increase access to resources, activities, and supports, that increase the well-being of all members of our school community?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 3.2: How to Promote Mental Health in the Classroom

Everyone

1. What actions do I take to promote well-being in my interactions with students and colleagues?
2. How confident am I in identifying signs that a student may need mental health support? What resources or strategies can I access to strengthen my skills in this area?
3. How do I prioritize my own mental health and well-being to stay resilient in my role?
4. In what ways can I advocate for more mental health resources or supports within my school?

Mentors and Mentees

5. Reflect on a moment when you felt supported in your own mental health and wellness at work. What made that support effective, and how can similar strategies be applied to students?
6. Identify one area of mental health or wellness that you feel comfortable promoting in the classroom. What steps can you take to integrate this area into your daily interactions with students?
7. *Mentor:* How can you best support your mentee in recognizing signs of stress or anxiety in students and in implementing appropriate wellness strategies?
8. *Mentee:* What specific mental health or wellness goals do you hope to achieve in your classroom, and what guidance or resources do you need from your mentor to reach these goals?

School and District Mental Health Teams

9. How well are our current school or district policies supporting mental health promotion, and what gaps exist?
10. What systems or supports do we have in place to assist educators in identifying and addressing mental health needs in students?
11. How can we improve involving families and the community in our mental health promotion efforts?
12. How does our school or district's approach to mental health promotion align with our academic and behavioral support structures (e.g., ELMSS)?
13. What professional development or resources can we provide to better equip staff to support student mental health and well-being?

Record your takeaways from the learning, reflection, and discussion below.

Section 4: Ability to Seek Help and Provide Support

Lesson 4.1: Help Seeking

Everyone

1. What are the basic steps to asking for help with your mental health?
2. What are some examples of formal, informal, and self-help supports available in your school-community?
3. How openly is mental health discussed in the school-community?
4. What messages have you received from cultural groups with which you identify, family, and the school-community about asking for help? Do they help or hinder your ability to ask for help?

Mentors and Mentees

5. *Mentor and Mentee:*
 - a. Review the cognitive roadblocks, or unhelpful thoughts that make it difficult to ask for help, listed in the module. Have you ever experienced any of these roadblocks to asking for help? If so, how did you overcome them?
 - b. Are there any colleagues at work who you would feel comfortable disclosing a need for help to? What about that person makes you feel like they could potentially help?

School and District Mental Health Teams

6. How aware are staff and students of available formal, informal, and self-help resources and supports in the school and community?
7. Do we have a resource map that lists all types of mental health supports available to students and staff?
8. How can school and district leadership model help-seeking behaviors for their staff and students?
9. Do we explicitly teach students how to ask for help and give them opportunities to apply their learning?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 4.2: How to be a Supportive Colleague

Everyone

1. What mental health challenges or stressors have you observed in your life or your workplace? How do they impact your well-being or productivity?
2. Reflecting on the coping strategies and support approaches described in the module, which ones resonate most with you, and why?
3. How can you proactively incorporate one supportive strategy into your daily routine to enhance your mental health?

Mentors and Mentees

4. How can you create a safe and open space to discuss mental health challenges and supports in your mentor/mentee relationship?
5. How do varying coping styles and personalities affect the way you approach mental health conversations?
6. *Mentee:* What is one area of your professional or personal life where you feel additional mental health support could help you thrive?
7. *Mentor:* How can you adapt your mentoring style to better align with the unique needs and coping strategies of your mentee?

School and District Mental Health Teams

8. What common mental health trends have you observed among staff in your school/district? What strategies could address these effectively?
9. How can your team ensure mental health supports are inclusive of diverse personalities, coping mechanisms, and situations?
10. What steps can be taken collectively to normalize conversations around mental health and reduce stigma in your school/district?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 4.3: How to Provide Support to Students

Everyone

1. How do you respond to students who display signs of mental health challenges, and what assumptions or biases might influence your reactions?
2. What additional knowledge or skills do you need to feel confident in supporting students with mental health challenges in your role?
3. How can you build stronger relationships with students to create a safe space for them to express their needs?
4. In what ways do you communicate empathy and understanding, and how might you adjust your approach to better support students with diverse mental health needs?

Mentors and Mentees

5. How can you collaborate to build a classroom culture that is supportive and responsive to students with mental health challenges?
6. Mentor: How can you model and share effective strategies for identifying and supporting students with mental health challenges in ways that feel manageable for my mentee?
7. Mentee: What specific areas do you want to improve in your approach to supporting students with mental health challenges, and how can your mentor assist in developing these skills?

School and District Mental Health Teams

8. What school-wide practices currently support students with mental health challenges, and how effectively are they meeting students' needs?
9. How can your team ensure that all staff, not just mental health professionals, are equipped to identify and support students facing mental health challenges?
10. What barriers prevent your team from providing adequate support to students with mental health challenges, and how can you work to remove them?

11. How can your team involve families and community partners in your efforts to support students with mental health challenges to create a cohesive support system?

Record your takeaways from the learning, reflection, and discussion below.

Section 5: Reducing Mental Health Stigma

Lesson 5.1: What is Mental Health Stigma?

Everyone

1. What are some personal beliefs or misconceptions you may hold about mental health that could unintentionally contribute to stigma?
2. How might your reactions or language around mental health affect students' or colleagues' willingness to share their experiences?
3. In what ways could you be more proactive in creating a supportive environment that normalizes mental health discussions?
4. How do you model acceptance and understanding of mental health challenges, and what adjustments could you make to strengthen this approach?

Mentors and Mentees

5. How can you work together to create a classroom culture that acknowledges and reduces mental health stigma for students and colleagues alike?
6. Mentor: How can you help your mentee recognize and address subtle forms of stigma that may arise in daily interactions or teaching practices?
7. Mentee: How do your experiences and beliefs about mental health influence your interactions with students, and what guidance do you need to challenge any biases you may have?

School and District Mental Health Teams

8. What steps can your team take to identify and address mental health stigma within your school culture, and how can you measure your progress?
9. How do your current policies and communication practices support or hinder a stigma-free environment, and what changes might your team consider?
10. In what ways can leadership foster a culture of openness and acceptance around mental health across our school or district?
11. How can your team create opportunities for staff, students, and families to learn about mental health and challenge stigma, making these efforts part of your ongoing school culture?

Record your takeaways from the learning, reflection, and discussion below.

Lesson 5.2: How to Reduce Mental Health Stigma in the School Setting

Everyone

1. What assumptions or biases about mental health might you hold, and how could these impact your interactions with students and colleagues?
2. In what ways can you promote open conversations about mental health to create a more supportive school environment?
3. How do you currently address stigma in your classroom/school setting, and where can you improve?
4. What resources or knowledge would help me feel more prepared to discuss mental health openly and compassionately?

Mentors and Mentees

5. What opportunities do you have to promote understanding and acceptance of mental health issues within our school?
6. How can we integrate stigma-reducing language and practices into our daily interactions and curriculum?
7. Mentor: How can you provide constructive feedback to my mentee when they approach stigma-reduction in their classroom practices?
8. Mentee: How can you practice using inclusive, stigma-free language in your classroom, and what support do you need to make this a habit?

School and District Mental Health Teams

9. How can we assess our school climate to better understand the presence of stigma and the impact of our efforts to reduce it?
10. How can your team involve students, families, and community partners in our efforts to reduce stigma and build a more inclusive environment?
11. What are some examples of stigma-reducing language and practices that we could incorporate across classrooms, policies, and communication?

12. In what ways can our team celebrate progress and success in reducing stigma to encourage a positive, ongoing commitment to this effort across our school community?

Record your takeaways from the learning, reflection, and discussion below.



Wisconsin Department of Public Instruction
Student Services Section
Liz Krubsack, School Mental Health Consultant
Cristin Jones, School Mental Health Consultant
201 West Washington Ave, P.O. Box 7841
Madison, WI 53707-7841
(608) 264-6719
Elizabeth.krubsack@dpi.wi.gov
Cristin.jones@dpi.wi.gov
<https://dpi.wi.gov/sspw/mental-health>

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