



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of
Educational
Technology
Program

Mental Health PSA

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Overview of the challenge

Create a Public Service Announcement for Mental Health using the materials of your choice! The PSA could be drawn, collaged, or made with technology as a sign or an infomercial/commercial. How can you spread the word about mental health and spread awareness to normalize how we all may be feeling inside? What kind of PSA would be attractive to you? What could you make?

Materials and Resources Required

- Mixed Paper
- Felts
- Pencil Crayons
- Organic Materials
- Light-up Low-tech Components
- Glue
- Tape
- Poster Boards
- Wood
- Wire
- String
- Paint
- iPads
- iMovie

Inclusive Maker Challenge Instructions

Instructions (5 min):

- Begin by discussing the importance of mental health and its impact on overall well-being.
- Explain that the students will be creating an installation that visually represents different aspects of mental health.
- Emphasize that the installation should aim to promote awareness, understanding, and positive messages related to mental health.

Brainstorming (10 min):

- Facilitate a brainstorming session to generate ideas for the installation. Encourage students to think about different emotions, coping strategies, and factors that contribute to mental well-being.

- Discuss the symbolic representation of these ideas and how they can be visually portrayed through the chosen materials.

Material Exploration (5 min):

- Provide a variety of materials, including mixed paper, felts, pencil crayons, organic materials, light-up low-tech components, glue, tape, poster boards, wood, wire, string, and paint.
- Allow students to explore, touch, and experiment with the materials, encouraging them to think creatively and consider how each material can contribute to their installation.

Design and Construction (30 min):

- Instruct students to plan their installation by sketching or describing their ideas on paper.
- Based on their design, students should begin constructing their installation, incorporating the chosen materials to bring their ideas to life.
- Encourage them to experiment with different techniques, such as cutting, folding, gluing, painting, and assembling, to achieve their desired visual PSA representation.

Reflection and Meaning (10 min):

- After completing their assignment, ask students to reflect on the meaning and symbolism behind their creations.
- Provide an opportunity for students to share their installations with their peers, explaining the message and intention behind their artwork.

Display and Exhibition:

- Organize a class or school-wide exhibition where students can display their mental health awareness installations.
- Create a dedicated space to showcase the installations, allowing other students and visitors to appreciate and engage with the artwork.

Note: Throughout the activity, promote a safe and inclusive environment by reminding students to be respectful of each other's ideas and creations. Encourage open discussions about mental health, fostering empathy and understanding among the students.

Challenge Objectives

- English Language Arts: By creating a PSA for mental health, students can practice their communication skills and use various texts to express their opinions, perspectives, and identity. They can also reflect on and assess their own and others' thinking, learning, and communication, as well as the message and intention behind their installation.
- Science: By creating a PSA for mental health, students can demonstrate their understanding of the biological and environmental factors that affect mental health and well-being. For example, they can explain how cells, tissues, organs, and organ systems in the human body work together to regulate mood, cognition, and behavior. They can also investigate how biotic and abiotic components in ecosystems influence mental health and sustainability.
- Social Studies: By creating a PSA for mental health, students can demonstrate their understanding of the historical and contemporary issues and developments that shape mental health in Canada and the world. For example, they can analyze how political, economic, social, and cultural changes from 1800 to 1914 have impacted mental health and well-being. They can also compare the perspectives and experiences of different groups in Canada and the world regarding mental health and well-being.

Critical Questions for Consideration

- What are some of the signs and symptoms of mental health issues?
- How can you recognize them in yourself or others?
- How can you prevent or reduce the risk of developing mental health problems?
- What are some of the myths or misconceptions about mental health?
- How did you plan and organize your installation?
- What challenges did you face and how did you overcome them?
- How did you choose your materials and techniques?
- How did they help you convey your message and intention?
- How did you collaborate and communicate with your peers?
- How did you give and receive feedback?
- How did you reflect on and improve your work?

Background/ Additional Information

This is a QR Code to the BC Ministry of Health website that provides information and guidance on mental health and well-being for students, educators, staff, and families in B.C. schools. It also includes links to various resources, such as the Mental Health in Schools (MHIS) Strategy, the Mental Health Curriculum Guide, and the Child Care Decision-Making Tool.



This is a QR Code to the UBC Mental Health Literacy Guide that provides health information and resources for British Columbians, including mental health and substance use resources. The website also offers a phone service (8-1-1) that connects callers to registered nurses, dietitians, pharmacists, or qualified exercise professionals.



Inclusivity Focus

The inclusivity focus for this activity is to promote mental health awareness and respect for diversity of feelings and expressions. The PSA activity aims to help students understand that mental health does not have a face and that everyone might be going through their own struggles. It also encourages students to share their feelings and designs with others, and to listen and learn from their perspectives. By doing so, the activity fosters a positive and compassionate school community that values mental health and well-being.

No-Tech, Low-Tech, High-Tech Options

- No-tech: Using gestures, facial expressions, body language, or vocalizations to communicate your own feelings and design ideas. For example, you could smile, frown, nod, shake your head, point, wave, clap, or make sounds to express yourself.
- Low-tech: Using paper, pens, pencils, crayons, markers, scissors, glue, stickers, or other craft materials to create a PSA and decorate it with words, images, symbols, or colors.
- High-tech: Using an iPad, computer, tablet, smartphone, or other device to film and create a commercial or infomercial. You can also access online tools or apps that allow you to design a graphic, photo, or other element.

Extensions

- Ask students to share one thing they learned, one thing they liked, and one thing they still wonder about the topic of mental health awareness.
- Thank them for their participation and remind them that mental health is an important part of our overall health. Encourage them to take care of their mental health and well-being, and to seek help and support when needed. Also, encourage them to show compassion and respect for themselves and others who may have different feelings or experiences from them.
- Creating a Personal Mental Health Plan.