mind over chatter
peer-led media and mental health literacy workshop

Introduction

Our Facilitation Toolkit is a guide that makes the Peer-Based Modular Curriculum easy to deliver consistently in clubs, advisory blocks, or full class periods. It includes session run-of-show options, scripts, activity prompts, safety and disclosure protocol, and module-by-module facilitation steps. While our modules are built for student facilitators, they are equally usable by adults.

Run-of-Show Menu

Our workshop is flexible and can run anywhere from **30 to 120 minutes**.

30-minute session

- **0:00-0:03:** Welcome, safety boundaries
- **0:03-0:08:** Media hook (one short clip)
- **0:08-0:20:** Pick one module activity
- **0:20-0:28:** Personal toolkit build (one page)
- **0:28-0:30:** Feedback surveys, exit ticket, close

60-minute session

- **0:00-0:03**: Welcome, safety boundaries, check-in
- **0:03-0:20**: Module 1: Media & Mental Health Literacy
- **0:20-0:45**: Module 3: Coping & Resilience
- **0:45-0:55**: Module 5: Building a Personal Toolkit
- **0:55-1:00**: Feedback surveys, exit ticket, close.

90-minute session

- **0:00-0:08**: Welcome, safety boundaries, check-in.
- **0:08-0:23**: Module 1: Media and Mental Health Literacy
- **0:23-0:43:** Module 2: Identity and Self-Concept
- **0:43-1:03:** Module 4: Relationships and Attachment (teach four patterns, Boundary Builder)
- **1:03-1:15:** Module 3: Coping and Resilience (condense Stress Map, choose two skills to practice)
- **1:15-1:25:** Module 5: Building a Personal Toolkit
- **1:25-1:30:** Feedback surveys, exit ticket, close

120-minute session

- **0:00-0:10:** Welcome, safety boundaries, warm-up prompt
- **0:10-0:35:** Module 1: Media and Mental Health Literacy
- **0:35-1:00:** Module 2: Identity and Self-Concept
- **1:00-1:25:** Module 3: Coping and Resilience
- **1:25-1:50:** Module 4: Relationships and Attachment
- **1:50-2:00:** Module 5: Building a Personal Toolkit

Module 1: Media and Mental Health Literacy

Objective: Identify stigma, glamorization, and misinformation in movies, shows, and social media before these perceptions become normalized.

Time: 10-25 minutes

Hook Options:
"Name a scene or post that glamorized anxiety? What did it teach you without saying it?"
 "What's the difference between 'relatable' and 'healthy'?"

Framework:
What emotion is this trying to trigger?
What does it imply about coping/help-seeking?
What's missing (context, consequences, support)?
Who is portrayed as normal, too much, weak, dangerous, or broken?

> *Facilitators should redirect if participants start diagnosing a character or peer. The focus should stay on behaviors and messages rather than labels.*

Module 2: Identity and Self-Concept

Objective: Understand how representation becomes a mirror for belonging and how stress can distort self-perception.

Time: 10-25 minutes

Activity: "Mirror vs Megaphone"
Representation can be a mirror (I see myself) or a megaphone (a stereotype gets louder). Small groups pick one identity lens: culture, class, disability, sexual orientation, gender norms Students answer questions:

- What stereotype shows up most in media for this group?
- What emotion does it create (shame, fear, pressure, invisibility)?
- How does stress/anxiety change self-talk for someone in that group?

> *Use "some people" language to avoid asking anyone to generalize an entire group. The focus here should stick to understanding and avoid debate.*

Module 3: Coping and Resilience

Objective: Practice realistic coping and resilience skills you can use under pressure and after setbacks.

Time: 10-30 minutes

Activity: "Mind in Balance"

Place the Mind in Balance Jenga tower in the center. Hand out sticky notes and pencils. Put a small stack of "pass" sticky notes. Each round, one person pulls a block and reads the prompt. Everyone responds on a sticky note. Responses can be written alone, written with a partner, or skipped. Then the facilitator collects a few sticky notes and reads them aloud. Keep the tone light but not dismissive.

Module 4: Relationships and Attachment

Objective: Use on-screen dynamics to learn boundaries and strengthen communication in relationships.

Time: 10-30 minutes

Teach the four patterns:

- Reassurance-seeking loop: "Are you mad?" → temporary relief → returns stronger,
- Avoidance/shutdown: Distance to feel safe
- Conflict escalation: Anger as cover for fear
- People-pleasing: Losing yourself to keep connection

Activity: "Boundary Builder"

- My boundary: _____
- When it gets crossed, I usually: _____
- What I want to say instead: _____

Module 5: Building a Personal Toolkit

Objective: Leave with a practical and personalized plan: media lens, coping menu, support plan.

Time: 10-25 minutes

My Media Filter: A quick checklist that helps you assess what you're watching (accuracy, stigma, triggers, and what message it's teaching you).

My Coping Menu: A personalized list of coping options you can actually use, sorted by situation (calm down, reset, focus, sleep, get support).

My Support Map: A simple map of who to go to for what, plus how to reach them and what to say when you need help

My "Help a Friend" Script: A short, fill-in-the-blank script for checking in, listening well, and connecting a friend to support without sounding awkward.

Exit Ticket and Feedback Survey

1. What is one thing you learned or noticed differently today (about media, mental health, or yourself)?
2. What was the most useful part of today's session, and why?
3. What is one specific next step you will take this week (what, when, and with what support if needed)?
4. On a scale of 1 (Not at all) to 5 (A great deal), how much did this workshop help you feel more confident in your understanding of how media affects mental health?
5. True or false: I learned where to find help for myself or a friend if screen time is affected mental health.
6. True or false: This workshop made me feel more comfortable talking about my peers about how media can affect mental health.
7. True or false: I plan to use at least one of the coping strategies I learned about today when managing my screen time.
8. If you would like to provide any other feedback, please share it below.

Media Appendix

Disclaimer: Facilitators must follow school/community policies, preview all content in advance, and use age-appropriate material. Clips should be short (30–120 seconds). The curriculum can be delivered without showing media by using scene descriptions or online post types.

Content Rating Tiers:
Tier A: School-safe (generally PG/PG-13, low controversy, short clip use)
Tier B: Upper high school, club/advisory (heavier themes or more sensitive identity content; optional)
Tier C: Describe-only (consider not showing; use a synopsis or "scene description" to protect safety and policy)

Title: *Inside Out*
Tier: A
Rating: PG
Module match: Media and Mental Health Literacy, Coping and Resilience
Skill focus: Naming emotions without glamorizing or minimizing.
Clip: Any short moment where an emotion takes over and then the character uses connection/problem-solving
Sample prompts:
• "What emotion is the scene trying to trigger in the audience, and why?"
• "Does it treat emotions as bad, or as information?"
• "What would a realistic coping move look like in the next 60 seconds for this character?"

Title: *Spider-Man: Into the Spider-Verse*
Tier: A
Rating: PG
Module match: Identity and Self-Concept
Skill focus: Belonging, self-talk under pressure, impostor feelings
Clip: Short scene showing self-doubt, comparison, or "not good enough" moment.
Sample prompts:
• "What belief about self-worth is being reinforced or challenged here?"
• "What pressure does this character feel to perform an identity (strong, perfect, cool)?"
• "What would a healthier internal script sound like?"

Title: *The Social Dilemma* (or any short documentary clip about social media design)
Tier: A/B (depends on clip and setting)
Rating: PG-13 (varies by clip)
Module match: Media and Mental Health Literacy; Building a Personal Toolkit
Skill focus: Recognizing persuasion, algorithm pressure, comparison triggers
Clip: Any 60–90 sec section about feeds and engagement design
Sample prompts:
• "Is social media optimized for your wellbeing or your attention?"
• "What does your feed teach you about what is normal?"
• "What is one boundary you could set this week that is realistic?"

Title: *Black Panther*
Tier: A/B (depends on clip and setting)
Rating: PG-13
Module match: Identity and Self-Concept; Relationships and Attachment
Skill focus: Belonging, cultural identity, grief/anger, conflict communication
Clip: Scene showing conflict about loyalty/belonging or grief-driven anger
Sample prompts:
• "Who gets empathy, and who is framed as too much?"
• "How does identity shape what is seen as strength or weakness here?"
• "What boundary or communication move would reduce escalation?"

Title: *Wonder*
Tier: A
Rating: PG
Module match: Identity and Self-Concept, Relationships and Attachment
Skill focus: Stigma, belonging, peer behavior, ally actions
Clip: Short social moment showing inclusion/exclusion
Sample prompts:
• "What message does the scene teach about who fits?"
• "What is one ally move that is realistic in your school context?"
• "What's the difference between pity and respect here?"

Title: *Turning Red*
Tier: A
Rating: PG
Module match: Identity and Self-Concept, Coping and Resilience, Relationships and Attachment
Skill focus: Embarrassment, emotional regulation
Clip: Any moment where the character feels overwhelmed and reacts emotionally.
Prompts:
• What pressure is the character feeling to be a certain version of themself?
• How does stress change the way they see themself or their relationships in this moment?
• What is one realistic coping move they could do?

Title: *The Perks of Being a Wallflower*
Tier: B
Rating: PG-13
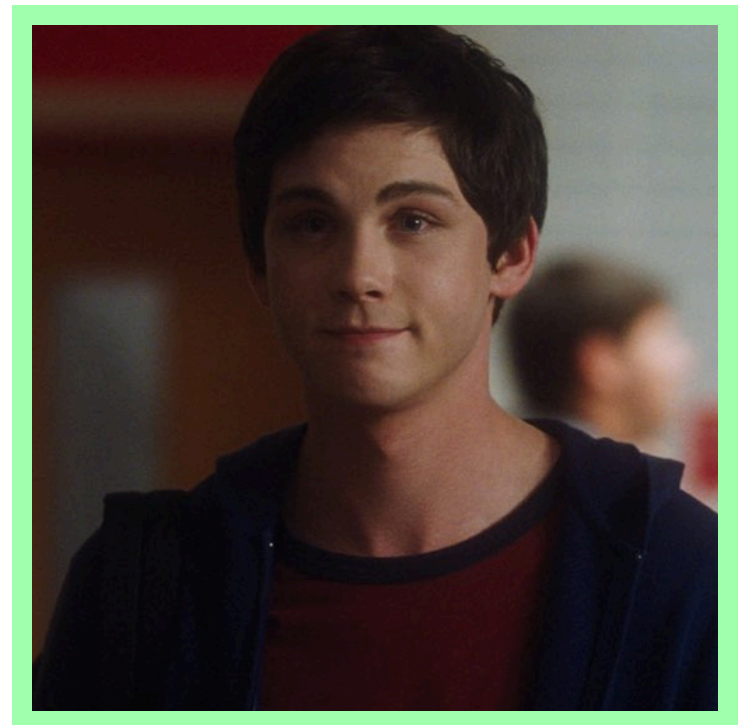**Module match:** Coping and Resilience; Relationships and Attachment
**Skill focus:** Coping after setbacks; support systems; boundaries
Clip: Choose a non-graphic supportive conversation scene.
Identity lenses: mental health stigma, class, gender expectations
Prompts:
• What's supportive vs unhelpful language in this scene?
• What is one coping move that would work in a school day?
• What is one next-step support move (adult, counselor, trusted person)?
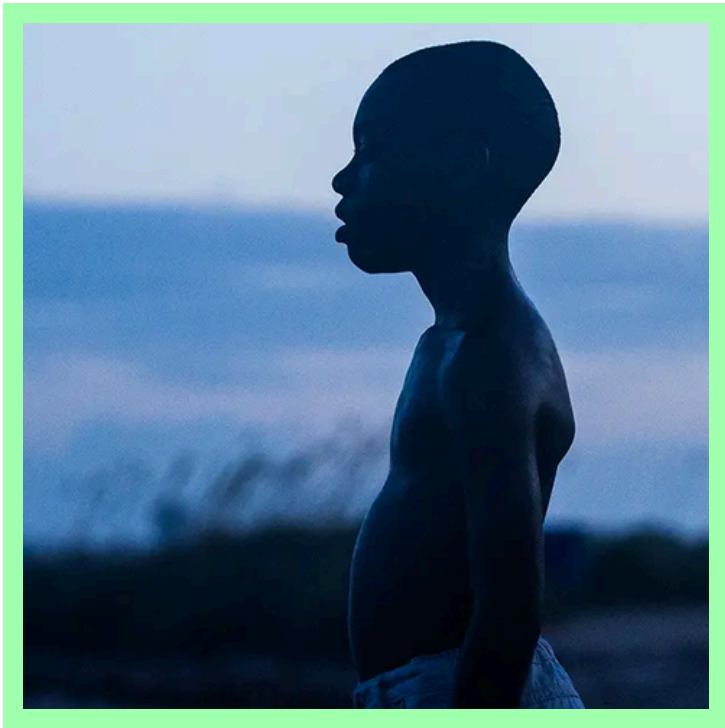
Title: *Moonlight*
Tier: C (only describe in most school settings)
Rating: R
Module match: Identity and Self-Concept, Coping and Resilience
Skill focus: Identity conflict
Scene description: A character learns what "being a man" is supposed to look like, and it conflicts with who he is.
Prompts:
• What does the environment teach about masculinity and vulnerability?
• What coping pattern becomes survival, and what does it cost?
• What would support look like if safety were prioritized?

Conclusion

Interested in bringing the Peer-Based Modular Curriculum to your school or organization? Visit www.mindoverchatter.co for more information, and contact us at info@mindoverchatter.co for the full implementation packet with presentation materials. We'll work with you to choose the best format and adapt modules for your audience. Materials are designed to be low-cost and accessible. Physical toolkits may be available depending on the setting, and we can also help coordinate support through school resources and community partners.