The Mind Inside, episodes one and two are available online at iloveps.org/TMI. Additional short films and a list of resources for this mental health series are available as well.
Thank you for your interest in hosting a screening of The Mind Inside series. Sharing this content is vital to creating a better understanding of how mental health in our country impacts classrooms. Thank you for your support and assistance in spreading the message.

We've created this guide for you to use as a resource while planning your screening. If you need help along the way, we're here for you. Email team@nelovesps.org with your questions or feedback.
DIRECTOR’S STATEMENT

Over the last year, we have spent time in counselors’ offices, listened to stories of students and teachers, and interviewed local and national experts. What we’ve learned is that mental health challenges are faced by students all over the country, in every school, everywhere.

We created *The Mind Inside* series to explore what students are struggling with today, what social, emotional, and behavioral resources are available, and what schools and their communities are developing as short- and long-term solutions.

This topic is complicated and deeply personal. Throughout production, I found myself being much more understanding and empathetic the more I listened to these stories. I hope this film series does the same for you, too.

We hope you’ll watch each episode, share the stories, and have serious conversations with family and friends about what we all need to do to help support our kids.

On behalf of Nebraska Loves Public Schools, I'm proud to share this film with the world and I can't thank the students and staff enough for their courage and collaboration in allowing us to tell these stories.

We are grateful for your support.

SALLY NELLSON BARRETT, DIRECTOR
NEBRASKA LOVES PUBLIC SCHOOLS
FILM SYNOPSIS

The Mind Inside, an I Love Public Schools docuseries, explores the landscape of mental health issues in Nebraska schools.

Episode One lays the foundation for the series, establishing what life looks like in public schools today and how mental health impacts the classroom. The episode takes place in a middle school where staff tackle a whole host of challenges students bring to school with them, from trauma to peer frustrations, anxiety and depression, and more. Watch stories from students, hear from school leaders, and understand the growing need for compassion, empathy, and support for students.

Episode Two explores the complicated world of social media – its influence on young minds and its impact on students' mental health. Hear directly from students, teachers, and medical experts to understand how the ever-changing social landscape affects what happens in the classroom today. This episode illustrates the nuances of the digital and real worlds of today’s students, where the development of the adolescent brain and vulnerabilities of growing up are compounded by daily, persistent online interactions.

Future episodes will explore both rural and urban district challenges, staff mental health and wellness, as well as solutions that are currently working in Nebraska’s schools.

WHY THIS FILM?

The goal of this series is to create awareness around mental health and to encourage understanding, empathy, and support for students.

Nebraska’s public schools currently serve close to 90 percent of all children in the state, and the schools often serve as an important resource for families. Our hope is to continue the dialogue about why mental health support is needed across the state and how to become more engaged in public education.

ABOUT US

From short films about the positive happenings in today’s classroom to feature films about societal issues impacting students and families, Nebraska Loves Public Schools documents the stories of public schools across Nebraska. View our collection of more than 100 films on topics from poverty to community investment, career education and more at iloveps.org.
DEFINITION OF TERMS

ACES – Adverse Childhood Experiences, which are categorized into three categories.¹

1. Abuse: emotional, physical, sexual abuse

2. Household Dysfunctions: domestic violence, substance abuse, mental illness in household, parental separation or divorce, criminal household member

3. Neglect: emotional or physical neglect

Mental Health – a continuum or concept of one’s current social-emotional wellbeing

Mental Illness – refers to a range of mental health conditions or disorders

Trauma-Informed Language – a technique used to engage students that acknowledges past and current experiences with trauma, with the belief that educators can break the cycle of trauma, prevent re-traumatization, and engage a child in learning and finding success in school.

Prefrontal cortex – the region of the brain used for rational thinking

Amygdala – the part of the brain used for processing emotions

Ventral striatum – part of the brain used for decision making and reward-related behavior

¹ CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study; Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults; Felitti, Vincent J et al. American Journal of Preventive Medicine, Volume 14, Issue 4, 245-258; graphic provided at the end of the document
DISCUSSION GUIDELINES

Before the panel discussion:
- welcome everyone and thank them for coming
- introduce yourself and thank partners, speakers, and others involved
- introduce the panelists by sharing their name, affiliation, and role within the school/community

The best conversations begin with questions that inspire thought and reflections from the audience. Often, one or two good questions can launch a dynamic dialogue, which can become a springboard for brainstorming and planning actionable next-steps. Typically, we open the discussion with one or two panel questions, then organically ask the audience to engage in a Q&A session. We provide panelist questions to encourage dialogue, as our films may evoke strong emotions for some audience members.

Please have empathy and maintain a kind balance between debate and dialogue, exchanging ideas to learn from one another and to find ways to collaborate.

Questions asked on the panel following the film often include, but aren’t limited to, the following:

- What resonated with you as you watched the film? Describe a moment in the film that really sticks with you – maybe it was inspiring or made you connect. Please share if any particular part of the film was surprising to you.

- Did anything in the film reflect what you’ve seen in your own community?

- What are the biggest myths about mental health issues in your area?

- What do you wish people knew about your students who struggle with mental health?

**Episode One specific**
- Building relationships is one of the central themes in the film. Describe what this looks like in your school community.

- Seeing staff members like Eric and Carey take on so many difficult stories from students, how do you take care of yourselves?

- Educators: What does trauma training look like in your building? What are the ratios of social workers and counselors to students in your school?

- How can we all better support students and families in our community?

**Episode Two specific**
- With 95% of students having access to a smartphone, social media has contributed to increased behavioral challenges in the classroom. Compare and contrast the experiences of students today to your own.

con’t on next page
- How might we empower students to adapt a balance of social media use? Additionally, in what ways can we help them better understand the importance of appropriate usage?

- What positive programs and outlets exist for students to build confidence in themselves and empathy for their peers? What services exist to help students develop strong digital citizenship?

- What are the supportive mental health resources that exist in your community for students in need? How are these services encouraged and promoted? How might they be even more effective?

- Educators: With the stigma and opportunity associated with social media, how do you approach keeping students safe and focused in a “distraction-free” classroom while keeping up with technology?

- How can we all better support students and families in our community?

- What resources are available for students who need to talk to someone for themselves or are concerned about a friend?

- How would a student or family know what services are available at school?

- Does your community or school provide any suicide prevention training or offer QPR (question-persuade-refer training) training for families, students, and staff?

- How can parents and schools work together to support children’s mental health?

- How can parents and schools work together to provide guidance around social media and technology use?

- Does your school have a system like Gaggle that monitors social media or other online work, like Google docs, while students are on the school’s internet?

- What does the school provide in the area of social and emotional health curriculum?
TAKE ACTION

We need your help to spread the word. Here are some ways you can help.

- Share the film online - use the hashtag #ilovepublicschools and link to iloveps.org/TMI

- Host a screening in your home or organization

- Ask questions, listen to ideas, and be responsive when the topic of mental health comes up; treat the topic and those involved with respect, compassion, and empathy

- Educate others about mental health and the role schools play

- Contact your school about resources available in your area

- Get involved with community partners supporting your school and discover how you can become a resource, mentor, or supporter of students in your area.

- Recommend any people or organizations you feel should see this film and participate in this conversation (send recommendations to team@nelovesps.org)

- Attend future film screenings and small group discussions
SCREENING TIPS

Whether it’s a theater full of people, a school auditorium, or your family room with just a few friends and colleagues, partnering with others can make for a more powerful community screening.

Design your event and discussion
- Identify your goals and what you are hoping to accomplish.
- Define your audience. Consider what they need to know from this event.
- Select the best fit for conversation. Do you want a round table or panel discussion, audience participation or just a small group conversation?
- Ensure adequate time (30 – 40 minutes) for a post-screening discussion, Q&A with a panel, or an opportunity for audience members to share personal experiences or reflections about the film. In a large screening event, we typically recommend building in time for a reception where community partners can meet with audience members after the panel.

Find your co-hosts
- Working with partners such as PTA’s, school board members, community organizations and/or businesses groups can strengthen the screening audience and the conversation that follows.
- The criteria for co-hosts should match your community. We suggest finding mental health partners who can help your audience find resources or discover how they can become a resource for students and families.
- Think about your community broadly and consider including sponsors who can bring in anything from a new audience to food or drink donations for a post-screening reception.

Find your panelists
- If the screening is in a school or community setting, match panelists with the cast list in the film.
- For this episode, find someone to represent a social worker, a teacher, an administrator in student services, a community mental health partner, and students who would be willing to share. These individuals can use examples from the film to connect to the programs and practices in your community.

Select a venue
- Choose a venue that is accessible and can accommodate your audience size.
- Select a location equipped with the technology needed to screen the film.
- Ensure that the seating can be arranged in a way that facilitates conversation and allows everyone to see and hear the film.

Spread the word
- Use our templates to spread the word about your event. Posters, flyers, postcards and email blasts are a great way to get the word out. Find templates at ilovepublicschools.org/toolkit
- Don’t forget to use your social media channels. We’ve put together a packet of templates for you to use. Link your event with us and your screening partners’ social media outlets, using #ilovepublicschools, so we can help increase your reach.
- Ask partner organizations to help you spread the word.
- Send reminders to your guest list. Many people decide last minute to attend a screening so don’t be shy to remind them to join you.
The screening event

- Setup and test the technology you will use to screen the film.
- Greet guests and encourage them to sign in with an email address.
- Introduce the film, your partners, and share your reason for hosting a screening.
- After the film, introduce your discussion format and any partners who have joined you. Include extra microphones for audience Q&A.
- While the discussion is going on, document the conversation. Designate someone from your team to record the highlights of what’s discussed. (Optional supplies: microphones, flip charts, newsletter sign-up sheets, comment cards, etc.)
- Provide your audience with some potential ways to take action after the event (suggestions are listed on Page 7).
- Remember to thank your sponsors and attendees for coming.

Follow up

- Send a follow-up email to your attendees. Include any next steps and the link to watch the film again.
- Share pictures of your event with us using #ilovepublicschools or submit a story on our website at iloveps.org/stories
- Share your event with us on social media: Facebook: /NElovesPS  Instagram: @ILovePublicSchools  Twitter: @NElovesPS
Statistics from the Film

**Episode Two**

- 95% of teens have access to smartphones.¹
- 45% of teens say they are online almost constantly.¹
- 45% of U.S. teens say social media makes them feel overwhelmed by drama.¹
- 43% of U.S. teens say social media makes them feel pressured to only post content that makes them look good.¹
- 37% of U.S. teens say social media makes them feel pressure to post content that will get lots of likes/comments.¹
- 26% of U.S. teens say social media makes them feel worse about their own life.¹
- 70% of teens say that anxiety and depression are a major problem among people their age.²
- By the time girls are seniors in high school, 2 in 3 have been asked to send a sexually explicit photo to another person.³
- While both boys and girls send naked images, boys are nearly four times as likely to pressure girls to send sexts as girls are to pressure boys to do so.³

¹Source: Pew Research Center, MAY 31, 2018
Teens, Social Media & Technology 2018

²Source:

Columbus, OH: Ruling Our eXperiences, Inc
ACEs = ADVERSE CHILDHOOD EXPERIENCES

Physical
Emotional
Sexual
Mental illness
Substance abuse
Loss of a parent
Incarceration
Domestic violence

CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study; Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults; Felitti, Vincent J et al. American Journal of Preventive Medicine, Volume 14, Issue 4, 245-258