



# Change to Chill™

## Chill Week Guide 2024-2025

To officially launch the 2024-2025 Change to Chill (CTC) School Partnership, your school is invited to participate in **Chill Week**. Structured to resemble a traditional homecoming week, each day of Chill Week has a theme to get students thinking about mental health and well-being. Here are some suggested themes for this year:

**Mindful Monday: Mindfulness**

**Talk about it Thursday: Stigma**

**Take a breath Tuesday: Stress**

**Find Your Friday: Life Balance**

**When you need it Wednesday: Coping**

This guide is intended to help to facilitate fun activities and conversations regarding mental health, self-care, and overall wellbeing. We encourage facilitators to read [these student created tips for talking with teens about mental well-being](#) prior to facilitating Chill Week.

Using the Reference guide below, here are some ways your school can engage in Chill Week:

*Participate:*

- Engage interested students in the planning and implementation of Chill Week at your school.
- Try out one (or more) of the activities listed under each day with students during class time, lunch hour, or in an after-school setting.
- Check out activities and information from other [Allina Health](#) community health improvement initiatives, [Health Powered Kids](#) and [Hello4Health](#).

*Promote:*

- Include descriptions of the daily themes and activities in morning announcements, online discussion boards, or homeroom or advisory period each day.
- Share information about Chill Week with parents and families by using language in the reference guide in your school newsletter, on the school website, or other communications.
- You can also use the chiller images each day in social media platforms, print materials, and digital screens.
- Remind students (and staff) to use **#ChillWeek** to share photos and activities on social media!

**NOTE: You may decide to host Chill Week at your school later on in the school year or even pick just one themed day. However and whenever you participate, we thank you for advocating for mental well-being at your school!**

## Mindful Monday

**Theme:** Mindful Monday is intended for students to learn about mindfulness practices and how to use them in times of need.

Key Messages:

1. Mindfulness is a useful concept to learn and has many benefits.
2. There are multiple ways you can practice mindfulness in your everyday life.

### CTC RESOURCES

- Start out the day by playing or posting this video about mindfulness.  
<https://youtu.be/SHuK0oJMAzY>
- Walk students through the [Awareness Experiment](#), a brief mindfulness and meditation activity.
- Share the [Stay Grounded with Mindful Walking](#) and [Mindful Walking Infographic](#) with students and staff, and encourage them to try it out after school.
- Share this resource on [Mindful Eating](#) from CTC. This emphasizes the connection between mental health and nutrition.
- For students involved in sports and/or other extracurricular activities, share [these resources for athletes and performers](#) to get them thinking about the mind-body connection and how mental health can affect performance as well.

*Images for social media, digital screens, newsletters, online materials, etc.*

**Don't forget to use #ChillWeek if you post your activity on social media!**



## Take A Breath Tuesday

**Theme:** Take a breath Tuesday is intended to teach students about stress and ways to cope with it in healthy ways.

Key Messages:

1. Stress is a part of life and acknowledging it is the first step to coping with it.
2. Stress can affect people of all ages, no matter what stage of life they are in.

### CTC RESOURCES

- Start the conversation with the question: [What is Stressing You Out?](#) to get students reflecting on their experiences with stress.
- Start the day by playing this video sharing [9 Ways to Manage Your Stress](#).
- Share our resource on [Stress & Anxiety](#) that discusses the differences and how to cope with each.
- Encourage students to think about what stressed and stress free states look like for them using [this worksheet](#).
- Walk students through our [Just Breathe meditation](#) to practice mindfulness and focus on breath to calm the body and mind.
- Practice **the breathing box** technique with students. Inhale through your nose to the count of four, hold the breath in for four, exhale through your nose to the count of four and hold again for four seconds. Repeat this grounding practice five times to settle your nervous system.

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## When You Need It Wednesday

**Theme:** Times can be tough, when you need it here are some resources for you to realize what is important and ways to manage those stressful times.

Key Messages:

1. Stress, anxiety, and other mental health concerns are normal parts of life.
2. When we are feeling overwhelmed or anxious, it can be helpful to remember the people, places, and things that you are grateful for. It can also improve mood, decrease stress, and enhance our overall level of health and well-being.

### CTC Resources

- Share crisis resources with students, staff, and parents/families so that everyone knows where to go when needed. Here is [our list of mental health resources](#). An important one to spread awareness of is [988](#), the National Suicide & Crisis Lifeline.
- Having a support circle is crucial to mental health and well-being. Use [this worksheet](#) to help students think through who they can go to when feeling stressed or overwhelmed.
- Unfortunately, grief and loss are inevitable. [Here are some resources](#) to share with those who may be struggling.
- Remind students they can largely control how they respond to stressful events. Use [this video](#) to explain the concept of [Mental Remix](#).
- Encourage students, staff, and families to take a tour of the [Change to Chill](#) website to find activities and resources that resonate with them and can help to reduce any feelings of stress or anxiety they may be experiencing.

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## Talk About It Thursday

**Theme:** Talk about it Thursday is intended to create an open dialogue about the stigma surrounding mental health and show students that language matters.

Key Messages:

1. Stigma leads people to reject, avoid, or fear those they perceive as different.
2. We acknowledge that these conversations may be new or difficult for some individuals or communities due to mental health stigma, which involves negative attitudes or discrimination against someone with mental illness. The more we talk about and normalize mental health and mental health care, the more we help to address and end stigma.

### CTC Resources

- Use our [mental health conversation starters](#) to facilitate an open dialogue with students, staff, and/or parents and families.
- Share the [language matters handout](#) with faculty and students and encourage your school community to speak up when they hear harmful language being used.
- Create space for students to reflect on [these prompts](#) related to sharing mental health stories with others. These questions are designed to help students think about their own experiences and helps them to decide if they are ready to share.
- Support student leaders in hosting a fish bowl – an opportunity for students to have an interactive conversation with key school staff (health teachers, counselors, social workers, etc.) about mental health in the school virtually or in-person.

*Images for social media, digital screens, newsletters, online materials, etc.*

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## Find Your Friday

**Theme:** Find your Friday is intended to teach students about life balance and staying connected, with the goal of everyday feeling like a Friday.

Key Messages:

1. If you know what's important to you, you'll be more likely to feel at ease, successful, happy, and well.
2. Even on hard days, you can find ways to create joy, lean on your supports, and work through whatever is bogging you down.

### CTC Resources:

- Take time out of the school day to have students or staff share [Three Good Things](#).
- Talk with students about the power of [positive affirmations](#) and encourage them to try practicing saying and/or writing some to themselves when needed.
- Provide students [this worksheet](#) to help them think about and define their values.
- Play [this video](#) to get students thinking about how they can prioritize and take control of their busy schedules.
- Make time for fun! Allow students 5-10 minutes of free time during class to doodle, read for fun, talk to each other, etc.

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