



Levelness Video Reflection Guide

Purpose

The purpose of this resource is to help individuals and teams apply learning from the Levelness of a Table Video to their work to support student mental health. This video compares the mental health of a child to the levelness of a table, an analogy developed by the FrameWorks Institute as a straightforward way to help people understand children's mental health and the need for policies and practices that support healthy child development. This analogy is a simple way to increase the school-community's understanding of and support for initiatives that proactively promote student well-being.

School and Community Applications of the Levelness Video

The levelness of a table video is a helpful communication tool for school and district staff looking to increase the school-community's understanding of mental health and how schools and communities can positively shape children's mental health. The video could be shared with a variety of audiences and in many contexts, including:

- As part of a staff meeting or professional development opportunity
- As part of health class, an advisory period activity, or during a club or after-school activity meeting.
- With parents at a school-led wellness night or fair
- At a school board meeting to explain the need for mental health programming
- In school or district communications to families, to build an understanding of and support for certain mental health-related programming, policies, or practices.
- With local and regional mental health coalitions to build support for and understanding of the ways that communities can proactively support children's mental health

Guiding Questions

1. The video explains that children's mental health is like the levelness of a table because the levelness of a table determines how well the table functions, just like a child's mental health helps them do many things. What are some examples of ways that positive or negative mental health can impact a child's ability to function at home, school, and in the community?
2. The video mentions that a table might not be level because it is on a sloped foundation, because the table itself is not level, or both.
 - a. What experiences in a child's life could cause a sloped foundation to form?
 - b. What characteristics of a child (e.g. biology, genetics) could cause the legs of the table to be uneven?
 - c. What does this tell you about how experiences and biology interact to shape a child's mental health?
3. The video mentions that a table can't level itself, just like a child needs support to level out the foundation or the legs of the table.
 - a. How can educators work to proactively help children build level foundations?
 - b. What policies and practices can school-communities use to help level each child's table?
 - c. How can using the levelness analogy help educators create more equitable systems of support for students?



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