

**our minds
matter**

**Changing school culture
around mental health**

OMM 2019-2020 Handbook

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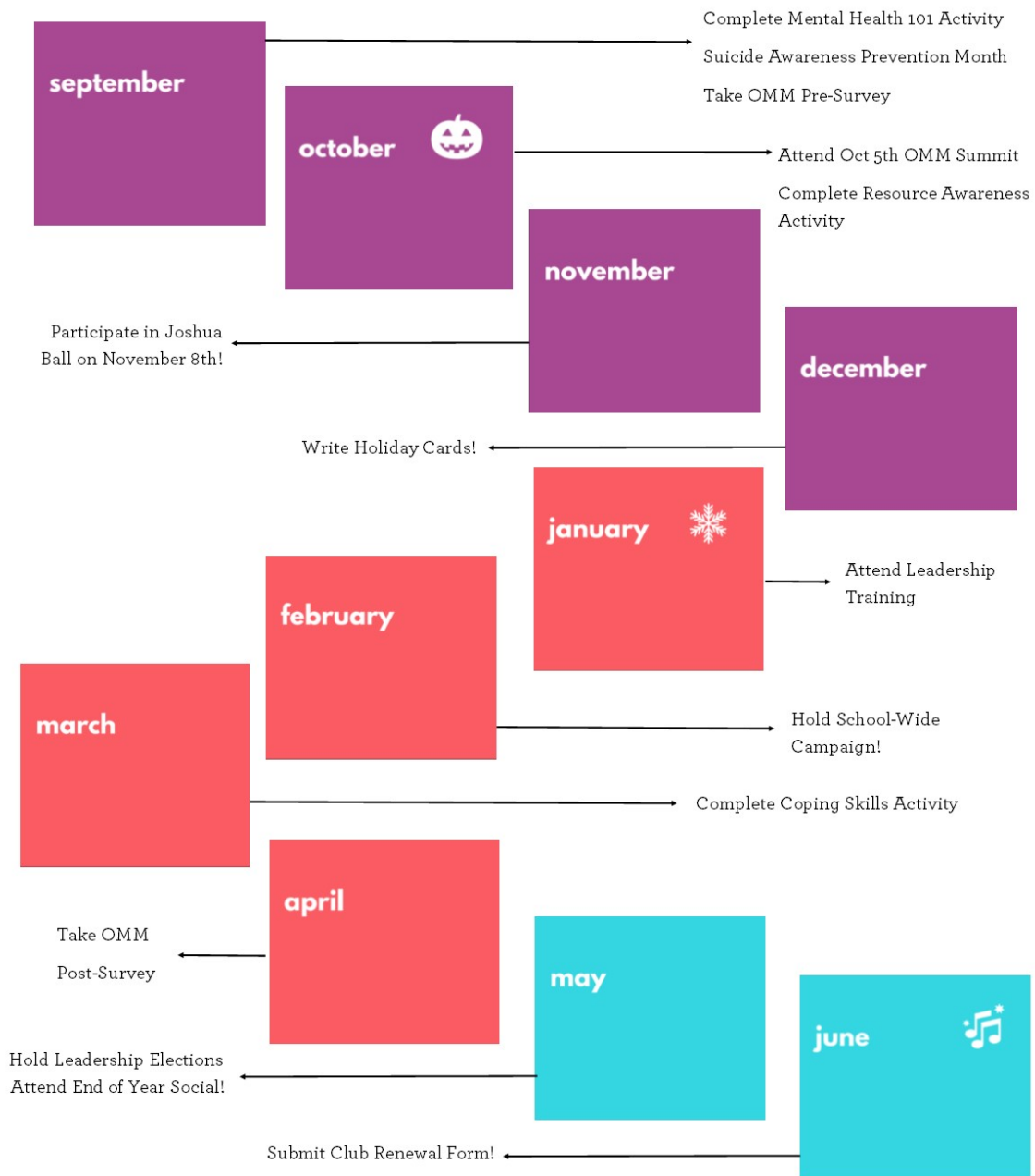
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Follow this Roadmap of a Sample Year in the life of an OMM club!



starting a club

leadership resources

planning template

_____ (your club name) 2019-2020 Planning Document

1) Mission Statement

_____ (your club name) creates a school environment that encourages open discussion of mental health, individual empowerment, use of appropriate mental health resources, and positive coping strategies.

2) Club Meeting Logistics

Our club will meet on:

Day of week _____ Time _____ # times per month _____

In room # _____ Adult Sponsor attending _____

3) Planning Activities / School-Wide Events

As part of the OMM program there are activities that we highly encourage you complete. They are as follows: Mental Health 101, and the Highlight Resource Awareness and Coping Skills activities.

You are encouraged to pre-set 2 school wide “events” or week-long campaigns spread out over the year, use your school’s academic/master calendar (and your planners) at this meeting to assess timing of events as they relate to quarters ending, testing weeks, etc.

See chart on next page.

Use the below to map out when you'll be completing activities. You are encouraged to rotate meeting leaders. *denotes that the club will determine the date the goal is completed

goal	responsible	when	completed
Collect Attendance	Leaders & Members	At club meetings	
Complete Post Meeting Wellness Checks	Meeting Facilitator	After club meetings	
Add Meetings to Shared OMM Calendar	Leaders	Ongoing	
Active Social Media		Ongoing	
Hold Interest Meeting*			
Complete Mental Health 101 Activity*			
Complete Resource Awareness Activity*			
Complete Coping Skills Activity *			
Participate in School Activities Fair*			
Hold School Wide Campaign(s)*			

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o officer roles

president /co-president responsibilities:

- Coordinate leadership team planning meetings
- Select and coordinate meeting calendar and selected activities
- Choose to meet with co-leaders and/or sponsor prior to the meeting to discuss what activities will be utilized in the meeting

secretary responsibilities:

- Oversee supplies and distribute at each meeting
- Ensure members sign in to each meeting
- Ensure the club facilitator submits the post meeting wellness check

fundraising specialist responsibilities:

- Oversee club fundraising activities
- Talk to the school's finance officer about opening a club account, if the club will be raising money and using club funds to pay for materials and activities if club will apply for additional funds from JAF
- Complete application forms, wellness checks, and other forms as needed

outreach coordinator responsibilities:

- Recruit new members to the club to have representation from all grade levels
- Create and distribute posters/handouts to advertise club meetings and/or activities
- Communication with other clubs
- Create and update contact list

social media facilitator responsibilities:

- Run social media accounts
- Advertise meetings/events on social media accounts

- Take club and event photos for social media accounts
- Tag @our.minds.matter on Instagram
- List your account information @bit.ly/ommsocialmedia and follow other OMM schools

underclassmen representative responsibilities:

- Shadow President/ Co-President; help co-lead meetings or events as needed
- Actively outreach to underclassmen

other notes:

- You do not need to have all of the above positions to have a club. Get creative with your leadership team.
- We strongly encourage you to have underclassman as part of your leadership team to ensure a smooth transition in leadership succession
- Consider implementing a shared leadership model throughout the year to give each leader an opportunity to lead and to minimize stress. This works well when leaders have other clubs, sports, or work.
- Get creative with your position names. You do not have to stick with the standard roles (e.g., Club Awareness Director).
- Assign leadership tasks based on personal strengths.
- Most importantly, remember teamwork makes the dream work!

recruitment 101

how do I recruit more members to maintain a strong and active chapter?

- Host a special “bring a friend” meeting featuring an ice-breaker exercise, brief club orientation, and refreshments
- Participate in club fairs
- Utilize the morning or afternoon news channels
- Invite transfer students and freshman
- Pass out lollipops with an invitation tag to the next meeting
- Use OMM flyers and write on a sticky note or on the back the next meeting date
- Invite people with conflicting activities to participate in a school-wide activity
 - Collect email or number so they can still get OMM News
 - Ask them to follow on social media
- Send personal invitations to students in psychology, sociology, health, or other relevant courses
- See if any teacher might be open to sharing with his/her classes about OMM and joining the club
- Set up an info table or conduct an OMM activity at lunch
- Make it as easy as possible to participate. Establish and publicize (social media and sign, school paper) a regular meeting schedule. Provide a contact person (outreach)
- Consider having “new member” welcome packets that include the upcoming meeting schedule and other relevant information
- Hold a meeting with a Q&A for those interested in joining
- Collaborate with other clubs or groups on campaigns

tips to remember:

- Be genuine
- Be open minded
- Practice active listening
- Understand the potential new members. Remember, don't take it personally if they aren't interested in being a part of the club
- Collect emails or phone number of new members & follow up with a thank you messages
- Make each prospective member feel special

leadership & succession tips

Worried about the legacy of your Minds Matter club? Don't sweat it. Your hard work to improve mental wellness at your school will not be forgotten. We are here to help you sustain your club and mission for years to come. Below you will find a few tips for setting your club up for success.

1) engage underclassman

It's never too early to engage underclassman. If your leadership team consists of mostly seniors, consider having potential underclassman leaders shadow current leaders throughout the spring semester and delegate more responsibilities to students interested in taking over a leadership role before elections.

2) map out a vision of the future leadership team

Think about what capabilities/strengths the next leaders will need to achieve the Minds Matter club goals. With this understanding, the club can assess the potential candidates and select the leaders to meet emerging need of the club.

3) recruit new students with different “strengths” to fill potential gaps

Recruit younger peers who are passionate about improving mental wellness, who may need a safe place or connection, and who may be a group or individuals with strengths that the club is missing. Refer to recruitment 101 for more ideas.

additional leadership tips

key tips

We can all be leaders

Everyone has the potential to be a great leader-- we just have different methods of leading others. We need to be open to that idea and willing to redefine the definition of leadership.

Keep an open mind

Be open to suggestions and other ideas that might differ from yours. Just because it's different doesn't mean it's not a great idea.

Be open to feedback

Keep an "open door" policy and listen to the opinion and feedback of your peers and mentors. Sometimes we get too caught up doing something and we don't feel like we have the time to listen, but it is important to take others opinions into consideration.

Don't feel rushed

Even if you haven't made a decision as to who your successor will be, don't make a hasty decision. There are other alternatives such as an interim successor (temporary leader).

general tips

Involve the leadership team

It's important to include others in big decisions, such as in choosing who will be your successor--especially if it's a board with no specific titles. Everyone should be okay with who they are leaving their positions to, so everyone should be involved in the process.

Trial run/ Interim leaders

If you are not 100% sure of who to leave as a successor, perhaps you can appoint an interim leader (or leaders) for a set time and afterward, elections can be held.

Meet one on one with potential successors (create a bond with the successor)

Meeting in groups with your potential successors can be helpful but it is also important to meet 1-1 to get more of a sense of what the person is like. It's also a way to get to know the potential successor on a more personal manner without the scrutiny there may be in a groups meeting. Moreover, this could be a great opportunity for he/she to ask more direct questions about the responsibilities and tasks of being in a leadership position, as well as for the person to explain in a more detailed manner his/her role.

Write it down

If you have ideas for the succession planning or even new ideas for the club in general, don't hesitate to write it down and eventually share it with others. Great ideas tend to happen in the most unusual circumstances, so even if you have to write it as a note on your phone or text it to someone- do it.

Create a guide for future leaders

It would be helpful for present leaders to go over guidelines and pass on tips and OMM materials to future leaders so that they might learn from past experience and mistakes in order to move forward rather than repeating the same oversights.

Remain involved

Even if you become an alumni, if you stay local or when you come back to town, try to remain involved somehow to show unity in the club. If you're not local, you can always check in via email or text.

Delegate

As an active leader, sometimes it is hard to delegate tasks to others--especially if you like things done a certain way. However, it is essential when trying to find a successor since it's a great way of learning the potential successors abilities and strengths.

Shadow program

The potential successor could shadow the current leader to experience the role in a hands-on manner.

Never too early to start

Recruitment can start--and it's recommended-- from a year early.



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minds matter week ideas

themes!

- Themes always get more people involved and excited--decide if your club wants to do a daily/weekly theme

involve other clubs

- Getting other clubs involved in your week-long campaign helps spread word to more of the student body and allows the project to grow beyond your OMM club (e.g., student government, sports teams, drama, etc)

spice it up

- Add a fun and exciting activity to each day! The school day can get boring and dull, lighten up the day with therapy dogs or sidewalk chalk

advertise

- Make a video advertising the events of the upcoming week and air it on your school's morning news show
 - Create colorful fliers/posters and hang them up around the school
- SOCIAL MEDIA--tweet out the daily themes/events, post a picture of you and your peers all dressed up for the theme or participating in the event on Instagram or snapchat. [See Fairfax Minds Matter Instagram](#) as an example.

get inspired!

- Visit <https://joshandersonfoundation.org/past-programs/> for more ideas on how to run a memorable Minds Matter Week.

week-long campaign ideas

give back week

- Use the loudspeaker, school news show, social media, and/or posters around the school to share stories about how helping others (giving back) has improved personal wellbeing
- Select a drive to hold throughout the week (i.e. food drive, book drive, clothing drive)
- Hold a card making station in the cafeteria (i.e. thanking veterans, elderly, custodians, teachers, hospitals)
- Hold a school beautification day (i.e. gardening, picking up trash)
- Hold volunteer opportunities after school (tutoring other students, making cards, packaging supplies)

spread kindness week






- Encourage the school to participate in daily kindness challenges. Use the chart below for ideas.

Monday	Compliment three people you don't know.
Tuesday	Write a thank you note to someone you appreciate.
Wednesday	Text/email someone you haven't talked to in a while to let them know you are thinking of them.
Thursday	Give someone a high five or hug.
Friday	Make a gift for someone that is important to you to show your appreciation for them.

mindfulness week

- Use the loudspeaker, school news show, social media, and/or posters around the school to ask the student body to focus on one sense each day
- Provide giveaways and activities throughout the school day which correspond to the daily sense (ideas provided below)

- Consider passing out or publicizing information throughout the week on the benefits of mindfulness and where students can find resources to practice meditation (ex- Headspace (app), Calm (app), YouTube videos)

Monday	Hearing 	Play calming music or relaxing noises in the hallway during class transitions.
Tuesday	Touch 	Provide stress balls, slime, orbeez, or bubble wrap for students to interact with during lunch.
Wednesday	Sight 	Hang up visually appealing posters or play images on school TVs.
Thursday	Taste 	Hand out snow cones, candy, or other food to students.
Friday	Smell 	Put essential oils out at lunch or provide students with potpourri bags.

stress less laugh more week

- Implement daily activities and giveaways that help relieve stress
 - Ideas include:
 - Stress balls
 - Bubble wrap
 - Therapy dogs
 - Snow cones at lunch
 - Music in the hallways
 - Yoga/ Zumba sessions
 - Candy with inspirational messages attached

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our minds matter **interest meeting template**

1. Officers introduce themselves
2. Describe what OMM is and play the [Welcome to OMM Video](#)
3. Review Club Mission Statement: (Your club name here) creates a school environment that encourages open discussion of mental health, individual empowerment, use of appropriate mental health resources, and positive coping strategies.
4. Describe why all students should join in your school's OMM club. Club leaders may wish to share why they got involved in the club as well
5. Have members sign in as they come in on a computer(s) set up with the sign in page or on their phones @bit.ly/ommsign-in
6. Before closing the meeting, share the next meeting date or where the next meeting date will be announced



our minds matter first meeting ideas

attendance

- As students come into the room, have everyone sign in on a computer(s) with the omm website's sign in page or on their phones using the link [@bit.ly/ommsign-in](https://bit.ly/ommsign-in)

review mission statement

- Review mission statement - (your club name here) creates a school environment that encourages open discussion of mental health, use of appropriate mental health resources, and positive coping strategies

high / low opening

- Introduce starting the meeting with a high/low opening. Go around and give everyone the option to share a “high” and “low” moment/experience in the past 24 hours or week.
 - For example, a “high” could be *‘I went to my favorite frozen yogurt place with friends after school yesterday’* and a “low” could be *‘I didn’t bring a raincoat or umbrella today and got wet on my walk to school.’*

club logistics

- Share meeting/events calendar with the club
- Decide on and create club mode of contact, i.e. group me, Instagram, twitter, etc.

get to know you activity

- Partner up in groups of 2 with someone you don't already know. The person with the shortest hair asks his/her partner the following questions for approximately 5 minutes:
 - If you didn't have to sleep, what would you do with the extra time?
 - What skill would you like to master?
 - What would be your ideal way to spend the weekend?
 - What's the farthest you've ever been from home?

Then, switch roles and repeat the questioning for approximately 5 minutes. Finally, go around and share with your group what you learned about your partner.

kindness challenge

Within the next week, talk to someone new who you don't already know. You might ask them some of the questions you asked your partner today to get to know them better.

closing

Remind everyone when the next meeting will be and how reminders will be communicated

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pre- meeting template

Step 1: Determine goal of club meeting

(write goal above)

Step 2: Select theme and activity or activities

(write them and activity above)

Step 3: Select kindness challenge

(write kindness challenge above)

Step 4: Conduct meeting & make sure meeting date is on shared calendar

(write meeting date above)

post meeting template

Step 5: Complete [Post-Meeting Wellness Check](#)

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our minds matter meeting template

Step 1: All club leaders and members sign in by following this [link](#) on their phone.

Step 2: High / Low OR Rose, Bud, Thorn Exercise

Step 3: Previous Kindness Challenge Check-In

Step 4: OMM Activity

Step 5: Announce New Kindness Challenge

Step 6: Reminder of Upcoming Meetings & Events



student-led meeting with administration template

Pre-meeting:

Idea/Event:
Explain idea/event:
Benefits of idea/event:
Target audience: Size of estimated impact (# of people, classes, etc.):



Date(s): _____

Reasoning for date selection (i.e. → end of quarter/testing is when stress less activities may be most needed):

Materials Needed:



Total Funding Needed: _____

funding breakdown

Amount	For
\$	
\$	
\$	

Funding will come from*:

*consider sources such as PTA,
existing club funds, fundraisers, JAF,
or asking administration directly

Faculty member(s) supporting event: _____
Their role: _____

Is additional Support Requested From the Administration?

During Meeting:

- If a club sponsor is available, bring him/her to show that your idea has adult support
- Be 5 minutes early to your scheduled meeting time
- Go over the information above in as much detail as possible. Showing that you have thought through everything will make administration more likely to approve your idea
- Be respectful and polite

Post Meeting:

- Send a thank you email to the administrator(s) you met with
- If your event was approved, follow up with administration on the progress of your funding/ event

election process template

1. Identify/ announce which roles are up for election in your club
2. Create candidate pool
 - a. Candidates could volunteer
 - b. Leaders could reach out to qualified club members
 - c. Club members could nominate each other
3. Meet with candidates one-on-one to explain roles and responsibilities
4. Allow candidates to present to the club why they are the most qualified candidate at next club meeting
- . Consider implementing a time limit for presentations
5. Pass out election voting template
6. Conduct blind ballot
7. Count votes and inform candidates/ club members of the results
8. Submit your club renewal form to Our Minds Matter with the updated leadership contact information

club goals & rewards

Hard work deserves rewards! Follow this chart to earn supplies and swag for you club.

club goals			
goal	action step descriptions	responsible	points
Hold Interest Meeting	Determine date & advertise meeting	Leaders	10
Hold Teen Mental Health 1 st Aid Training	Coordinate dates with the trainer & advertise sign up forms	Leaders & Sponsors	10
Complete Mental Health 101	Determine date, prepare & execute meeting	Leaders	10
Complete Resource Awareness Activity	Select & plan for resource awareness meeting	Leaders	10
Complete Coping Skills Activity	Select & plan for coping skills meeting	Leaders	10
Hold School Wide Campaign	Select & plan for school wide campaign	Leaders & members	10
club rewards			
when	Items	points needed	
August 19	back 2 school kit Leadership binder, stickers, pop sockets, hotline posters, mental health 101 & resource awareness supplies	n/a	
January	spring training kit Coping skills supplies, buttons, and sticky notes	20	
May	end of year swag Pizza party and Pura Vida bracelets,	40	
BONUS	OMM hats, socks, water bottles, t-shirts, and graduation cords (seniors only)	TBD	

frequently asked questions

what is OMM?

OMM (our minds matter) is a student-led movement designed to change the school culture around mental health. Its purpose consists of increasing help-seeking behaviors, promoting social connectedness, and encouraging self-care and healthy habits.

what is the format of an OMM meeting?

Every meeting is different, but you could expect a general meeting to open with highs and lows, move into a themed activity and discussion, and close with a kindness challenge.

what is the time commitment for an OMM club member?

Every club has a different meeting schedule. Talk to your club leader to find out how frequently your school's club meets. We understand that many people have other commitments, so don't feel like you can't miss one meeting.

what are the responsibilities of a club member?

A club member is expected to attend as many club meetings as possible throughout the year and participate in activities directed by club leaders.

what are the responsibilities of a club leader?

A club leader is expected to plan and lead meetings throughout the year. Leadership responsibilities vary based on school and specific position. Information about the details of each position can be found on page 9.

if i am interested in a leadership position with OMM, how can i achieve one?

Elections are usually held at the end of each school year. If you are interested in holding a leadership position, express interest to the current club leaders about opportunities and remain an active and engaged club member throughout the year.

where can I find lesson plans and other materials to use in meetings?

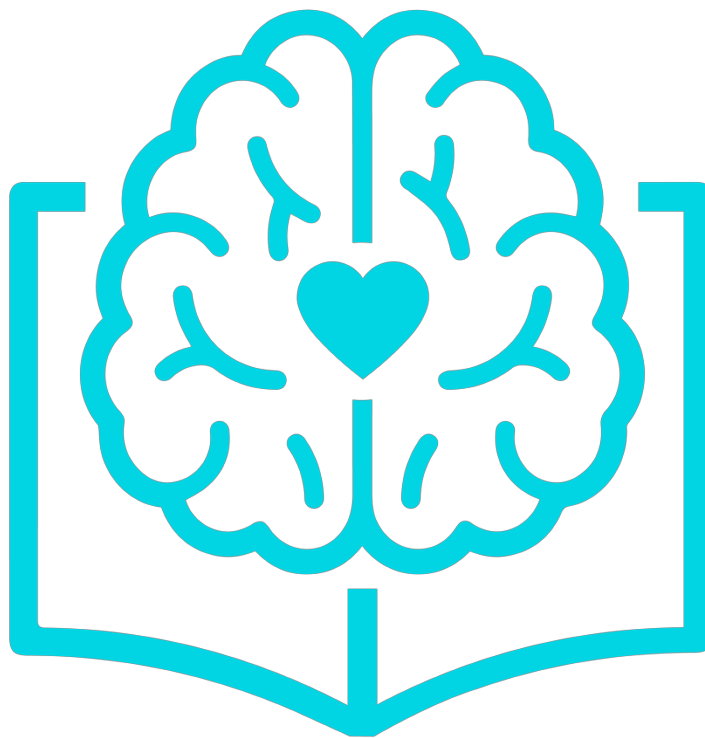
Materials can be found online at www.ourmindsmatter.org and other materials will be provided by JAF at leadership trainings. You can reach out to Laura Beth (laurabeth@joshafoundation.org) to request additional materials.

Lesson plans for club meetings can be found in the OMM Handbook or on the OMM website.

how can I raise money?

OMM has a student-led administration meeting template that can be used to speak to your administration about funding for events. Clubs can also hold fundraisers or submit a request for funding directly to the JAF.

mental health 101



mental health 101

highlight activity

mental health spectrum & do you know their risk and protective factors?-NEW

[20 min- section 1]

This activity will help students understand mental health as a dynamic process by understanding risk and protective factors.

supplies:

- [Mental Health Spectrum handout](#)
- [Facilitator Guide](#)
- Sticky notes

goals:

- Students will begin to understand mental wellness and its similarities to physical wellness
- Students will begin to understand mental health as a spectrum
- Students will begin to understand the complexities that come with mental illness
- Students will begin to understand how risk and protective factors related to their mental health status

instructions:

Prior to meeting:

- Prepare handouts for club members
- Prepare sticky notes with symptoms for the CUT/ANGER scenario
 - Copy each symptom onto individual sticky notes
- Arrange the room so there is a HIGH and LOW side for the mental health spectrum

Facilitator: Mental Health can be confusing and difficult to understand at times, so to make it easy to understand, first we'll talk about how it is similar to physical health.

Who knows what it means to be sick or healthy? (brief response to this question)

Facilitator: Mental Health is something everyone has and it is an unavoidable part of your life. It includes how you feel, think, communicate, and even act. Mental illness can be severe; however, everyone will experience symptoms of mental illness. These symptoms might be so small (like breathing quickly) that you don't notice them, or

they can be extremely visible (like a panic attack). Since it is so broad, we will focus on a specific example.

For this activity, the club will be split into two groups:

Group 1 will receive the stack of sticky notes related to physical health

Group 2 will receive the stack of sticky notes related to mental health

Both groups will be given 5 minutes for members to position themselves around the room placing the symptoms on what they believe to be the appropriate space on the spectrum. After everyone is situated, we will go through the two examples as a large group.

FACILITATOR OPTIONS:

Option A: Discuss physical health example, then mental health example.

- Briefly touch on each example for physical health
- Spend more time talking about each example for mental health
- Compare the differences between the two types of health

Option B: Discuss both examples at the same time, moving from least severe to most severe.

- Spend time discussing symptoms at each level for both physical and mental health, spending more time discussing mental health
- Compare the differences between the two symptoms

Once you've selected Option A or B, distribute "Mental Health Spectrum" handout and provide necessary instructions

The following is an example of a typical order in which participants might arrange their sticky notes, though there is no true "correct" answer as every person may interpret the situation from a different perspective.

Physical Health Example (Cut)	Mental Health Example (Anger)
<ol style="list-style-type: none"> 1. Paper cut on thumb 2. Paper cut on lip 3. Paper cut on eyelid 4. Multiple paper cuts on thumb 5. Rolled ankle 6. Sprained hamstring 7. Deep bleeding cut 8. Bone fracture 9. Broken bone 10. Bleeding artery 	<ol style="list-style-type: none"> 1. A few minutes of irritability 2. Pacing back and forth 3. Consumed by feelings of anger for an hour 4. Shaking and sweating uncontrollably 5. Hours thinking about one thing 6. Crying for hours 7. Screaming at a close friend 8. Screaming at a stranger 9. Punching a wall 10. Banging your head against a wall

discussion:

- How are mental health and physical health similar?
 - Health is a spectrum that is always changing, which applies to both physical and mental well-being.
 - Both have disorders made up of symptoms that are often experienced as a part of everyday life.
 - A disorder emerges once a symptom is more severe or happening more often than it usually might.
- What might happen if you ignore symptoms that fall in the middle of the spectrum?
 - Symptoms left untreated or ignored may increase in intensity and lead to later illness.
- How can you better identify where on the spectrum a symptom falls?
 - You can think about the symptom itself (like anger) and think if there are ways for it to be more or less to put it in perspective.
 - If you have trouble finding perspective, you can talk to a trusted friend, adult, or professional to determine how severe the symptoms are.
- To help others, where on the spectrum do you need to fall?
 - If you fall more on the low end of the spectrum, you should focus on your own mental wellness before others'.
 - It's recommended that if you fall in the middle or on the high wellness part of the spectrum, you are better able to help others.
 - *Remember, fill your cup before filling others.*
- Where on the spectrum should you ask for help?
 - If you're on the lower half of the spectrum you might need help from others.
 - The lower you are the more likely you may need a professional to help out.
- Where on the spectrum can you focus on growth?
 - On the higher end of the spectrum you can focus on growing stronger.
 - This is also a good place for you to be able to help others.

-----Section 2-----

highlight activity

Do You Know Their Risk and Protective Factors?

[40 min-section 2]

This activity will challenge students' assumptions of symptoms related to mental health concerns.

The purpose of the second section is to introduce how mental health symptoms are affected by risk and protective factors.

Facilitator: Mental Health is always fluctuating. How healthy or unhealthy you are isn't just determined by your symptoms or where they fall on the spectrum. Other factors in your life will determine your overall mental health overall. For example, if you regularly cry everyday, how will you react to a fight with a friend or something else that is distressing?

Who can tell me what are risk and protective factors?

Risk & Protective Factors definitions:

- *Risk factors* increase the likeliness of negative mental health outcomes
 - *Examples: exposure to violence, isolation, substance misuse, poor physical health, deviant peer relationships*
- *Protective factors* decrease the likeliness of negative mental health outcomes
 - *Examples: positive peer relationships, involvement in extracurricular activities, family support*

Most factors can work in two directions, either having a positive or negative influence on your life. The same way your friends can be supportive, they can also be a source of stress. Protective factors can help protect you from stress, while risk factors add to stress. To stay mentally healthy, it's important to build protective factors and reduce risk factors when possible. Sometimes you don't have control over your risk factors, but you can always build more protective factors to combat the effects of risk factors.

***** TRANSITION INTO "DO YOU KNOW THEIR RISK AND PROTECTIVE FACTORS?" ACTIVITY*****

supplies:

- [Scenario handouts](#)
- [T-Table](#)
- [Facilitator Guide](#)
- [Questions Handout](#)
- [Scenarios Q & A Master List](#)
- [Mental Health Concerns Cheat Sheet](#)
-

goals:

- Students will be able to articulate the need to understand risk factors related to mental health concerns
- Students will be able to articulate the need to understand protective factors related to mental health concerns
- Students will be able to articulate the domains of the Mental Health Spectrum they can most benefit their peers through helping behaviors.

instructions:

-----Part 1-----

Facilitator: Now that you have a broad understanding of the Mental Health Spectrum, you will be divided into groups to practice your ability to identify your peers' protective and risk factors, and where they may lie on the Spectrum.

For this activity, each group will receive (a) hypothetical scenario(s) about students at your school. Your group will also receive a *Risk & Protective Factors T-Table* handout. As you read your scenario(s), your small group will identify potential risk and protective factors that exist for the main character in the story on the side of the handout with "Part 1" in the title. List each potential risk or protective factor for the individual and provide a rating. Just as during the Mental Health Spectrum Activity, Protective factors are measured from 1 to 10, with 10 being extremely protective, and risk factors are measured from -1 to -10, with -10 being the most risk. In your group, discuss why different group members identify different ratings. DO NOT add up a total score, as protective and risk factors are not additive.

Following the discussion, as a group decide where the main character should be placed on the Mental Health Spectrum. Make sure your group comes to a consensus throughout this activity. Meaning, the identification of risk and protective factors, and the decision for where the character lies on the spectrum, is decided once all opinions have been heard, not based on a democratic vote.

Your group will have approximately 5 minutes.

*****Recommendations*****

It is most realistic to do 2 scenarios

If you want to provide contrasting scenarios, provide groups with the following scenario combinations:

- Karter Scenario & Jasmine Scenario*
- Karter Scenario & Cyrus Scenario*
- Kai Scenario & Jasmine Scenario*
- Kai Scenario & Cyrus Scenario*

NOTE: do NOT select more than 2 scenarios per meeting.

Distribute Scenario Handouts (scenarios are below).

*****Group 2 should receive Mental Health Concerns Cheat Sheet containing information related to mental health illnesses. --this will be brought up during the Part 1 discussion.***

Karter Scenario:

Karter is a sophomore at your high school. Although she's not an upperclassmen, all her siblings are either juniors or seniors, and since she's close with them, she spends much of her time with older students both in and outside of school. She frequently sits with upperclassmen at lunch, and is invited and attends house parties thrown by upperclassmen. It is known that Karter is an incredible artist, with her art winning local awards/recognition. Other than her art being showcased to the entire school, Karter likes to coast under the radar and let her siblings receive all the attention both in school and at home.

Jasmine Scenario:

Jasmine is a senior at your high school and is a shoe in for valedictorian. She is a two-sport varsity athlete, involved in multiple clubs (holding leadership positions), and the first chair french horn player in the school band. On paper, Jasmine is crushing life and she's also very open about her struggles with mental health; openly speaking about concerns with her body image, and depressive moods and tendencies to worry that become debilitating. On occasion, Jasmine misses school when these problems act up. Other days, you notice she is fairly disengaged with classwork or forgets to complete her homework. Jasmine and her partner have been together since freshman year. They're one of the longest lasting romantic relationships in school, so you know they're serious about one another. You have heard from Jasmine herself (or her friends) that she frequently struggles with balancing her academic commitments, friendships, and finding time to spend with her partner.

Kai Scenario:

Kai is a senior at your high school. He's been a varsity wrestling and basketball athlete since his freshman year, and is also the second chair trumpeter in the school's band.

Unique about Kai is he's a fraternal twin, and gets along well with his twin sister. Whether related or a direct cause of being a boy-girl twin, Kai is often seen talking to both boys and girls at school, and is very well-liked. You've seen him at parties and he's always the life of the party. He frequently pulls people into drinking games, starts dance parties, and tends to get pretty wasted as a result. With his focus on sports, music, and partying, Kai doesn't make consistently make his grades a top priority, but he still gets mostly Bs.

Cyrus Scenario:

Group 2 does not need handouts

Cyrus is a junior at your high school. She's always been known as a tomboy because of the way she dresses and her interests outside of school. She and her friends are involved in robotics and prefer playing video games, though they'll occasionally play pick-up games of basketball, soccer, and even ultimate frisbee. She and her group of friends are rarely, if ever, seen at school-related events like football games or dances. In fact, they even seem to be missing at lunch. No one seems to know much about Cyrus and her friends, which often leads students to spread rumors about them.. You're not sure if the jokes or comments are made directly to her face, but you assume she's aware of them.

Facilitator discussion questions:

- What risk factors did your group identify for (Karter, Jasmine, Kai, Cyrus)?
 - What ratings did you give each risk factor?
 - Why do you believe group members rated risk factors differently?
- What protective factors did your group identify for (Karter, Jasmine, Kai, Cyrus)?
 - What rating did you give each protective factor?
 - Why do you believe group members rated protective factors differently?
- Where did your group place (Karter, Jasmine, Kai, Cyrus) on the Mental Health Spectrum?
 - What were the most prominent influencers for the placement?
 - What information do you think you need to know to better answer this question?

Group 2, what resources did you receive in addition to the scenarios?

- *Group 2 should have received a cheat sheet pertaining to possible mental health concerns possessed by individuals in the scenarios.*
- **Do you believe this additional information helped you make better informed decisions related to the person's risk and/or protective factors and placement on the Mental Health Spectrum?**

We will now move onto Part 2 of this activity. Part 2 will provide both groups with additional information.

-----Part 2-----

Now that you've identified possible risk and protective factors, as well as where the character might lie on the Spectrum, we will now complete Part 2 of activity.

As you know, looks can be deceiving. Part 2 will enable you to practice empathy and understanding-building through asking open-ended questions. The questions may guide you in determining how to best support your peers. The questions do not serve to help you diagnose an individual with a mental health illness. Diagnosing individuals with a mental health illness can only be done by professionals who have spent years developing knowledge and skills to do so.

Distribute Part 2 handouts

**** Groups should receive the Part 2 handouts based on the scenario(s) they received during Part 1**

For this activity, one of your group members will play the role of the character in the scenario(s). The rest of the group members have a *Questions* handout. Those with the *Questions* handout will ask the group member who is role playing the open-ended questions, and the role player will provide the responses.

As you listen to the responses, add potential risk or protective factors that your group did not previously identify to the *Part 2* page of the *Risk and Protective Factors T-Table* handout. Also add a rating for the risk or protective factor. The responses may also confirm some of the risk and protective factors your group identified during Part 1.

Facilitator discussion questions:

- What additional risk factors did you identify for Karter? for Jasmine? for Kai? for Cyrus?
 - What ratings did you give the risk factor(s)?
- What additional protective factors did you identify for Karter? for Jasmine? for Kai? for Cyrus?
 - What ratings did you give the protective factor(s)?
- Did your group change the placement of (Karter, Jasmine, Kai, Cyrus) on the Mental Health Spectrum?
- Were you surprised at what you learned about each person?
- How can risk or protective factors change how you perceive overall wellness?

Now I will read the full backstory for each character in the scenario(s) we've discussed.

Read the backstory for the scenario(s) used during this activity:

Karter Scenario:

Although Karter is seemingly close with her siblings and her siblings' friends, she does not feel connected to them. At home, Karter actively avoids interacting with her siblings and parents. When she was younger, Karter was the victim of sexual advances by her mother's boyfriend, and since her mother and siblings did not take her seriously when she asked for help, she never received the support or professional services she needs after the traumatic event. To help cope with her trauma, Karter spends most of her time drawing. As a result, she's developed an incredible talent. She uses her art to express her pain, but because of the quality of work she produces, she's considered a strong artist, rather than someone who may be struggling. While Karter is invited to upperclassmen parties, she's miserable being around all the "fake students." If you were at the parties you'd know that Karter quickly becomes "twisted," both smoking marijuana and drinking liquor. She typically gets intoxicated to the level that she passes out. She gets rides home from her siblings' friends, and then her siblings ensure she gets to her bed safely to "sleep it off." Karter has undiagnosed PTSD, depression, social anxiety, and substance use disorders.

Jasmine Scenario:

Jasmine was diagnosed with an eating disorder, anxiety, and depression, after her childhood best friend passed away when she was 11-years-old. Despite these diagnoses, she is very capable of managing her mental health with a connected support network of family and friends which made her more receptive to treatment from professionals. She has many protective factors that enable her to be successful, healthy, and happy. She spent several weeks one summer in middle school at an inpatient treatment center for eating disorders, that helped her manage her eating habits. Currently, she works with a dietician, meets with a psychologist for cognitive behavioral therapy to manage her anxiety and depression, coordinates with a psychiatrist for antidepressant medication management, and communicates with the school counselor to address any of her needs related to school stressors. All her teachers are aware of her history of mental health concerns, and they make sure to accommodate her needs when she expresses the need for support. Jasmine has a great group of friends who understand her triggers and how to provide her support.

Her partner is supportive of her passions and priorities, always open to compromise and helping Jasmine find balance.

Kai Scenario:

When Kai began high school wrestling he began to struggle with an eating disorder in the form of bingeing and purging to make weight for wrestling meets. Over time he also developed body dysmorphic disorder, where you have a distorted and unhealthy view of your body. Kai has never told anyone close to him about his body-image issues as he is not aware that this is a problem. He tends to think, “I’m an athlete and a teenager, so of course I’m a little obsessive about my physique.” Plus, most of his friends are “jocks” and he feels they would never be receptive to the idea of Kai struggling with an eating disorder because “only girls have eating disorders,” or “that’s just a part of wrestling, not an eating disorder.” Kai’s family life isn’t bad, but his father and grandfather were Marines and hold up traditional ideas about gender like “boy’s can’t be weak.” Kai fears the judgment and ridicule he’ll receive from his father if he approached him for help. As a result, Kai often struggles with thoughts/feelings relating to worthlessness or guilt, fixating on past failures and always blaming himself for those failures. The stress of this often brings him down, and he will often spend hours at home listening to loud music to try and forget about what’s going on in his life, though this often makes him feel sad. When he experiences those episodes of “sadness,” he tends to become less motivated with his school work and his grades suffer as a result.

Cyrus Scenario:

Cyrus identifies as transgender, and has shared their gender identity with their family and friends, who have only showed love and support to Cyrus. Before sharing this identity, Cyrus used to struggle with social anxiety, often worrying about how other people thought about them. After the positive reactions from their support, they have become less anxious, and feel comfortable expressing their identity, though they are not yet ready to share this at school. Since the age of 5-years-old, Cyrus has been involved in Brazilian Jiu-Jitsu and has a blackbelt. They are very involved, often traveling or spending evenings training for hours. Cyrus’s family is extremely supportive of their passion, but encourage them to find a balance with spending time with friends. Although jiu-jitsu is a combat sport/martial art, it has enabled Cyrus to develop mindfulness skills to help them cope with various stressors they face throughout a normal day.

Facilitator discussion questions:

- If your group could change the placement of (Karter, Jasmine, Kai, Cyrus) on the Mental Health Spectrum, would you?
 - If yes, how would their placement change, and why?

-----Part 3-----

Discussion Questions

- How might looks be deceiving?
 - What differences in information existed between the part 1 scenario descriptions and part 2 scenario descriptions?
 - What did you learn about making judgments of where a person lies on the Mental Well-Being Spectrum from this activity?
- What are differences between protective and risk factors?
 - Why might it be important to develop a strong understanding of protective factors?
 - Why might it be important to develop a strong understanding of risk factors?
- Does having risk factors mean your mental health is poor?
- Does having protective factors mean your mental health is good?
- Did the placement of the individuals on the Mental Well-Being Spectrum change after reading part II of the scenarios? If so, why?
- What type of information did you gain from reading part II of the scenarios that you did not have in part I?
- Following this meeting, how do you see mental health differently, and how does that influence where someone falls on the Mental Well-Being Spectrum?
- What do you know about mental health that you didn't before?

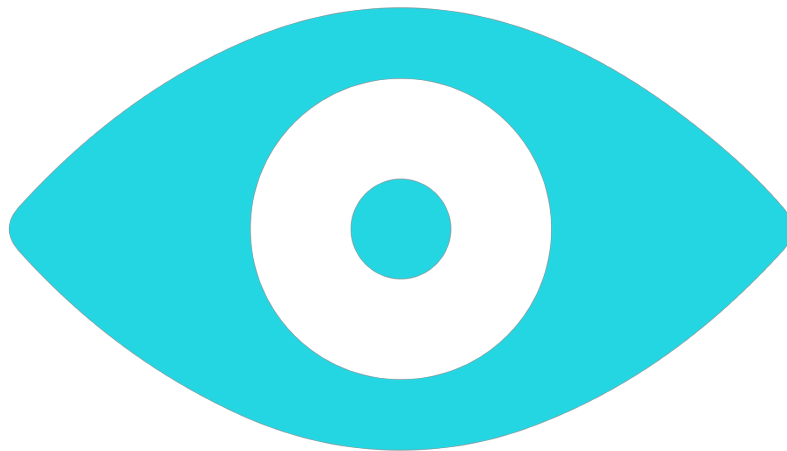
Wrap-up Points

Facilitator: As we learn how to better enhance our own mental health, and cultivate/support the mental well-being of our peers, it's important to recognize that symptoms of mental health can be invisible. In fact, those struggling with mental health disorders are frequently very skilled at hiding symptoms of their mental health disorders as part of repercussions of the systemic stigma that surrounds mental health.

Distribute full version of Mental Health Spectrum

As untrained mental health professionals, it is crucial that you understand that if you believe one of your peers is low on the Mental Health Spectrum, the best way you can help them is to tell a trusted adult that they need support services. Where you can be instrumental in helping your peers is learning about strategies and behaviors that can help those that are high on the Mental Health Spectrum. As a member of OMM, over the next several meetings we will work together to develop our knowledge and skills to help our peers and ourselves that lie on the high or low end of the spectrum.

resource awareness



resource awareness

highlight activity

identifying and utilizing resources

[20 - 40 min]

Students brainstorm different mental health resources and the pros and cons associated with each one.

supplies:

- Posters
- Blank Resource Pros and Cons Chart (1 copy per group)
- Filled in Resource Pros and Cons Chart (1 copy per group)
- Scenario Cards

goals:

- To understand what resources are available to you at your school and in your community.
- To understand what the differences are for each resource and in what situations they may be utilized.
- To expose students to different situations in which they would actually need to use these resources

instructions part 1:

resource pros and cons

Using the blank template, have students, as a group or class, brainstorm different mental health resources. Then have students come up with a list of pros and cons of using each of these mental health resources. After completing the blank template, club leaders should pass out the completed chart to each group. Instruct members to read and discuss the differences between the two lists. If the club leaders/teachers want, the template completed by the club can be posted in the room or somewhere in the school.

discussion part 1:

1. Why do you think it may be important to access multiple resources based on this list?
2. If you or a friend is in crisis, who will you call/talk to?

3. Do you think the student body knows all the resources available to them? If not, how can we, as mental health ambassadors, educate our school?
4. Knowing the resources available to you and actually using those resources are two very different things. Which resources would you be most willing/comfortable using? Which resources are you not likely to utilize and why?

instructions part 2:

****Prior to club meeting, have club leaders print and cut out the scenarios to give to the student volunteers.**

- Have 9 student volunteers fill the resource roles from the identifying resources chart (i.e. one person will pretend to be the friend, one will be the school psychologist/counselor, etc....).
- Arrange chairs for these students in a semi-circle at the front of the classroom.
- Then, have a 3 different student volunteers play the role of the person in crisis. Each person in crisis will have a unique situation (as outlined below).
- It is up to the student to explain to the class what his/her issue is and choose 3 of the resources they would turn to.
- After selecting each resource, the person acting as that resource will give the student in crisis advice from his/her perspective.
- For example, the person acting as the friend might suggest going to the mall to distract the person in crisis. However, the person acting as the school counselor might suggest the student to go through some breathing exercises.
- After hearing from the 3 selected resources, the student pretending to be in crisis will explain why he/she chose to get help from those specific resources.
- The club leader will then reveal which 3 resources would have been best to utilize in this particular situation.
- Repeat the process with the other 2 students in crisis (feel free to swap out the original 9 student volunteers if other students would like to get a chance to roleplay as well), then proceed to the discussion questions.

scenarios:

1. Stress and Not Sleeping

You are starting your junior year of high school, and your workload is crazy hard. You didn't realize how tough the classes you took were. You've never struggled with keeping up with all your homework, but recently, things have been slipping through the cracks. Each night, you're up until 2 am doing school work, so you only get

about 4 to 5 hours of sleep a night. It's been a month into school now, but you just can't keep going like this. You need help. Who do you turn to?

2. Depression

Everyone thinks that your life is perfect. You're the star quarterback of your high school football team, you've got great friends, and you're acing all your classes, and yet, something just doesn't feel right. You can't put your finger on it, but the fun activities you used to do with your friends just aren't fun anymore. You don't enjoy practice, and you find getting up in the morning to go to school a daunting task. You're starting to wonder if something is wrong. Who do you turn to?

3. Anxiety

It's senior year. It's supposed to be the best year of high school! So far, it feels like the worst, though. Juggling band practice, school, and extracurriculars has always been tough, but you've managed, until now. College applications are due in a week and you've only sent off two. You knew you should've started in August, but you just kept putting it off. Now you have one week to write three stellar essays, perfect a new number for the concert, go to two club meetings, and finish a multitude of reading and mathematics assignments. Needless to say, you're freaking out. Every morning starts off with a mini panic attack, and by the end of the school day, a full blown one. You desperately need help but feel like you don't have any time to get some. What do you do? Who do you turn to?

Scenario 1: Ideal Resources: Friend, Teacher, School Counselor

Scenario 2: Ideal Resources: School Psychologist/Social Worker, Family, Private Therapy

Scenario 3: Ideal Resources: Trusted Staff Member, Family, Private Therapy

discussion part 2:

1. If you were actually in a similar situation to any of the students in crisis, would you choose the same 3 resources he/she did, or would you utilize the suggested resources, or would you pick different ones altogether?
2. To the students who acted as different resources, how did it feel to be asked for help? Did you feel that the student in crisis made a good choice by going to you for advice? Why/why not?
3. To the students in crisis, did you feel educated enough regarding the mental health resources available to you to make a smart decision on who to reach out to for help? If not, which resources do you feel could be explained more?

resource awareness

short activity

fidget spinner

[5 min]

Students answer different personal questions about each other to learn more about their fellow club members.

supplies:

- Fidget spinner
- Fidget spinner question board
- Tape

goals:

- To build connection and understanding among club members

instructions:

- Have students break into groups of 3-4.
- Hand out the fidget spinners and the fidget spinner questions handout.
- Put a piece of tape on one of the three sides of the spinner.
- One student at a time spins the fidget spinner. The student will answer the question that the spinner lands on (marked by the piece of tape).
- Students can explain their answer choice if they so choose.

discussion:

- Did you learn anything new about a fellow OMM members? Did anything surprise you?

resource awareness

short activity

peanut butter pit

[5-10min]

Students play a version of “The Floor is Lava” with bandanas in order to build connections and practice teamwork.

supplies:

- Bandanas (2 less than the number of students in the club)
- Masking Tape

goals:

- To build connection among club members
- To practice teamwork with club members

instructions:

- Do activity 1st time without talking and 2nd time allowing members to communicate.
- Predetermine a starting and ending point (Point A and Point B).
- Mark the Point A and Point B with masking tape.
- Gather bandanas (two less than number of students in club).
- Explain the object of the game is for all group members to get from Point A to Point B only using the provided bandanas.
- The goal is to get everyone across the bandanas without touching the floor (aka the peanut butter pit) in under 2 minutes.
- At the completion of the activity, you can talk about how the activity was an example and proof that other people care and want to help (possibly provide specific examples/observations of students helping one another from the activity). Sometimes we do not even recognize the resources.

discussion:

- Was the activity harder the 1st time or 2nd time around?
- Did everyone seem to have the same goal in mind? Was everyone working together to try to achieve that goal? Compare and contrast the 1st and 2nd time.
- How did asking for help aid your own mission to get across the line? Could you have gotten across alone?

resource awareness

activity

resource scavenger hunt- NEW

[20 min]

Students will learn more about the trusted adults in their school building through a get-to-know-you scavenger hunt.

supplies:

- [About Me sheet](#) (1 per trusted adult)
- [Scavenger Hunt sheet](#) (1 per person or team)

goals:

- Students will identify and locate trusted adults in their school
- Students will feel more connected to the trusted adults in their school, as they learn more about the trusted adult.

instructions (pre club meeting):

Prior to the club meeting, student leaders (or club members at a previous meeting) should identify trusted adults in their building. If you want to consult with club members on which trusted adults to interview, you can send out a google form to poll members before the meeting.

The goal is to identify at least one adult per department. Ask each identified trusted adult to complete the About Me sheet and post it on his or her door the day of the scavenger hunt.

Using information collected on the About Me sheets, edit the Scavenger Hunt sheet. Include one clue per trusted adult.

instructions (day of the scavenger hunt):

Decide, as a group, to complete the scavenger hunt in teams or as individuals. Provide each person or team with the Scavenger Hunt sheet personalized for your school. Set a time limit of 8-12 minutes depending on the number of trusted adults in the school. Have students disperse throughout the school looking to match the clue with the correct trusted adult. Remind students that the answers are on the About Me sheets on the trusted adult's door.

Once everyone returns, determine a winner (fastest or most correct). Award the winning person or team with a prize, either a piece of candy, a recognition certificate, or a round of applause.

discussion:

- Did any of the people on the list of trusted adults surprise you?
- Does knowing that the trusted adults were student nominated make you more likely to approach them if you have a concern?
- Does knowing more personal information about the trusted adult, make it easier to approach them if you have a concern? Why or why not?
- What else would help make it easier to approach an adult in your school if you have a concern?

resource awareness

activity

royal chair

[10-15 min]

Students split up into small groups and each take turns having positive things written about them.

supplies:

- Post It Notes
- Polaroid Camera (optional)
- Chair
- Writing Utensils

goals:

- Recognize positive strengths of club members
- Build connection and understanding among club members

instructions:

Divide up into 4-5 students. Have students take turns sitting down in front of a blank wall while other students in the group write down positive words to describe the student on post-it notes. The students will stick the post it notes on the wall behind the sitting student's head.

Once everyone has written down and posted multiple words the group will take a picture with the provided polaroid camera of the student and the kind words. Each group should rotate through so that everyone has a chance to have words written about them. Then have the class answer questions about the experience.

discussion:

- How did it feel to receive your post-it notes?
- What was your favorite post-it notes?
- How often do you compliment or tell others about their strengths?
- Do you hear a lot of compliments given at school?
- Does this activity change your attitude towards giving compliments in everyday life?

resource awareness

activity

mood libs

[15 min]

Students read about different situations and share their perspectives on which resources would be the most beneficial for them.

supplies:

- Mood Libs handout for each member
- Pens/Pencils

goals:

- To be able to name four resources available to support your mental wellness
- To understand that those resources are willing and happy to help

instructions:

Introduce the activity by talking about how different people offer different resources to our lives. For example, your mom may be the best person to talk to when you're down, but your best friend may be the person who you want to meet up with when you want to have a good laugh. It is important to recognize who can help you in different situations. In this activity you will create a profile for qualities a person you would talk to in a specific situation.

- Divide students into groups of 4-5 and pass out the Mood Libs Worksheet.
- Read the first example of Mood Libs as an example.
- Have students fill in the worksheet in their group, filling in their own names into the Mood Libs if they would like.
- Have students take 10-15 minutes to complete the worksheet.

discussion:

Afterwards, have one volunteer from each group can share one Mood Lib that they feel expresses a positive student resource that they can turn to in a scenario of need.

resource awareness

school wide activity

get to know your resources

[30 min]

Students brainstorm different resources they could reach out to in school and interview each resource on how they would be beneficial.

supplies:

- Paper
- Writing Utensil Poster
- Any other advertising material

goals:

- Students see and appreciate who they can go to in school for help
- Students learn about and humanize school resources

instructions:

Arrange students in groups of 3-4. Have students brainstorm all the possible people in the school who they think could be resources to them in times of need, from counselors to teachers, for five to ten minutes.

After time is up, have everyone in the group come back together and create a complete list of all people they identified.

Break back out to the original groups of 3-4 students. Assign each group 1-2 of the identified school resources, or people to turn to in times of need. If every resource on the list is not assigned to a group, assign the remaining identified resources (names) to specific groups.

Have each group arrange dates and times to interview the people on the class list to gather more information on each resource so students are aware of them. Club students will perform the interviews.

Possible profiling questions include:

- What are ways you wished students treated each other better?
- What would you say to a student that feels lonely or depressed?

- How can they help?
- Why do they like helping?
- What are some things about them people might not know (fun facts)?
- How can you contact them?

TIP: Students could make a video using this information to show on the morning announcements or submit an article to the school newspaper.

discussion:

Review the Resource Pros & Cons Chart and add any additional resources to your chart.

Have students consider what outlet they want to use to distribute the profiles to the rest of the school.

Some sample ideas are:

- Poster
- School announcements
- School newspaper/television
- Social media

resource awareness

kindness challenges

sharing is caring

Challenges:

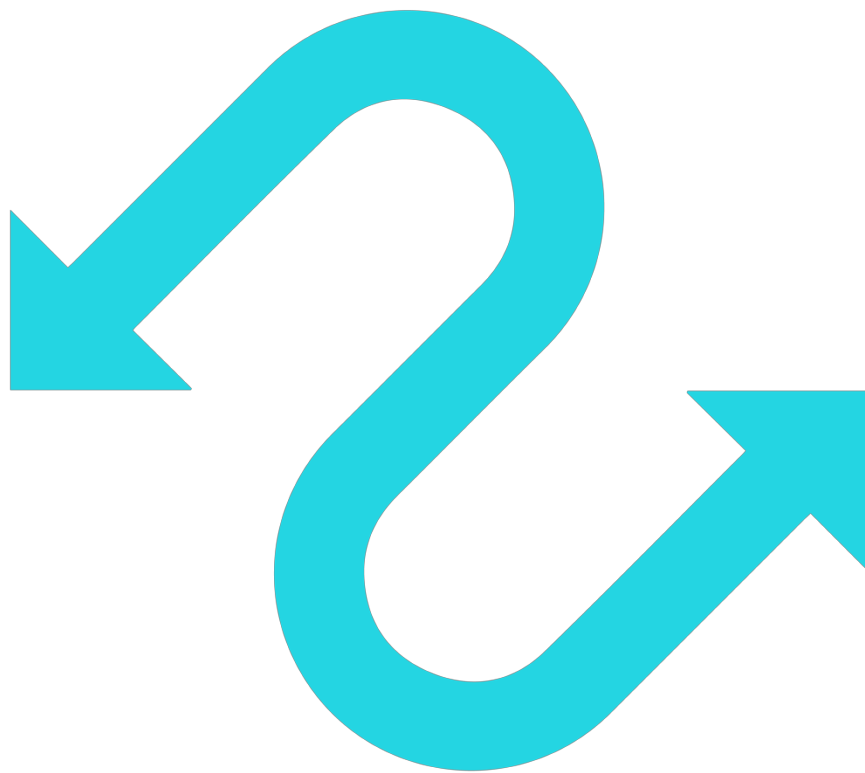
- Share a mental wellness resource (e.g., school social worker) that you have used or would consider utilizing with a trusted friend
- Talk about mental wellness resources that you didn't know that existed but with peers at lunch or during an appropriate time

quotes to inspire

“Kindness is an act of selflessness designed to make the receiver feel good”



stigma reduction



stigma reduction

short activity

words hurt

[5-10 min]

Students brainstorm negative words that describe mental illness which is shared with the club.

supplies:

- Bulletin Board Paper
- Post Its
- Markers

goals:

- Bring awareness to students that there is a stigma behind discussing mental wellness
- Recognize the power of positive vs negative words when discussing mental health
- To be able to identify positive ways to describe mental health

instructions:

Distribute multiple sticky note pads out to students. Have students write out all the negative words or phrases they have heard to describe mental illness. (i.e. crazy, lazy, stupid, can't sit still, just need to get over their bad mood) for approximately 2 minutes. Then, use the bulletin board paper and trace a life size outline of another student. Post the poster on the wall or a table and ask students to come up and place all their post-it's on the image (even if they are repeat words). Once everyone has posted their words, review the discussion questions.

discussion:

- How do you think someone may feel hearing these types of comments daily?
- We don't always know who is struggling with something. How do you think someone may feel if their friends and family are using these words and phrases to talk about mental health? Do you think they would be less inclined to share their struggles?
- How do you feel looking at this person filled with negative comments and words?
- What do you think we could be doing to help change the conversation about mental health?

Have students come up one-by-one or in groups of two to respond to one of the negative words written on the post-it notes. Instruct the students to cross off the negative word and replace it with a positive word associated with mental illness or write an encouraging message to someone struggling with a mental illness.

stigma reduction

activity

changing minds panel- NEW

[30 min]

Student leaders facilitate a student and/or young adult panel to discuss the stigma surrounding mental wellness, including influential parental and cultural factors.

supplies:

- Microphone (optional)
- Video camera (optional)
- Chairs
- [Facilitation Questions](#)

goals:

- Students will realize they are not alone in trying to de-stigmatize mental wellness
- Students will acknowledge and validate the cultural and parental factors that can make it challenging to discuss or seek help for mental health concerns.
- Students will learn from others' experiences in how best to continue in changing minds about the importance of mental wellness

instructions (pre-club meeting):

Student leaders, with support from their club sponsor, should identify 3-5 students or young adults to serve on a panel about mental wellness. Some potential resources in identifying students or young adults includes: National Alliance for Mental Illness (NAMI) young adult speakers (contact the local branch), NAMI youth support group, students who have participated in Youth Mental Health First Aid Training, or ask the school counselors, school social workers, or school psychologists for suggestions.

Note: Students chosen for the panel may have their own personal connection to mental health (i.e. been diagnosed with a mental health condition or been suicidal in the past). However, they must have received treatment *and* made strides to being healthier.

***All students chosen, except NAMI young adult speakers (who have their own screening process), must be screened by the school social worker or school psychologist to ensure that the identified student is a good match for the panel.

In identifying students for the panel, try to choose a diverse group. Consider ethnicity, gender, sexuality, etc. Once students have been selected and screened by the school social worker or school psychologist, provide each panel member with the list of Facilitation

Questions so they feel comfortable with the questions asked and begin to prepare what they will say.

Determine the audience for the panel. Is it club members only? Is the entire school invited? Are parents and/or staff invited? Once the audience is determined, decide if the panel will be filmed. If so, obtain consent from all the panelists.

instructions (day of panel):

Choose who will be the facilitator of the panel. Arrange the chairs in a line for the panelists. Consider using a microphone for a large audience.

Begin by introducing each panel member, including his or her name and grade. The facilitator will ask the Facilitation Questions, one at a time, allowing each panelist an opportunity to answer. Allow approximately 5 minutes for each question. Thank each panelist for sharing his or her story and thoughts. Recognize that it takes courage to share one's story, but it is also the very way to help reduce stigma.

Once all the questions have been answered, if time allows, take questions from the audience.

discussion:

In one sentence, share what was most meaningful or valuable to you in the Changing Minds panel?

- What new understanding did you find?
- Has this panel changed your perception of anyone (parents, other students, individuals with mental health concerns), including yourself?
- Is there a next step you would like to take based upon the panel conversation?

other tips/resources:

- [Use this guide](#) for additional facilitation questions or for establishing ground rules.

stigma reduction

activity

cultural conversations- NEW

[30 min]

Students discuss what it takes to create a safe space and how we can learn to be uncomfortable and vulnerable, as it relates to conversations about mental health and seeking support.

supplies:

- [Ground Rules](#) (posted on a poster paper or projected)
- Poster paper (optional)
- Computer with projector (optional)
- [Get-To-Know-You Questions](#) (1 per person, or projected)

goals:

- Students will learn various elements to create a safe space
- Students will learn strategies to be an approachable, non-judgmental person of support
- Students will engage in authentic conversations

instructions:

Having authentic, meaningful, and progressive conversations about culture require a safe space, so people can sit with being uncomfortable. The same is required for reducing the stigma surrounding mental health.

To facilitate a safe physical space that removes all implications of power, have everyone sit in a circle.

Part of feeling safe is knowing something about the people in the room or the person of potential support. The idea is to find a connection point with someone with whom you are about to share something personal. For our purposes, we are going to answer some get-to-know-you questions with various partners.

Distribute the Get-to-Know-You questions handout.

“On your handout, look at the questions under ‘Getting to Know Each Other.’ Turn to the person next to you. Answer Question 1. Each person will have 30 seconds to answer. Next, find another partner, and answer Question 2. Again, each person will have 30 seconds. We’ll keep going until every person has answered at least four questions.”

Get back together with the group: “Say your name and one thing you shared with a partner.”

Another way to create a safe space is to create some agreements and set ground rules. Post the Ground Rules and review, as a group. Feel free to add any additional agreements or rules. Remember this is a conversation and an exercise in feeling safe. This is not a problem-solving session. This is also a beginning and not means to an end or the end.

Four Agreements: We will...

1. Stay Engaged-Listening for the group’s benefit, not just your benefit.
2. Speak Our Own Truth-Have the courage to share your experiences/perspective and ask questions of the group that will encourage them to share theirs.
3. Experience Discomfort-Searching out experiences/perspectives different from your own. Having the courage to ask the group to ask questions of you.
4. Expect/Accept Non-Closure-Not looking to solve/answer all of the questions. Not looking for the solution/answer. Looking for a different question that will help us find a different solution.

Ground Rules:

1. Speak for yourself. Don’t try to speak for others or for “your group.”
2. If you feel hurt by what someone says, say so, and say why.
3. It’s OK to disagree
4. Don’t use names if you talk about someone who is not in the group.
5. Some of the things we talk about in this group will be personal. Unless we all say it is OK, we will not talk about each other’s stories outside of this group.

Read the [Time to Change](#) essay and use it as a starting point to answer the following 4 questions.

By a show of hands, has anyone experienced or personally know anyone who has experienced a similar story to Cara’s? Allow a few minutes for anyone to share their own story if they wish.

1. What ideas are missing? In our school, what is the main thing that makes it difficult to break the stigma surrounding mental health?
2. Why does stigma around mental health exist? What are its consequences?
3. Why do people see things in different ways? How do you know if different perspectives are valued equally?
4. What are some individual and/or group actions that can be taken to reduce stigma and break barriers to people seeking support? Need ideas: see below:

INDIVIDUAL Actions

1. Talk to someone you've never talked to before.
2. Fight stereotypes by getting to know different kinds of people.
3. Reach out to people who are alone.
4. Volunteer with a community organization.
5. Become a mentor to younger kids; give them a hand or advice when they need it.
6. Join a new club. Get to know different kinds of people.
7. Speak up when you hear someone make a put-down or unfair remark.

GROUP Actions

1. Start a club that brings together people from different groups.
2. Ask a local organization to sponsor a "community youth night" each week, with sports, homework help and other activities.
3. Have Mix It Up Dialogues as a regular part of school life to address all kinds of issues.
4. Hold more Mix It Up at Lunch days.
5. Get the school to mix up grades at school events.
6. Get clubs and organizations in the school to do joint projects and events.
7. Create a "school climate" committee that includes both students and teachers.

discussion:

- What is one new idea, thought, or perspective that you leave this conversation with?
- Determine one individual action to take
- Determine one group action to take with your club

other tips/resources:

- <https://www.pps.net/domain/1121>
- <http://www.racialequitytools.org/resourcefiles/mixitup.pdf>

stigma reduction

activity wordle

[10-15min]

Students come up with positive words to describe their group members and create a wordle together.

supplies:

- Computer
- Paper
- Pens/Pencils/Markers

goals:

- Bring awareness to students that there is a stigma behind discussing mental wellness
- Recognize the power of positive vs negative words when discussing mental health
- To be able to identify positive ways to describe mental health

instructions:

Leader should explain that one way to reduce stigma is to think about the language that we use when discussing a mental illness.

In groups of 3-4, students should design a wordle either using the online site (<http://www.wordle.net/>) or on paper. Have each group member take a minute to come up with positive words to describe the other members in their group and themselves. The group will then use these words to create their wordle. Instruct the students to consider using some of the positive words that others came up with from the “words hurt” activity (if completed) and the “foam ball” activity.

Leader may need to remind students how wordle functions (i.e. the more times a word is typed in the word box typed, the larger that word will appear in the wordle).

discussion:

Five to ten minutes before the end of the meeting, the leader should ask students to share their wordles. Leader club members may or may not decide to have students display their wordles throughout the school if appropriate.

stigma reduction

activity

males and mental health-NEW

[15-20 min]

Explore gender differences that make it difficult to share certain emotions.

supplies:

- masking tape, painter's tape, or yarn

goals:

- Students will be able to identify the difference between males and females, as it is related to the expression of emotions and mental health
- Students will explore specific societal labels or judgments applied to the expression of certain emotions
- Students will brainstorm possible solutions to more readily expressing emotions that make males feel vulnerable

instructions:

Prior to the beginning of the activity create a line on the floor, approximately 10 feet long, using masking tape, painter's tape or yarn. Label one end with "uncomfortable" and the opposite end as "comfortable."

"Most of our personal experiences tell us that guys are different than girls. It turns out that research and statistics support our personal experiences. In one survey, a third of guys think society expects them to 'be a man' and 'suck it up' when they feel sad or scared. A third said they feel they should 'hide or suppress their feelings when they feel sad or scared.' As a result, guys tend to see seeking help as a sign of weakness. Based on research, they are less likely to recognize, talk about, and seek treatment for depression. The result is teen and young adult men are more likely to die by suicide, when compared to females".

“Today we are going to explore the research further through a visual representation of our group’s comfort level with emotional expression. I will state an emotion and you will move along the line to represent how you feel, from comfortable to uncomfortable, expressing or sharing the emotion with a close friend or trusted adult.”

- Anger
- Jealousy
- Pride/Confidence
- Confusion
- Joy
- Scared
- Worried
- Shame/embarrassment
- Hurt
- Sadness
- Hopelessness

discussion questions:

- What observations do you have based on the activity?
- Are there certain emotions from the list that when expressed make the person seem tough? Weak?
- Is there a pattern to the “tough” and “weak” emotions?
- What emotions are easier to express, especially as a male?
- What is one thing that would make it easier to express an emotion that makes someone feel more vulnerable (sadness, hurt, hopelessness, etc.)?

other tips/resources:

- [Boys Need Better Access to Mental Health Care](#)
- [How Being Injured Affects Mental Health](#)
- [Elite Sport is Gradually Waking Up to Widespread Mental Health Issues:](#)
- [It’s Ok to not be OK: What top athletes have said about mental health in sports](#)
- [Coalition Aims to Expand Conversation Around Sports and Mental Health](#)
- [NCAA and mental health](#)

stigma reduction

activity

foam ball

[10-15 min]

Students symbolize how hurtful stigma really is through the use of a foam ball and medical swab sticks by stabbing the ball with a stick for every word or action related to stigma.

supplies:

- Styrofoam Ball
- Medical Swab Sticks

goals:

- Students will be able to define and understand the harmful effects of stigma
- Identify ways to fight stigma

instructions:

Prior to activity, club leader should read out and/or write on board the definition of stigma to club members:

Stigma refers to the disapproval and shame FELT BY THE PEOPLE exhibiting characteristics that society *perceives* as wrong or unusual.

Give each student 1-2 medical swab sticks. Going around in a circle, each student will identify one word or action to define stigma. As the student says the word or action, he/she will place one medical swab into the Styrofoam ball so that the pointy end sticks out. Continue around the circle until all ideas are exhausted (students are able to take additional medical swabs as needed). The leader will then note that stigma hurts, just like the sharp exterior of the ball.

discussion:

To represent fighting stigma, each student will then remove the medical swab from the ball and flip it so that the soft end is sticking out. As the student flips the medical swab, he/she will share one way to fight stigma with the group.

Determine one thing you will do as a club to fight stigma until your next club meeting.

stigma reduction

kindness challenges

kindness through body language

Before the activity, instruct students to rate their mood on a scale of 1-5 quietly to themselves. Then start the activity.

Challenge: Give as many high-fives as possible in 10 seconds

Post Challenge Discussion:

1. What is your mood now on a scale of 1-5? Did it improve?
2. What did you notice about the energy of the room? Did it change as a result of the activity?
3. Did the challenge and having a specific task of interacting make it easier to connect with different people?
4. What did it feel like to give/receive a high five?
5. Why is giving a high an act of kindness?

Extension Challenge: Count how many high fives you've given between now and next meeting.

find kindness in others

Challenge: offer up a shout out to those who you see being kind to others.

Note: This exercise will require you to put forth a little more effort. As you are going out of your way pay to more attention to the things that are happening around you. Chances are you will see someone do something kind for someone else. Approach that person and let them know you recognize their kindness, and that you appreciate them.

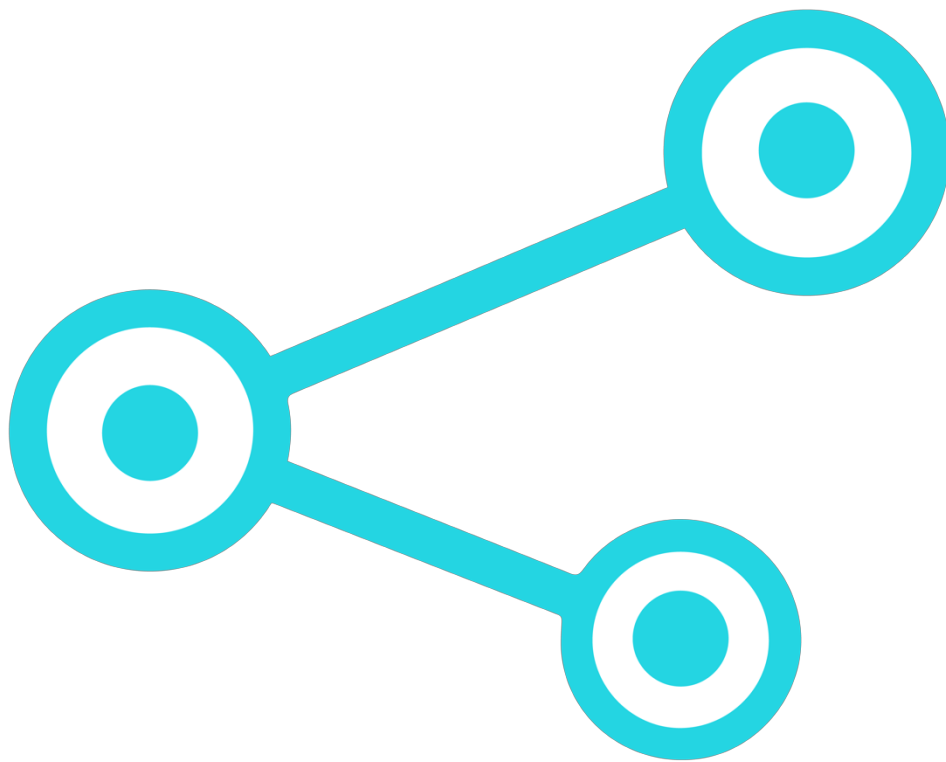
Trust us on this one, you'll both have a little bit better day for it :) Tell that person even though it may feel a little awkward.

quotes to inspire

Kindness is a language which the deaf can hear and the blind can see ~ Mark Twain

Kindness can be its own motive. We are made kind by being kind. ~Eric Hoffer

social systems of support



social systems of support

short activity

human chair

[5-7 min]

Students rely on one another to support them as a “human chair” as a way to symbolize the benefits of a healthy social relationship and the importance of the social systems of support.

supplies:

- Relatively large open space
- A chair for each club member

goals:

- To identify what is a healthy versus unhealthy relationship
- To understand the importance of healthy social relationships

instructions:

- A relatively large open space will be need for this activity. Feel free to move around desks so that space is available or move to the hall way or adjacent common area.

Arrange all students into a circle. Have the students stand shoulder to shoulder, at once have everyone turn to their right so that each student is facing the back of the student in front of them.

- Consider splitting into different groups in case it could be uncomfortable to sit in the lap of someone of the opposite sex.

Then on the count of three, have everyone sit (on the lap of the person standing behind them). This needs to be done in unison or part of your circle will fall on the ground (which can be fun, too).

Practice until you’ve successfully completed the human chair, and everyone is

sitting and stable on someone else's lap.



discussion:

1. Was it difficult to complete this challenge?
2. Were there any tricks or tips you used to help the person in front land on you or land on the person behind you?
3. What can this activity say about forming healthy relationships with your peers?
4. How does this physically supportive activity reflect how a group of people can socially support one another?

social systems of support

short activity

tweets

[5-10min]

Students create tweets to describe what a healthy social relationship means.

supplies:

- Today's Tweet Template
- Pens/Pencils

goals:

- To identify what a system of support is
- Engage club members in a social media campaign

instructions:

- Create tweets (280 characters or less) to describe what a healthy social relationship is, using the Today's Tweet worksheet to complete.

discussion:

- If comfortable, share the tweets as a group. If the sponsor feels that the tweets are appropriate, consider sharing the tweets on the club's group twitter account or the member's personal accounts. Encourage students to use the #omm and hashtag their own club name in their tweets!

social systems of support

activity

healthy relationships

[10-15 min]

Students watch a short video about the power of vulnerability and pair up to ask their partners questions to help connect with each other.

supplies:

- A/V Equipment
- [Brene Brown: The power of vulnerability](#) video
- [36 questions](#)
-

goals:

- To identify what is a healthy versus unhealthy relationship
- To understand the importance of vulnerability
- To understand the importance of healthy social relationships

instructions:

Show the clip time (3:12-5:35) in the following video:

[Brene Brown: The power of vulnerability](#)

Have students break into pairs of their own choosing. If an odd number, have the sponsor pair up with the final student.

Share the following with the group: According to Brene Brown, “connection and vulnerability are linked. The more vulnerable the relationship, the deeper the connection can be.” We are going to experiment with vulnerability in relationships.

The following five questions are sampled from the scientific study “How to fall in love with anybody in 36 questions”, a study that sought to see if two strangers could fall in love over the course of 36 vulnerable questions. According to the study, “given the vulnerability required in answering the questions, connections

are sparked.

discussion:

Give the students 10 minutes to ask each other (in their chosen pairs or group people with member they don't know yet) the following questions:

- What do you value most in a friendship?
- If you could wake up tomorrow having gained any one quality or ability, what would it be?
- What would constitute a “perfect” day for you?
- If a crystal ball could tell you the truth about yourself, your life, the future or anything else, what would you want to know?
- What is the greatest accomplishment of your life?

Bring the group back together to discuss the following questions:

- What was it like to connect with your partner?
- Did you learn anything you previously did not know about your partner?
- Did you experience a little bit more vulnerability with these questions than normal conversation?
- Did that hurt or help the connection with the other person?

If interested, students can see the other questions: [36 questions](#)

social systems of support

kindness challenges

be a cheerleader!

Challenges:

- Give props to someone who is trying to be helpful especially when the person is offering to be a part of the solution to a problem.
- Let someone know you recognize their sensitivity, kindness, compassion, etc. with others.
- Cheer up someone who is discouraged with a hug, spending time with her, sharing truth, giving hope, telling a joke.
- Be patient with people when you need something, especially when there is a long line of people waiting. Tell that person you appreciate how hard they are working to help everyone around them.
- Do a task normally done by your partner.
- Be quick to listen and slow to talk. Sometimes, the best encouragement is a listening ear.
- Journal kindness you see throughout a certain time period

quotes to inspire

You encourage people by seeing the good in them ~Nelson Mandela

A candle loses nothing by lighting another candle ~ James Keller

respect



respect

short activity

just because poems...

[5-10min]

Students create their own poems using the “Just Because” template and share one of their just because statements with the group.

supplies:

- [Just Because Poem Templates](#)
- Pencils

goals:

- To build connection among club members
- To increase awareness and promote tolerance among team members

instructions:

Complete your own “Just Because...” Poem using the Just Because...Template.

Go around the group and have each member share a “Just because...Doesn’t mean...” statement or their entire poem if they like.

discussion:

- What did it feel like to share your “just because...” statement with your peers?
- What are ways we can promote respect among peers?
- Why is it important to remember to look past stereotypes?

respect

short activity

how willing are you to be friends with...

[5-7min]

Students start in the middle of the room and move to either side based on whether or not they would be friends with the people described by the leaders.

supplies:

- Open space

goals:

- To examine personal biases
- To build connection among club members
- To promote tolerance in their school

instructions:

Everyone starts in the middle of the room. Have one person (or alternate people) read the following statements. For each question, move to the left side of the room if your answer is “very willing”, move to the right side of the room if your answer is “not willing”, and remain in the middle of the room if you are unsure.

Questions:

How willing are you to be friends with...

- An athlete
- A nerd or geek
- Someone who practices a different religion than you
- Someone who has different political views than you
- Someone who is stressed
- Someone who is anxious

- Someone who has ADHD
- Someone with a Section 504 plan or IEP (special education)
- A drug user
- Someone with depression
- Someone with bipolar disorder
- Someone with obsessive compulsive disorder
- Someone with psychosis

discussion:

As a group, discuss the following questions:

- Was it difficult to decide with only one descriptor of the person?
- Did you notice your friendships are more diverse than you thought?
- Did you realize that you have any biases or prejudices that you did not expect?
- What does this activity show us about our tolerances as a school?

respect

short activity

create your shoe

[5-7 min]

Students use a website to create their own “shoes” with three traits they feel describe them the best.

supplies:

- Computer/Cell Phone
- Paper
- Markers/Crayons/Pens

goals:

- To create own “shoes” and poems that highlight each person’s uniqueness. The “shoes” move beyond singular labels or stereotypes, which can stifle tolerance

instructions:

Visit the following website: <http://walkinourshoes.org/shoe> and click “Get Started”

Choose your own shoes and three traits that describe you/ You can share your personal shoe on the website’s gallery or print them off and post them in the school!

**Should computers not be available to the students, have students complete the activity on their cell phone or make their own shoe on paper.

discussion:

- Share your “shoes” with other club members either in small groups or as a large group

respect

activity

walk in our shoes

[15-20min]

Students are put into groups which are given a video about a “character’s” story struggling with different disorders.

supplies:

- Computers/Cell Phone
- [Walk in our shoes website](http://walkinourshoes.org/#/our-stories)

goals:

- To take the perspective of someone with a mental illness to increase awareness and promote tolerance
- To develop helpful response to hurtful statements that others make to individuals with mental illnesses

instructions:

Break up into groups (5 or fewer groups) and assign each group a “character” below from <http://walkinourshoes.org/#/our-stories>. Options include:

- Scarlett
- Laura
- Jose
- Matt
- Lucy

Each group should watch their assigned character’s story on:

<http://walkinourshoes.org/#/our-stories> (each video is approximately 3 minutes)

discussion:

- How did it feel to hear your assigned character’s scenario? Did it change your perspective on mental illness?
- How can you be more aware of your words? Why is it important to be aware? What was the most eye-opening part of these scenarios for you?
- What are some of the things you could say to your character to help them with their struggles

respect

activity

promoting tolerance

[10-15 min]

Using a spider template, brainstorm different ways to promote social tolerance.

supplies:

- Bulletin board paper
- Writing utensils
- Sticky notes (optional)

goals:

- To examine personal biases and stereotypes that prevent tolerance
- Develop ideas to promote tolerance in their school

instructions:

Prior to beginning this activity, the leader should copy the Spider Web design (below) onto poster or bulletin board paper.



Using the Spider Web template, displayed for the group, students will brainstorm ideas about promoting social tolerance, think of universally applicable ways to promote tolerance. including: How to promote it and why it is important at school, and in life. Have students come forward and write their ideas or assign a designated “recorder” and call on students to share their ideas to be recorded on the Spider Web. Participants could also use sticky notes to write down their ideas.

discussion:

After completing the web, have students discuss their ideas and how they, as active club members, can spread the message of respect and tolerance to the remainder of the student body.

respect

activity

dispel myths

[10-15min]

Students either stand up or sit down based on whether or not they believe the statement read by the group leader regarding mental illness stereotypes is true or false.

supplies:

- Open space

goals:

- To dispel common myths related to mental illness

instructions:

Leader shares the following: “Research shows that teens with mental health problems commonly experience social rejection at school. In one study, nearly two-thirds of teens coping with mental illness reported stigma from their peers. In another study, only half of the middle school students surveyed said they would be willing to sit next to a classmate with mental illness.”

A study conducted by the Adolescent Communication Institute at The Annenberg Public Policy Center showed that educating people to dispel stereotypes helped to reduce stigma.

Explain that because education increases respect the group will address common myths associated with mental illness. The student leader should read each statement below and ask that if a student believes a statement is **FACT**, they will stand-up, if they believe it a **Myth**, they remain seated. Once everyone has had a chance to guess, the student leader will read the answer in bold.

MYTHS vs. FACTS ON MENTAL ILLNESS

1. Mental health problems are rare in childhood and adolescence. (myth)
2. Before adolescence, rates are the same. From mid-adolescence through adulthood, depression is about twice as common in females as in males. (FACT)
3. Many people with mental disorders are not violent, and most violent acts are not committed by people who are mentally ill. Overall, they're responsible for just 5 percent of violent crimes. Those with serious mental disorders are, however, far more likely than others to be victims of assault and rape (FACT)
4. Very few students become so troubled that they think about committing suicide. (myth)
5. About one out of five U.S. children has a diagnosable mental disorder in any given year. Half of all lifetime cases of mental illness begin by age 14. (FACT)
6. About one out of six high school students say they have seriously thought about attempting suicide. (FACT)

discussion:

- Talk as small groups or a large group about what myths and facts surprised you
- Brainstorm ways that the myths and facts should be shared with the entire school

respect

school wide activity

breaking down the wall of intolerance

[30 min]

Students stack “bricks” with acts of intolerance, such as bullying, together in order to create the Wall of Intolerance.

supplies:

- Red construction paper
- Writing utensil
- Scissors
- Tape
- Wall Space to create the wall of intolerance

goals:

- Students will create + destroy a symbolic “wall” of intolerance
- Students will raise awareness of intolerance via public art piece

instructions:

The wall will be built over time, up to several weeks. In consultation with school administration club leaders should designate a time during lunch or other free time to tear down the wall.

Identify an area of wall space to create the Wall of Intolerance – likely a public space where many students pass by (in the cafeteria, main hallway, etc.)

Building the wall - Club leaders will cut red construction paper into rectangles resembling “bricks” and create the first 15-20 with examples of acts of intolerance such as bullying, discrimination, being mean to friends, passive aggression, etc. Students may also put categorical items such as sexism, racism, or body shaming.

Start by adding the club created bricks as the “foundation” (6ft x 3ft or 4ft), next leave blank bricks and adhesive near the “construction site” inviting everyone to add their own brick.

Symbolizing the end of the intolerable acts - There are several options for breaking down the wall of intolerance OMM club members could invite non-OMM club members (recruitment opportunity) to tear down pieces of the wall in a unified effort reinforcing the message that it will take many people to deconstruct intolerance. The student leaders may read off some of the acts of intolerance while the students, (from the student body or club), one by one, tear down the wall. Students may also choose to break down the wall of intolerance during the following club meeting and create a time-lapse video to be shared with the student body through social media or school announcements.

discussion:

- Discuss and determine an action plan for creating and managing the wall on intolerance

other:

- Cut out sledgehammers and write actions on them that will tear down the wall

respect

kindness challenges

building character

Challenge: Select one of the following attributes to build better character: Integrity, Honesty, Loyalty, Respect, Courage, Humility, Authenticity

Note: Character is the combination of traits and qualities only you have. Good character is essential to healthy self-esteem, relationships, and life satisfaction

helping others to help yourself

Challenge: Open up to strangers or peers you are not already friends with

As young kids we were taught to be wary of strangers, now that we are grown, we are more able to decide if a stranger poses a threat to us or not. Whether we realize it or not, ignoring strangers does not make them go away, together we are all each a part of a whole. And what we think, say, and do affects those around us.

There are ways we can correct this false reality that exists around us and be more mindful of our fellow human beings. This will give us the greatest sense of community connections.

Help strangers allow us to:

- Forget about our problems while working on helping someone mend theirs’.
- Taking time out of our day to help a stranger, for no reason at all, satisfies our need to feel useful and accomplished.
- This sense of well-being will refresh our mindset and help us look for solutions to our own problems from a fresh perspective.
- Helping others will open our minds to receiving help for ourselves.

quotes to inspire

Character is built by striving to be kind, not famous. ~Brendon Burchard

healthy habits



healthy habits

short activity

yoga for bed

[5-7min]

Students review different yoga poses that help them sleep.

supplies:

- Encourage students to bring their own yoga mat or towel
- [Yoga for Bed video](#)

goals:

- To learn understand the importance of sleep
- To practice a method to de-stress

instructions:

Review [Yoga for Bed](#) and follow along

discussion:

- Did you become more physically relaxed or sleepy following the exercises?
- Did performing the exercises help you relax your mind or unwind?
- Do you think this is something that you may be able to incorporate into your day to day life?

healthy habits

short activity

supporting a friend - NEW

[15 min]

Students learn about how to help a friend that may be struggling with an eating disorder through scenarios.

supplies

- [Scenario flashcards](#)
- [How to be Supportive Do's & Don't Handout](#)

goals

- To learn how to support friends who may be dealing with an eating disorder
- To understand the signs and symptoms of eating disorders

instructions:

Before the meeting, club officers should print the scenario flashcards. The club members should be divided into groups, each given one scenario. Have one group member read the scenario aloud, and then answer the discussion questions as a group. After the group is done with their first scenario, they should switch with another group until every group has gone through all the scenarios.

discussion:

- What disorder does the person in the scenario seem to be struggling with? How can you tell?
- If the person in the scenario was your friend, what would you do? Who would you tell? How would you support them?

healthy habits

short activity

learning about body image & eating disorders - NEW

[15 min]

Students research and learn about common eating disorders.

supplies:

- Index cards
- Papers
- Markers
- Computer
- Projector

goals:

- To understand the different types of eating disorders and body image challenges that people deal with
- To build empathy and understand for peers who may have an eating disorder or body image challenges

instructions:

Divide students into groups, and assign each group a common disorder: anorexia, bulimia, binge eating, avoidant/restrictive food intake disorder (ARFID), or body dysmorphic disorder (BDD). Have students research their assigned disorder and note the characteristics of it on an index card or piece of paper. Then, each group will share out to the bigger group. After students have shared, project the statistics infographic.

discussion:

- How can eating disorders affect people's social lives? How can they affect their academic performance?
- What role can social media play in eating disorders?
- How do people develop eating disorders?
- How can you be supportive of peers who may have an eating disorder? (see handout in other tips/resources).

other tips/resources:

- [Infographic](#)
- [See recommended Do's & Don'ts](#) for supporting a friend

healthy habits

activity

obstacle relay race

[15-20min]

Students participate in different obstacle races to encourage team building and to introduce the benefits of exercise on mental health.

supplies:

- Masking tape to mark Point A and Point B in obstacle race
- Bandanas (1 per team) to tie legs together

goals:

- To build connection among team members
- To problem solve with their peers to achieve a shared goal

instructions:

Obstacle Relay Race (Estimated Time: 10 minutes) Leader preparation for relay race:

Separate desks in the room so that there is space in the middle
Mark and label a Point A, a Point B, a Point C, Point D and Point E (using masking tape) of equal distance prior to the club starting. Depending on the classroom, a quality equal distance could be from 3-4 feet in between Points.

Before beginning the obstacle race, ask students the following question: “Do you think that exercise can be fun to incorporate into your daily lives?” Have students respond with a thumbs up for “yes” and a thumbs down for “no”
Have the leader break everyone up into groups of 6 people. Each student is going to participate in one leg of a relay race.

If a student is not comfortable or unable to participate, he or she can serve as the team’s coach (help them execute the exercises with efficiency and form) or cheerleader (encourage teammates during the race).

1st leg (Point A to Point B): A pair of students to walk wheelbarrow style from point A to point B.

2nd leg (Point B to Point C): One student will do a crab walk.

3rd leg (Point C to Point D): Two students to do a three legged race from point C to point D.

4th leg (Point D to Point E): The final leg one student will do frog jumps from point D to point E.

The first team to complete it wins.

discussion:

Once everyone finishes ask the following discussion questions:

- Were you aware during this activity that you were exercising, or were you more focused on the competition?
- How does it feel to have exercised just now?
- How can exercise help your mental health?

other:

- Play music and incorporate prizes for the relay races

healthy habits

short activity

eating to manage mood

[7-10min]

Students listen to a passage about the benefits of eating healthy and watch a short video on tips to manage mood with food.

supplies:

- Computer
- A/V Equipment
- [How to manage your mood with food | 8 Tips video](#)

goals:

- To understand the importance of a healthy diet and exercise routine on their overall mood and mental wellness
- To be able to identify healthy brain foods and how to use them

instructions:

Have one person read the following passages aloud:

“Eating healthy is just as important to mental health as it is to physical health. Research linking diet and mental health shows that food—along with other factors—plays an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder (ADHD) and Alzheimer’s disease.”

“A healthy diet is a protective factor and an unhealthy diet is a risk factor for depression and anxiety.”

Improving your diet can help give you positive feelings, clearer thinking, more energy, and calmer mood. To learn more about how to manage your mood with food, watch the following video:

[How to manage your mood with food | 8 Tips](#) (3min 47sec)

discussion:

As a group, discuss the following:

- Do you believe the claims about diet impacting your mood?
- Why or why not?
- Do you think you currently are eating a healthy diet?

Do you notice food having an impact on your mood?

- What happens to your mood when you do not eat or are hungry?

healthy habits

activity

challenge yourself, a friend, the school...

[15 min]

Students commit to a one-week long lifestyle change that will benefit their sleep.

supplies:

- none

goals:

- To understand one's own sleep habits
- To practice methods of improving sleep habits
- To build connection among team members

instructions:

Start a one-week “Launch and Learn” experiment among friends, in which you each commit to week- long lifestyle changes that will have a positive effect on your sleep. Launch and Learn commitments might include:

1. One week in which you are technology free in the hour before bedtime.
2. One week where you remove all phones, laptops and electronic gadgets from your bedroom.
3. One week in which you go to bed at the same time each night, even on the weekends.
4. One week in which you are caffeine free (no coffee, soda, energy drinks).

Students can use the club preferred method of contact (SnapChat, Instagram, Facebook, GroupMe etc..) to check in with each other before beginning the challenge to ensure you are staying on track.

Remind students to think about when, where, with who, and why they will do the “rewirement”. Encourage the students to design an environment that set themselves up for success while maintaining a growth mindset (i.e. think of it as a learning experience, not necessarily a success or failure)

discussion:

- Discuss what lifestyle changes you will make with partners or small groups and how you will hold each other accountable

other:

Consider making a log chart for tracking changes and follow up at next meeting with a discussion on how it felt to make changes

healthy habits

activity

sleep habits pictionary or charades

[10-15min]

Students are split into small groups and play a charades or Pictionary game that is related to beneficial sleeping habits.

supplies:

- Clues cut into individual slips (one clue per slip)
- Bowl/Hat/Container to draw clues
- Phone

goals:

- To build connection among team members
- To build awareness about healthy sleep habits

instructions:

- **Prior to the start of the meeting** (or before you start the activity), cut each of the sleep habit clues into individual strips. Fold the strips in half and place in a bowl, hat, or container.
- Break into even groups (3-4 people each) and have the groups come up with a team name.
- In each group, take turns having one member pull out one of the healthy sleep habits and draw the clue (without talking) for the rest of his or her group members to guess OR have the person who selected the clue act it out.
- Spend one minute letting the group guess (use timer on cellphone to keep track). If a group does not guess correctly, the group member drawing/acting should reveal the clue. The goal is to guess the concept of the clue, so it is okay if the guess does not match the exact wording on the paper.

discussion:

- Discuss or share what healthy sleep habit you will try this week with group or partner

other:

- See examples of [healthy sleep habits here](#). Feel free to do your own research too for making your healthy sleep habit clues

healthy habits

activity

jeopardy! Importance of sleep

[15 min]

Students are split into groups and play a competitive game of jeopardy regarding the importance of sleep.

supplies:

- A/V Equipment
- Computer
- Importance of sleep infographic

goals:

- To better understand the importance of sleep
- To identify risks associated with lack of sleep
- To better understand one's own sleep habits

instructions:

Either use the same groups from the Pictionary activity for Jeopardy teams or instruct students to find new groups and come up with a different team name.

Play Jeopardy!, allowing each team to select one question at a time. If the team does not come up with the right answer, the next team in rotation has the option to answer the questions and steal the point value of the question (2 points for each correct answer).

Rotate through until all Jeopardy questions have been answered and have each team keep track of their points on a whiteboard or piece of paper.

For the Double Jeopardy round use the “Importance of Sleep Infographic”:

Display the infographic on the whiteboard. The leader/s should guide the students through the remainder of the game.

Winning team will receive candy as a prize!!

discussion:

- What is the most surprising fact on this infographic to you?
- Why do you think students continually suffer from sleep deprivation? What things are in your control to get a better night's sleep?
- Is there a better way for us to try to achieve a work(school)/life balance? What do you think is the number one reason students will put off sleep?

healthy habits

activity
chopped

[15-20min]

Students are split into groups and randomly choose 4 ingredients and they must create a healthy meal using those ingredients and any other they desire.

supplies:

- Paper and writing utensils for creating food
- Printouts of food
- Basket/Bowl/Hat
- Computers or phone

goals:

- To understand the importance of a healthy diet
- To be able to identify and create healthy meals

instructions:

- **Prior to the activity**, make sure there are enough copies of Chopped Foods for each group (groups will be 3-4 students). Cut all slips of foods. Fold, and place in a basket/bowl/hat.
- Split into groups of 3-4 students.
- Each group draws four ingredients out of the basket/bowl/hat. The group then has 10-12 minutes to come up with a healthy meal that includes all four ingredients in it and unlimited “pantry” (additional) items. Feel free to use a computer or your phones to look up ideas and recipes to help with this activity!
- Have each small group present their recipe to the large group.

discussion:

- What did you think of having to come up with a healthy recipe?
- Did the recipe you came up with sound like something you would make?
- What was your favorite ingredient that you pulled out and why?
- What impact does healthy eating have on your mental health?
- Why can junk food have a negative impact on your mental health?

healthy habits

kindness challenges

accepting kindness

Challenge: Accept kindness gracefully

We cannot be emotionally healthy if we do not accept kindness. Learning how to accept the kindness someone offers you is not as easy as it seems. Here are a few tips on how to accept kindness:

- Recognize your self-worth. Accepting kindness means accepting that you are WORTHY of kindness—a notion that some of us struggle with.
- Rejecting kindness denies the person the chance to give and robs you both of the chance to connect.
- Don't apologize by making excuses, this diminishes the givers' kindness.
- Take the Compliment. Just because someone shows you kindness, it doesn't mean you owe them anything.

self-kindness

Challenge: Be kind to yourself

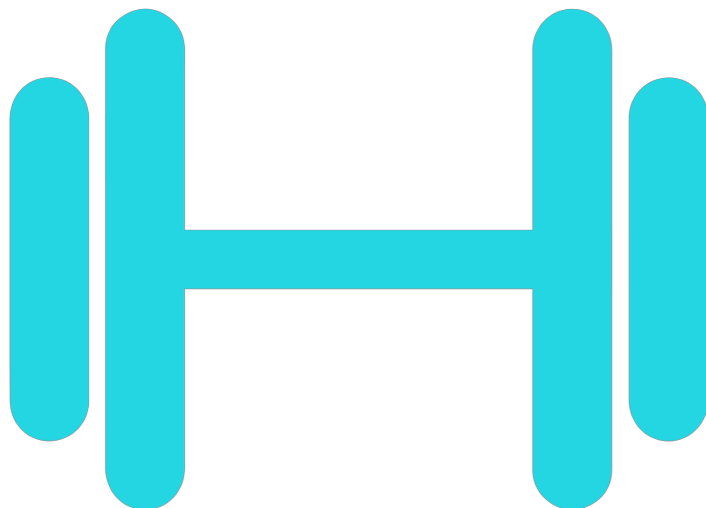
Tips:

- Pack in the Z's - research shows that you'll be happier, more energetic, more focused and so much more!
- Eat well
- Work that body - the human body is built for and capable of so much more than hanging out on social media. Go outside and breath in the beauty of nature. Exercise doesn't have to be routine, when was the last time you went tree climbing?
- Discover ways to manage your stress. Slow down and think about what makes you feel content, do it, and do it often!

Quotes to Inspire Members

The other side of giving is receiving. ~Andrea DeBell

coping skills



coping skills

highlight activity
music and writing

[30-45min]

Students write about a certain prompt they choose, create coping strategy index cards), and listen to 2 minute segments of different genres of music.

supplies:

- Index Cards
- Mandala template for each student
- Zentangle Template
- Pencils/pens/markers/colored pencils
- Computer/AV equipment to project example patterns
- Speakers for computer to play music
- Visual Prompt Writing Journal
- PowerPoint Pattern Examples
- PowerPoint

goals:

- To identify coping skills to use when stressed
- To practice a couple coping skills
- To learn the impact that various genres of music have on their mood

instructions part 1:

visual prompt journaling [10-15 min]

Project the Visual Prompt Writing Journal slide on the screen. Leader should tell students to read the prompts and pick one to write about. Students will then have about 5 minutes to write about anything they'd like related to that prompt. They will NOT be asked to share, so write freely. The leader may decide to play music during this time period if they'd like.

discussion part 1:

1. Did writing help you relax or express how you were feeling?
2. Does visual prompt writing work as an effective coping skill for you?

instructions part 2:

Brainstorming 15 min]

Each student should generate a list of coping strategies (ways they manage stress) that they currently use. List the strategies on a whiteboard or large Post-It sheet paper. Once all strategies have been listed, have the club leaders instruct the club to create coping cards. Coping cards are index cards that have several types of coping techniques for people to use in times of need. Each card is decorated and has a coping strategy. Some things club members can include on their cards are positive coaching statements (ex: “I can boss back anxiety”) and reminders to self (ex: “take deep breaths”). Remind students that their coping cards can include strategies they currently use and strategies they want to try. After the students have created their coping cards, proceed to the discussion questions.

If the students get stuck or need more direction, feel free to use this link for coping card examples.

<https://www.philacounseling.com/blog/coping-cards>

discussion part 2:

1. What are your favorite coping strategies? Do you have a go-to strategy or do you use multiple strategies?
2. How often do you use a coping strategy?
3. Are there pros and cons to using a specific strategy? For example, if you use distraction, how do you make sure you are not avoiding your problem/stress or making your problem worse?

instructions part 3:

“whistle while you work” [10-15 min]

Activity Set Up: Leader should have songs prepped before the beginning of this activity, so they can change them without disruption.

The next activity is for everyone to actually participate in a coping strategy. Everyone has the option of creating either a Mandala or a Zentangle while they listen to a variety of different music genres. There are no rules on how they draw in their mandala or Zentangle. Examples of both are provided in the “Pattern Examples” Slideshow. Provide everyone with a Mandala or Zentangle template (you

should have a mandala coloring book in your supply box). Project Pattern Examples PowerPoint for those who are completing a Zentangle. Play approximately two minutes segments of four different genres of music. Before starting the activity, have the students pause for a minute, and instruct them to note how they feel.

Here are some ideas:

- Classical: The best of Claude Debussy [https:// www.youtube.com/watch?v=OUx6ZY6ouiI](https://www.youtube.com/watch?v=OUx6ZY6ouiI)
- [Pop: 1-800-273-8255-Logic](#)
- [Rap: Jump-Kris Kross](#)
- [Country: Bless the Broken Road – Rascal Flatts](#)
- [Rock: Breaking the Habit –Linkin Park](#)

discussion part 3:

1. Did you notice your artistic expression change with the different styles of music? What about your mood? Did it change with the music as well?
2. Think about your mood prior to starting the activity and think of your mood now. Did your mood change?
3. Was there a style of music that had a positive impact on your mood? Was there a style that provided you more motivation or focus?
4. Was there a style of music that had a negative impact on your mood? For example, did a certain song make you feel more alone or angry?

other:

- Think of a place to display coping cards (e.g., phone case, planners)

coping skills

short activity
guided meditation

[8-10min]

Students follow along to a 5 minute guided breathing meditation video.

supplies:

- A/V Equipment
- [Mindfulness video](#)
- [Guided meditation link](#)

goals:

- To understand and practice mediation
- To identify coping strategies

instructions:

Instruct the class that they will begin today's group by talking about mindfulness. Show them a video on mindfulness done by Dan Harris author and ABC News analyst.

[https:// www.youtube.com/watch?v=w6TO2g5hnT4](https://www.youtube.com/watch?v=w6TO2g5hnT4)

Ask the class:

- Who can describe what mindfulness is?
- How many people here practice mindfulness?

Complete the 5-minute guided Breathing Meditation using the following link:
[http:// marc.ucla.edu/mpeg/01_Breathing_Meditation.mp3](http://marc.ucla.edu/mpeg/01_Breathing_Meditation.mp3)

Split into small groups for discussion questions.

discussion:

1. What was this experience like for you?
2. Do you feel more relaxed?
3. Did you find it hard to think about “nothing”?
4. How did you bring yourself back to the present moment when you noticed your mind wander?
5. How was your attitude towards yourself when you noticed your mind wander?
6. Were you aware of your breathing today before you meditated?

coping skills

activity

splatter paint- NEW

[30 min]

Students will artistically create and share coping skills with the club and school through a collective splatter paint art project.

supplies:

- 5 16x20 Canvas boards
- Various colors of acrylic craft paint
- Paintbrushes
- Painters tape
- Newspaper or tarp
- Paper cups or paint palettes
- Aprons or old t-shirts
- Water
- Poster or whiteboard
- Marker
- Timer (clock with seconds hand, cellphone, internet/website)

goals:

- Students will identify coping skills
- Students will practice mindfulness, by fully engaging in a de-stressing activity
- Students will experience a sense of community and accomplishment by creating a collective piece of art

instructions (prior to club meeting):

Prior to the club meeting, student leaders and/or club sponsor should prepare the supplies for splatter painting. Find a space large enough to lay down the tarp, or push together tables and cover the tables with the tarp. Set 5 stations on top of the tarp. At each station, place one canvas board, at least one paintbrush for each color of paint, 2-3 aprons or old t-shirts, and a roll of painters tape. Pour a bottle of paint into a cup and add a teaspoon of water. Repeat until there is at least 5 cups of each paint color. Distribute the paint cups (1 per each color) to each of the stations.

instructions (day of club meeting):

Set a timer for 2 minutes and have students identify single-word coping skills, such as “bake”, “read”, “YouTube”, “talk”, “dance” etc. Record the ideas on a poster or white board. After the 2 minutes, choose 5 words as a group.

Divide the club members into the five stations. Have each station choose one of the 5 coping skill words. Using the painters tape, “write” the word somewhere on the canvas. In the end, each canvas should have one of the 5 coping skill words “written” with painters tape.

Have group members wear an apron or old t-shirt, if they choose.

Each group will splatter paint their canvas. To splatter paint, “load an ample amount of paint on the brush and simply use the wrist to flick the brush toward the canvas. This will create harsh, concentrated splatters rather than the spread out, looser splatters made using the entire arm to splatter paint.” (<https://www.wikihow.com/Splatter-Paint>).

instructions (after club meeting):

Once the paint dries, remove the painters’ tape to reveal the coping words. As a club, decide how and where to display your collective art piece.

discussion:

- So much of school is about being graded on a product, like a homework assignment or project. Creating a collective art piece was more about the process. What was your experience like? What was it like to focus on the process and not the product?
- Were you able to be mindful and stay in the present moment? Is this a transferable coping skill?
- Is there any other part(s) of the experience, either in being creative, building something collectively, releasing frustration through splatter painting, or simply supporting one another with a common task and experience, that you could repeat to help you manage a stressful time?

coping skills

activity

mash out stressors

[10-15min]

Students create a wall of handprints and write out a life stressor they deal with and ways they deal with the stressor.

supplies:

- Bulletin Board Paper
- Acrylic or Crayola Paint (one color or various colors)
- Paper Plates
- Paint Brushes
- Markers and Crayons

goals:

- To build connection among team members
- To identify coping strategies

instructions:

- Divide the group into two or three groups (depending on the size you start with).
- Give each group a large piece of bulletin board paper, paint and paint brushes.
- Each group member can paint his or her hand.
- Each group member then proceeds to place his or her painted hand on the bulletin board paper.
- Each handprint represents a life stressor.
- Label each handprint with the identified stressor using a marker or crayon.
- Then each student takes the opportunity to write his or her favorite coping strategies in between his or her handprint.
- Finally, students can decorate the background of the bulletin board paper however they would like.

discussion:

Once everyone is done, see if everyone wants to share what they wrote, pointing out that everyone has different needs and likes and what works for one may not work for another and vice versa. Decide as a group if posting these around school would be helpful in drawing attention to coping strategies used for different life stressors.

coping skills

activity

lavender cloud dough

[15min]

Students are split into groups and create a Lavender Cloud Dough and focus on their 5 senses and savor the moment while creating the dough.

supplies:

- Lavender Essential Oil
- Dish Tub (1 per group)
- Flour (8 cups per group)
- Oil (any type; 1 cup per group)
- Measuring Cups
- Savoring video

goals:

- To identify and practice a coping skill
- To build connection among team members
- To make and use a multi-sensory stress reliever

instructions:

Divide into groups of 5-7 students create their own stress relief Lavender Cloud Dough! Each group will need to gather all supplies (flour, dish pan, oil, measuring cup) while they're gathering supplies play this video about savoring (<https://www.coursera.org/lecture/the-science-of-well-being/savoring-TAPVi>). The lavender essential oil can be shared among groups. Groups should follow the recipe below to create their own dough to share as a group. While you're making the dough, talk to your group about the experience. Focus on how the dough feels, what it smells like, what it looks like, etc.... Take a moment to step back and "savor" the moment.

Recipe-Mix 8 cups of Flour with 1 cup of Oil. Add 5-7 drops of lavender essential oil.

Have fun playing with the cloud dough! You can play music in the background.

discussion:

- Does including more than one sense in a coping skill make it more effective? For example, the lavender cloud dough involves tactile and smell senses. Does the scent enhance the tool?
- Did you find this to be a stress relieving tool? Why or why not?
- Is this something you would recommend to your friends? Why or why not

other:

- Consider getting other scents in case someone does not like lavender

coping skills

school wide activity
share coping skills

[25 min]

Students spread coping strategies and promote their club through lollipops

supplies:

- Lollipops masking tape
- Markers/pens

goals:

- Students brainstorm coping skills to share with the rest of the school community
- Students raise school morale and spread coping strategies through lollipops

instructions:

Prior to the club meeting, club leaders should type and print out slips of paper each with the slogan “Take a bite out of stress”.

Try [insert positive coping skill—switch up skills]” (or a slogan of their choosing).

At the club meeting, have the club members cut out the slips and tape them onto lollipops. Set up a table during lunch/before school/after school with lollipops and a banner advertising our minds matter. Encourage students to include any other coping skills materials to pass out along with the lollipops. These materials could be materials created from prior coping skill activities (i.e. pamphlet, poster, coping cards, etc....).

discussion:

- Determine an action plan for executing the school wide activity

coping skills

kindness challenges

ask for kindness

Challenge: Ask for help when you are in need

Kindness isn't a one-way street. Sometimes you just have to ask. Most people truly want to help, let them! Acts of kindness don't have to be random. Acts of kindness don't have to be ordinary, in many cases, acts of kindness are, as you're learning, can be a source of strength and inspiration from others.

If you could use a little extra kindness in your life, ask for it. It may be something as simple as borrowing a friend's gym shoes or as self-caring ask for advice. Asking for help gives the other the person the opportunity to be kind to someone else, and that will, in turn, make them feel more appreciated.

create your own kindness

Challenge: Share what works for you when you are stressed or under pressure.

You and your peers are vitally important to each other because you are likely to be experiencing similar stresses. Consequently, you are able to validate each other's feelings, and practice empathy; and perhaps offer some good advice.

quotes to inspire

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure".~ Marianne Williamson

"And as we let our own light shine, we unconsciously give other people permission to do the same".

healthy mindset



healthy mindset

short activity

create your own license plate

[5min]

Students create their own license plate using a positive word they feel reflects them best.

supplies:

- Paper
- Markers/Crayons/Colored Pencils
- [50 states link](http://www.theus50.com/fastfacts/licenses-state.php)

goals:

- To highlight positive aspect in their lives

instructions:

Give students a blank piece of paper and have them create their own license plate using a positive word that they feel describes them best. Students can create a plate from any state they wish. Use this link to pull up images of license plates from other states (<http://www.theus50.com/fastfacts/licenses-state.php>).

Encourage students to use colors, abbreviations, and be creative!

Example:



discussion:

- Present license plates as a group or in smaller groups
- Share why you selected that positive word to describe yourself
- Determine if you would like to display the license plate in school

healthy mindset

short activity

perspective via Instagram

[10 min]

Students look through different pictures on Instagram and reflect on their own posts and talk about the context of their pictures.

supplies:

- A/V Equipment or computer screen
- [Instagram article link](#)

goals:

- Students will learn to recognize perspective in social media and how perspective is used to portray specific message

instructions:

- Pull up the following website on the smartboard/screen and scroll through the pictures. <http://www.independent.co.uk/arts-entertainment/art/news/photographer-zooms-out-to-show-the-falsity-of-instagram-photos-10507096.html>
- After looking through the pictures, ask if any club members want to pull up their own Instagram's and talk about the real context of some of their pictures. Then, discuss the following discussion questions as a group.
- Consider taking pictures of “reality vs insta” and posting to social media and tagging your clubs account and our.minds.matter on Instagram.

discussion:

- What do you think of this artist's depiction of Instagram?
- Why do you think it is important for everyone to think outside of the cropped image?
- How does this relate to thinking about someone's failures as well as their successes?
- Do you think people can get stuck in the thought that everyone else is living a perfect life that they depict on social media?
- What is one thing you can do to help make sure you stay in a healthy mindset when it comes to social media?
- How do you think perspective plays a part in social media?
- How is the perspective used to portray a specific message?
- How does comparing yourself to people's lives on social media impact your mental health?

healthy mindset

activity

responding to media's image of beauty- NEW

[25 min]

This multi-step activity explores media's influence on body image and encourages students to create their own counter message through the use of a hashtag and walk out song.

supplies:

Two articles discussing popular companies promoting body positivity, either printed copies for club members or projected.

- [AeireReal Article](#)
- [Dove Real Beauty Campaign](#)
- [Male Body Image Article, either printed copies for club members or projected](#)

goals:

- Students will explore the messages that media sends both males and females regarding ideal bodies.
- Students will learn about companies' efforts to promote a more diverse "ideal" body image.
- Students will create an individualized hashtag and walk out song that projects a body-positive image.

instructions (part 1; articles):

The media, through various mediums, tells us what is considered beautiful, what is attractive. Advertisements with skinny girls and buff guys are the norm. As a group, make a list of all of the messages that the media tells us about body image and beauty. Consider the following: height, size, shape/curves, skin tone, hair (color, length, texture etc.), and specific features such as butt, chest, nose, ears etc.

If you are having trouble brainstorming ideas for what the media tells guys, use [this article](#)

After the group generates a list of media messages, read the following 2 articles as a group:

- [AeireReal](#)
- [Dove Real Beauty Campaign](#)

discussion questions (part 1):

- What do you think motivated these two companies to go against the mainstream in the beauty images they support?
- Do you think diversifying the image of beauty makes a difference? What impact does it have on you to see various shapes and sizes used in advertisements? Does it change how you feel about your own body?
- The articles mention that changing the image of beauty has been a lucrative decision for companies. Do you think this will help other companies make similar decisions?

instructions (part 2, response):

Dove has a campaign that uses the hashtag #WomenGetTold to recognize the media's image of beauty and then to change the idea of beauty. For example, "#WomenGetTold You should straighten your hair—I love my curls. It will be forever curly." Have students create their own personalized #WomenGetTold, #MenGetTold or #Trans/Non-BinaryGetTold

Another aspect of media includes music. There are songs that perpetuate the stereotypical image of beauty and songs that promote self-acceptance and a more diverse image of beauty. Identify a song whose lyrics promote a body positive image. If you need help identifying one, consider Alessia Cara's "Scars to Your Beautiful," Colbie Caillat's "Try," Meghan Trainor's, "All About that Bass," or Aloe Blacc's "The Man."

Once you have identified the song, make it your walkout song. In baseball, players use a fifteen to thirty-second clip of a chosen song to play as they walk up to the mound. It energizes the crowd and helps fans connect with individual players. Find the 15-30 seconds clip of your chosen song and rock your walkout song!

discussion:

- After learning about companies that promote body-positive images, creating your own body positive hashtag affirmation, and identifying a personal body positive walk out song, do you notice a difference in your mood or confidence?
- What else can be done to promote a healthy image of beauty that is more inclusive?
- How can Minds Matter and its club members support other students in this school (or beyond) that may be struggling with their body image?

other tips/resources: could be used to replace the Dove and Aerie articles; discuss cultural implications of beauty; shorter option

- [Killing Us Softly 4: Jean Kilbourne, media, advertising, and body image](#)
- [Men Specifically](#)
- Cultural Lens
 - [Perceptions of Perfection \(females\)](#)
 - [Perceptions of Perfection \(males\) Article](#)
 - [Male Perfection Video](#)
- Transgendered Body Image:
 - [Transgender Teens Speak to Themselves 10 Years From Now](#)
 - [“I Sing My Body Electric Especially When My Power is Out” by Andrea Gibson \(spoken word/poetry\)](#)
 - [Specific cultural considerations for the transgendered or non-binary community](#)
 - Persistent identity messages incongruent with the physical body
 - Inner sense of the self versus external self
 - Struggle between accepting internal self and suppressing it (acceptance/belonging, current relationships)
 - Transgender people may use disordered eating behaviors to suppress or accentuate particular gendered features
 - Striving for weight loss may be a way for transgender individuals to conform to ideals of slimness/attractiveness
 - Transgender men and women use weight loss to suppress secondary sexual characteristics
- Transgendered/Non-binary specific discussion questions:
 - What is your current relationship to your body?
 - How do you value your body?
 - How do you deal with other people’s perceptions versus what you see or what you wish they could see?
 - Although your biological “parts” may not match your gender identity, are their positive qualities outside of your body that can help you accept your body?

healthy mindset

activity

beautiful

[15 min]

Students watch the beautiful video and reflect through discussion questions.

supplies:

- A/V Equipment

goals:

- Notice the impact of recognizing beauty in yourself and others

instructions:

Watch the [beautiful video](#).

discussion:

- Why do you think there was such a wide array of responses to being called beautiful?
- What is one takeaway you have from this video that you can add to your daily life?
- Why do you think some people didn't take her seriously?
- Did you notice people's expressions change when they heard what her project was about? Why do you think that happened?
- Is there beauty around you every day that you do not take time to notice or appreciate?

healthy mindset

activity

positive vibes

[15 min]

Students are given 5 post it notes with the beginnings of different statements that reflect on something positive about their day and they fill it out with what they have done.

supplies:

- Bulletin Board Paper
- Post It Notes
- Markers

goals:

- To highlight positive aspect of their lives
- To identify how perspective plays a role
- To build connection among team members

instructions:

Set up: Before starting, hang a piece of blank bulletin board paper on the wall. Hand out 5 Post-It notes to each person.

Each person should answer the following questions on their Post-It notes (1 response per Post-It).

- Something I did well today...
- Today I had fun when...
- A positive thing I saw today...
- Today I accomplished...
- Something I did for someone...

After you have completed your Post-It notes, post them on the blank piece of bulletin board paper. Together, try to form the shape of a wave with all the Post-It Notes! As a group, discuss the following discussion questions.

discussion:

- Was it difficult to think of answers to these questions? Why or why not?
- What do you think the wave represents when you apply it to positive vibes?
- Why do you think it is important to try to remember the positives every day when you are “riding the wave” of emotions?

healthy mindset

activity

tree of beauty

[15-20 min]

Students go around the school capturing photos of anything they find beautiful and place the images on the “Tree of Beauty”.

supplies:

- Markers
- Bulletin board paper
- Polaroid camera
- Tape

goals:

- Students will express gratitude by identifying and showcasing beauty all around them
- Students will be able to identify how perspective plays a role in a healthy mindset

instructions:

- **Set up:** Prepare an outline of a tree on a blank piece of bulletin board paper. Split into groups of 4-5 people.
- Using a polaroid camera, go around the school and take pictures of what you think is beautiful. It can be anything – people, things, places, etc.! (just make sure they’re appropriate!) Spend about 10 minutes taking pictures.

Note: It may be helpful to reflect on the previous discussion about perspective and how to tell your story of beauty

- After you return from taking pictures, place your images on the “Tree of Beauty” posted on the wall.
- Once everyone has returned, discuss the following discussion questions.

discussion:

- What types of things did you take pictures of? What about them made them beautiful to you?
 - Did you run into anyone who did not want their pictures taken? Why do you think that was?
 - What does this tree full of different images represent about beauty and mindset?
- Remember that perspective is key to maintaining a healthy mindset, what do all of these pictures say about perspective?

other:

- Determine a way non-club members could submit pictures via social media to put on the tree.

healthy mindset

activity

article failures

[10-15 min]

Students learn about the failures of famous and accomplished people.

supplies:

- Several copies of Princeton Professor's Failures Article
- Famous Failures video
- A/V Equipment
- Growth mindset PowerPoint

goals:

- To understand the importance of failure
- Students will identify ways to “bounce back” or overcome challenges

instructions:

Hand out a copy of the Why it feels so good to read about this Princeton professor's failures article to each person. Have students read the article individually, then show the following video (<https://www.youtube.com/watch?v=zLYECIjmnQs>).

Proceed to the discussion questions and discuss as a group.

discussion:

- What can we learn from failure?
- Do you think it is important to see failure as a good thing? What value does failure have?
- After discussing failure and its role in guiding or nurturing success in your own life, project the Growth Mindset Questions PowerPoint. Answer the following Growth Mindset Questions on a blank sheet of paper:
 - What mistake did you make that taught you something?
 - Has there ever been a time when you failed and, in that moment, wished you could turn back time to undo your error, but fast forwarding to where you are now, are glad you experienced that failure?
 - Was there ever a time in your life that made you feel as though you were stuck? If so, what helped you keep going?
 -

healthy mindset

kindness challenges

find goodness in others

Challenge: Find goodness in others that you have a difficult relationship with.

Seeing the positive attributes in others is an uphill battle. But it can be done, with a little bit of work. Here's how to find goodness in others:

- Lose the labels, labels are not intrinsic features of a person; they are merely creations of the mind to help describe them.
 - Rarely is it true that a person can be summed up in a one-word label
- Slow Down and Be Curious About Others
 - In order to see the good in other people, you need to look for it
- Look Them in The Eyes
 - Eye contact is an important part of your social skills toolkit
- Smile at Them
 - Chances are they'll smile back and already you have something nice to say about them. They are friendly, have a nice smile, etc.

find goodness in yourself

Challenge: Let's look for the good in ourselves, and when we find it, let's treat ourselves as though that's all we see.

When you find goodness in yourself, it is easier to recognize the goodness in others:

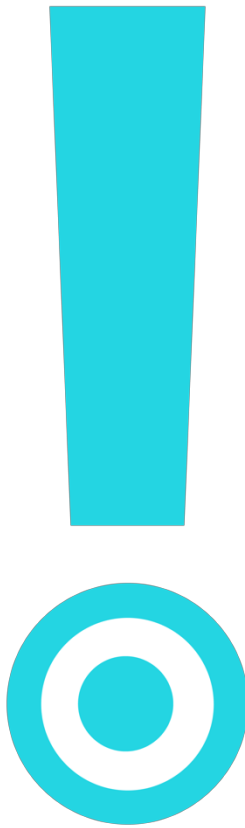
- Accept yourself
- Express yourself
- Be present in the moment, direct your full attention to what is happening
- Make every experience one you can learn from
- Believe in your abilities
- Don't hold back
- Focus on the positive

quotes to inspire

As you become [better] at finding positive aspects in other people, you get better at seeing positive aspects of yourself ~Mikey D

Anyone can find the dirt in someone, be the one who finds the gold. ~Proverb

mindfulness



mindfulness

short activity

grounding exercise

[10 min]

Students do a breathing method to center themselves.

supplies:

- none

goals:

- To learn and practice breathing techniques
- To reconnect with the environment and be “present” in the moment as a way to manage stress

instructions:

We want to start today’s activity with a simple grounding exercise to be mindful of our surroundings and remember we are safe.

Start by taking three deep breaths and silently name 3 things you:

- Hear
- See
- Feel
- Touch
- Taste
-

Take 3 breaths in between naming items for each sense. For example, name three things you hear, then three breaths, then name three things you see.

discussion:

- Share as a group or in partners when you think practicing the breathing technique would or would not help you
- How does meditation improve your state of mind?
- Would you suggest such breathing exercises to other people?

mindfulness

activity
ted-talk

[20 min]

Students watch a Ted Talk on the importance of active listening

supplies:

- A/V Equipment
- [5 ways to listen better video](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)

goals:

- To understand the importance and value of active listening
- To identify how to practice active listening

instructions:

Have students listen to this Ted talk given by Julian Treasure about how to listen better: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

discussion:

- What's the difference between listening and active listening?
- What are some tips that help with active listening?

Practice the 3 minutes of silence mentioned in the TED talk

- How did it feel to take three minutes of silence?
- How could you incorporate a few moments of silence into your daily life?
- What do you think you may learn or gain from incorporating more silence into your life?
- Try at home and let's discuss how it affected you at the next meeting!

mindfulness

activity

talk & listen game

[20 min]

Students use active listening skills to guess their partner's dream vacation destination.

supplies:

- Paper
- Pencils
- Timer
- [10 skills for active listening chart](#)

goals:

- To understand the importance and value of active listening
- To identify how to practice active listening
- To build connection among club members

instructions:

Give each student three minutes to write down where they would like to take a vacation. Ask them to record multiple descriptors of their vacation destination and multiple reasons why they chose their vacation destination.

Assign students to pairs. Have one student be assigned listener and the other talker.

The talker will describe what their chosen destination and reasons for choosing their destination *without* mentioning the actual destination. The talker has 2 minutes to talk.

The listener must practice active listening skills – listening attentively to what is being said and what is not quite being said and demonstrating their listening to the talker by their behavior.

The leader may choose to display the [10 Skills for Active Listening chart](#) listed below for guidance.

After 2 mins, the leader should call “time”.

The listener then summarizes the three or four main issues or criteria that they have heard the talker express and make a tentative guess of the destination the talker chose.

The talker then takes approximately two minutes to tell the listener if he or she guessed the destination correctly as well as provide feedback on how well the listener demonstrated active listening behavior skills.

Swap roles and repeat.

discussion:

- Who correctly guessed someone else's travel destination?
- Whose partner demonstrated quality active listening skills? How did they do it?
- Was it difficult or easy to actively listen for 2 minutes?
- How did it feel when someone was actively listening to you?
- How could active listening apply to more serious conversations?
- As a listener, did you find that your thoughts wandered to guessing potential vacation destinations of the speaker and that you stopped listening and being in the moment of the speaker? If so, how did that affect your final guess?

mindfulness

activity

re-create your safe space

[15 min]

Students use art to create their own personal safe space where they feel the most comfortable.

supplies:

- Construction Paper
- Scissors
- Magazines
- Computer
- Markers/Crayons

goals:

- To identify and recreate a safe space

instructions:

This purpose of this activity is to identify your own safe space, real or imagined where you feel most comfortable. Use construction paper, scissors, magazines, computer, markers, and/or crayons to create or capture your safe space on a sheet of construction paper.

As you re-create your safe space or “happy place” from *Happy Gilmore*, consider not only what your safe space LOOKS like, but also what it SOUNDS like, what you FEEL/TOUCH in your safe space, and what you TASTE in your safe space (favorite food or taste from a favorite memory).

discussion:

- How do you think about identifying and creating a personal safe space can help you in the future?
- Do you think that a safe space is an important thing for someone dealing with trauma to envision? Why or why not?
- How can a safe environment help someone dealing with trauma?
- What steps can you take to turn your creative safe space into a reality?

mindfulness

activity

breathing exercise

[30 min]

Students go through stations to practice different methods of breathing to promote relaxation and meditation.

supplies:

- Ping pong balls
- Bendy straws or paper towel tubes
- Blank computer paper
- Bubbles
- Feathers
- Tape
- Big space
- Painter's tape

goals:

- To learn and practice various breathing techniques
- To reconnect with the environment and be “present” in the moment as a way to manage stress

instructions:

Room setup prior to the meeting: Create 5 stations throughout the room to practice different breathing exercises. Download the Breathe2Relax application on a phone or iPad prior to the club meeting or show the [YouTube clip](#). Prepare the following 5 stations prior to the club meeting starting.

Explain to the club that the next activity will involve rotating through five stations that encourage us to breathe in different ways.

Divide the club into 5 groups

- Station 1: Bubble Blowing
- Station 2: Ping Pong Ball Race with Straws – using painter’s tape, outline the tracks the ping-pong balls will race along. Each participant will use the paper towel tube to blow their ping pong ball to the finish line.
- Station 3: Breathe2Relax application
- Station 4: Floating Ball - blank computer paper, tape, bendy straws (1 per club member), ping pong balls (1 per club member at the station)
- Station 5: Feather Breathing
 - Option A: Holding a feather in your hand blow up one side and down the other, as you inhale and exhale
 - Option B: Choose a feather and try to keep it off the ground for as long as possible by breathing “life” into it.

Allow 3-5 minutes at each station. Once everyone has rotated through all stations, bring the club back together to discuss the following discussion questions.

discussion:

- What was your favorite station?
- Were you more aware of your breath in these activities?
- Why do you think it is important to focus on our breath in certain situations?
How do you think trauma and breathing connect?

mindfulness

activity

active listening & support network

[15 min]

Students engage in the rain game to practice active listening and promote unity.

supplies:

- Open space

goals:

- To practice active listening with peers
- Understand the importance of community and collaboration to achieve greater good

instructions:

Instruct students to arrange themselves in a circle.

To form relationships during any type of adversity, a safe and supportive environment is needed, hence the circle we are in today. While individually we can all make an impact, coming together and working as a community can sometimes create a larger sense of healing.

The Rain Game is an example of a group creating something good together. To begin, we need to be silent and follow the following commands. Perform each step approximately 10 seconds.

1. Rub your fingers together.
2. Rub your hands together,
3. Snap your fingers,
4. Clap softly,
5. Clap loudly,
6. Pat your chest,
7. Pat your legs,
8. Stomp your feet,
9. Stomp and clap at the same time, add “crashing” noises with your mouth.
10. Then go backward (steps 9-1), taking the noises away one by one until we were back to rubbing fingers together.

discussion:

The Rain Game showed us that together the group can create something positive and soothing even in a time of tragedy/trauma.

- Were you surprised at how loud the ‘rain storm’ sound was as a group when individually rubbing your fingers together doesn’t make that much noise? What does that say about the power of a group?
- Do you see the importance of active listening after a traumatic event and how it can be helpful to healing? How can it help a large group?

mindfulness

school wide activity

create mindful space

[30 min]

Students create a wellness area for students to relax and destress in.

supplies:

- Mindful space NYT article
- Empty classroom or
teacher/library/clinic/conference room/spot under
a stairwell
- Sheet paper
- Markers
- Beanbag
chairs/furniture/yoga mats
- Coloring books
- Crayons Playdough

goals:

- Create a quiet and soothing environment somewhere in the school
- Create a safe comfortable space where students can relax

*if dedicated space is difficult to find, consider using an empty locker for comfort items available to all students. Leave a note inside encouraging students to add to it as they see a need as well

instructions:

Have students read this quick [article from the New York Times](#).

discussion:

Oftentimes it can be difficult to deal with trauma or stress in the school space.

Therefore, the club will create a school-based “safe space” or mindfulness room/locker.

Invite the students to take 5-10 minutes as a club to brainstorm what they would like in their mindfulness room.

Ideas include:

- Music
- Snacks
- Coloring books
- Furniture/beanbag chairs/Yoga mats
- Play Dough
- Quiet games

Students should then work out the planning of creating the space. Much of the logistics work will need to be completed in conjunction with an administrator. Before meeting with an administrator, students should: identify a space in the school, determine if the space will be permanent or temporary (permanent would be ideal), and establish rules for use of the room/locker during the school day.

Potential spaces may include: an empty classroom, the library, the clinic, conference room, a locker that has a special meaning to the student body (ex. A locker in honor of a student/teacher/administrator who passed away), etc. If the space is offered temporarily, will the space be available during lunch one day, all- day one day, or a week? Will students be allowed to use the space at any time during the school day without teacher permission or will students need teacher permission to use the room? Will the space only be offered during “free times” such as lunch, homeroom, or club time?

Identify an administrator from whom to seek permission to establish a mindfulness space. Utilize the student-led administration meeting template under leadership resources.

mindfulness

kindness challenges

let people know they are important to you

Challenge: Give a personal note(s) to someone important to you.

Rule #1 - You don't need a reason to write a personal note to someone.

Rule #2 - Short and sweet works just fine.

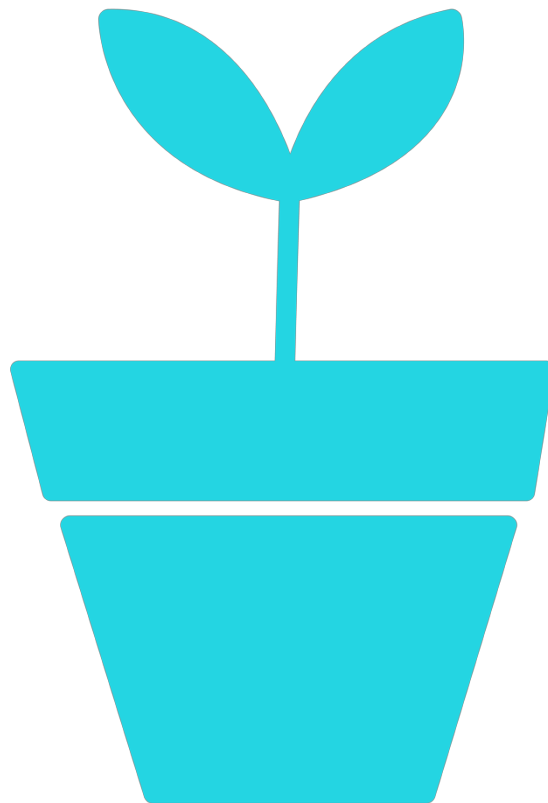
Writing a note to someone is simply making a personal connection with another person. Often the receiver of these notes will cherish the thought and hold on to the note as a keepsake to remind them of you and the friendship you share.

- Your note doesn't have to be on special paper, you can use a sticky note or notebook paper.
- Personal notes can show admiration, "I appreciate how you...."
- Use your note to express a feeling you have about something they have done for you, for example, "thank you for helping me with...I'm so glad to have that behind me!"

quotes to inspire

A warm smile is the universal language of kindness. ~William Arthur Ward

choose kindness



choose kindness

short activity

unsung hero video

[5 min]

Students watch a video about the selflessness of kindness and how the smallest things can change people's lives.

supplies:

- A/V Equipment
- Unsung hero video

goals:

- To engage in brainstorming random acts of kindness
- To understand the impact a small act can have

instructions:

Watch unsung hero video.

discussion:

- What did you think of this man's random acts?
- Do you think small acts can make a big impact like this video shows? What are things that we do every day that may brighten someone's day?
 - i.e. smiling at someone in the halls, holding the door open for someone, helping someone carry their loads

choose kindness

short activity

josh opens doors discussion

[10 min]

Students watch an impactful video about being kind through adversity and the impact small acts of kindness have on others.

supplies:

- A/V Equipment
- [Josh opens door video](#)

goals:

- To describe what compassion is
- To demonstrate how to show compassion in their school community

instructions:

Watch [Josh opens doors video](#).

discussion:

After watching the video, discuss a few of the questions below, either in small groups or as a class. Project the Josh Opening Doors Questions slide using a document camera or projector. The questions on the slide are:

1. Did watching the video prompt any questions for you?
2. Josh was kind of vulnerable, wasn't he? What is your reaction to him and his situation?
3. What do you think of Josh's decision to open doors? Could you see yourself doing something like this? Why or why not?
4. Josh's mom suggests 'fighting back with kindness' in tough situations. Do you think that can work? Why or why not?
5. Josh says that opening doors was a simple act that changed his life. What are some simple acts of kindness that we can do around school to make it a more positive place?
6. What simple acts of kindness can you do for yourself?

choose kindness

short activity

kid president

[10 min]

Students watch a video of Kid President explaining how to do good in the world.

supplies:

- A/V Equipment
- [Kid President video](#)

goals:

- To describe what compassion is
- To demonstrate how to show compassion in their school community

instructions:

Watch [Kid President video](#).

discussion:

- Do you think that one person can have as big of an impact as the Kid President suggest? How do you think his message relates to our community here?
- Why is it important to think about making the world a better place and looking at the good in the world?

choose kindness

activity

purposeful acts of kindness

[15 min]

Students watch and read about different acts of kindness and how they can practice kindness in their own lives.

supplies:

- Printed or digital version of the [article from the acts of kindness foundation](#)
- A/V Equipment

goals:

- To practice purposeful acts of kindness

instructions:

Watch the [science of kindness video](#) and review the list of what acts of kindness increases and decreases.

discussion:

1. Does this list inspire you to perform more acts of kindness?
2. Have you had any experiences where someone else's kindness helped relieve your stress?
3. Have you had any experiences where being kind to others helped relieve your stress?

Ask the students the following questions and have them write down the name of their answer on the paper.

1. Name someone who you have lost touch with who you used to be close to
2. Name someone that you see (nearly) every day who makes your life brighter
3. Name someone in your everyday life that you don't know that well but wish you did

Encourage the students to pick a person or persons based on their answers above. Once they have chosen an individual(s), develop a purposeful kindness plan. The purposeful kindness plan can be compiled as follows:

1. Who- who are you being kind to?
2. What- what act of kindness will you perform?

Encourage critical thinking here; what would *this person* appreciate It could be:

- A thoughtful text message or sought out conversation to see how that person is doing
- Help with chores at home if it is a parent Getting someone a small gift

3. Where- Where will you deliver this kind act?
4. When- When will you deliver this kind act?

Encourage students to complete their plan over the course of the next week. Let students know that they will have an opportunity to share how completing their act of kindness went at the next meeting.

choose kindness

activity

beautify your schools' grounds

[30-45 min]

Students choose a creative project to beautify their school.

supplies:

- Paint
- Post it notes
- Paper
- Posters
- Writing utensils

goals:

- To practice purposeful acts of kindness

instructions:

Brainstorm beautification ideas for your school. After brainstorming ideas, choose one or more idea that can be done today and disperse to complete the chosen idea(s). Determine a time to be back in the room to share our thoughts and activities.

Some suggestions include:

- Cover graffiti in bathrooms
- Pick-up trash around school
- Volunteer to help a custodian
- Paint the school rock/wall with a positive message (with permission)
- Help set-up a classroom or cafeteria
- File papers/organize in the main office (with permission) Create a welcoming banner for the main office

May also use following resources for ideas or to post around school to encourage others:

- Happy Notes
- Kindness Poster
- RAK Ideas
- RAK Week-One

discussion:

- Develop an action plan to execute project “beautify school grounds”.
- Determine how to advertise to entire school and offer service hours for participation

choose kindness

activity

operation beautiful

[15 min]

Students create positive post-it notes with encouraging notes to post around the school.

supplies:

- Post it notes
- Markers/pens
- A/V Equipment
- Phone
- [Operation Beautiful video](#)

goals:

- To participate in a purposeful act of kindness

instructions:

Watch [Operation Beautiful video](#).

1. Pull up the Operation Beautiful website and look at the example pictures of post- it notes posted around different places.
2. The goal for the day is to write appropriate encouraging messages to post around the building.
3. Divide the post-it notes packs up and take about 5 minutes to write out encouraging messages on each note.
4. Take about 10 minutes to walk around the school and post them in random places.
5. Take pictures on your phones to send to Operation Beautiful!

discussion:

- Think of how you entered the club today. How were you feeling? Do you feel differently now?
- What benefit can you gain from being the recipient or giver of kindness?

choose kindness

school wide activity

ben's bells

[30 min]

Students create an art project to promote kindness.

supplies:

- 10 Terra cotta pots (small)
- Beads
- Paint
- Paint brushes Markers Leather Lace 20 washers Video
- Paper Pencils
- [Ben's Bells video](#)
- [Basic instructions for creating bells](#)

goals:

- Have students exercise compassion in a school-wide setting
- Grow the kind and compassionate spirit of school morale

instructions:

Introduce Ben's Bells activity by showing this [video](#)

Ben's Bells is an excellent activity that can remind us of the value of kindness. Divide the club into 10 groups. Instruct each group to make their school's version of Ben's Bells, using the basic instructions found [here](#).

Each group may personalize their painting of the pot and beads on the chime. Allow them 20-30 minutes to complete their chime.

After students construct their bells, allow them to craft a message of kindness they can attach to the bell. Students are encouraged to personalize their own message, possibly with an uplifting or encouraging quote. Students should also consider adding instructions to their note asking the finder of the bell to pass it on.

discussion: After creating their own bells, encourage students to think of a spot in the school or on campus they would like to put the bell for someone to discover. Allow groups five minutes to think of where they would like to put the bells. Decide who in the group will place the bell in the chosen spot upon leaving the club.

choose kindness

kindness challenges

you go first

Challenge: Let someone go ahead of you in line. We all have somewhere to be, if you're not in a hurry let someone go ahead of you!

warm hugs

Challenge: Offer hugs to your friends or peers and with their consent share a hug.

Being kind is giving even when it seems like you have nothing to give. Even when you have nothing, you still have a hug.

- Hugging has been scientifically proven to increase levels of the hormone that makes us happy.
- Hugs can instantly boost oxytocin levels, which heal feelings of loneliness, isolation, and anger
- And the longer you hug someone you care about the better you both will feel! Your heart rate will slow a bit and your stress hormones will dissipate.

quotes to inspire

“Being kind isn’t always easy. Or convenient. But it has the potential to change everything”.

master supply list

Please click this [link](#) for a master list of all the supplies you need for all of the OMM activities.

sign-up sheets

On page 154 you can find the template sign-up sheet. You can use this template for your interest meetings or at club fairs. By having people sign-up you can follow up with them!

kindness challenge bank

We hope you choose to end your club meeting with a kindness challenge. Click on this [link](#) to access the entire list of kindness challenges.

**our minds
matter**

**Changing school culture
around mental health**

**our minds
matter @**



Sign-up sheet

Name	Grade	Email Address	Phone Number

authorship credit

Original OMM materials were created in 2016 by Danielle Armstrong and Megan Gallivan.

Social Worker, Danielle Armstrong created 7 new activities in 2019.

Cor Foundation developed the activities for Mental Health 101 in 2019.

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sources

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<https://www.randomactsofkindness.org/the-science-of-kindness>

additional resources

Icebreaker video: “What Does Stigma Feel

Like” Video: <https://www.youtube.com/watch?v=z2j43Fp9I>

Change Direction: <http://www.changedirection.org/tools/>

“Just a Phase” Poster <http://www.marketingmag.ca/wp-content/uploads/2012/06/Just-a-Phase.jpg>

It’s all in Your Head” Poster: <https://s-media-cache-ak0.pinimg.com/originals/bf/b3/48/bfb348b5733ab0ae44a5149cbf4726fd.jpg>

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Loneliness Infographic: <http://theberry.com/2014/05/27/interesting-facts-to-use-when-theres-an-awkward-silence-at-the-dinner-table-20-photos/>

Getting Social Support in Six Steps : National Center for PTSD, National Child Traumatic Stress Network. Skills for Psychological Recovery, Field Operations Guide.

Calculate your sleep time to maximize sleep: <http://sleepyti.me/>
please help save teen lives

respect effect app: <https://itunes.apple.com/us/app/respect-effect/id994909444?mt=8>

21 Top Grounding

Techniques: <http://www.healthyplace.com/blogs/treatinganxiety/2010/09/top-21-anxiety-grounding-techniques/>

Breathing Exercises

Safe Place Breathing Icons

Parent Tips for Helping Adolescents After Disasters:

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When Terrible Things Happen: Students:

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Connecting with Others: For Students:

[http://www.nctsn.org/sites/default/files/pfa/school/10-PFA for Schools connecting-students.pdf](http://www.nctsn.org/sites/default/files/pfa/school/10-PFA%20for%20Schools%20connecting%20students.pdf)

<https://www.trainingzone.co.uk/develop/cpd/trainers-tips-active-listening-exercises>

School Climate Activity- Take the Mix It Up Survey about school climate/level of tolerance: http://www.tolerance.org/sites/default/files/files/pdf/mixitup_online_survey_05.pdf

Graph the results: http://www.educationworld.com/a_lesson/03/lp294-02.shtml