



our minds  
matter

2025 - 2026

# omm club handbook

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# our minds matter is a non-profit working toward a day when no teen dies by suicide.

## introduction

Founded in 2012 as the Josh Anderson Foundation, at that time, a sole employee — founding Executive Director Lauren Anderson — started the organization in five schools in Fairfax County, VA, and named it for her brother, Josh, who died by suicide at the age of 17.

In the decade-plus since its founding, Our Minds Matter (OMM) has grown into a leader in peer-to-peer mental health programming for teens in the Washington, DC, metro area. Driven by research and led by teens themselves, OMM clubs create inclusive spaces where young people can drive the change they want to see in their school communities.



# our protective factors

OMM recognizes that we are just one piece of the mental health puzzle. We are an upstream prevention program so we don't focus on crisis intervention, but instead on empowering teens to build the following evidence-based protective factors that improve mental wellness and reduce the risk of suicide.



## social connectedness

A system of support is vital to maintaining our mental wellness because we can't always do it alone. OMM clubs will learn the importance of fostering relationships with friends, family, and even pets to lean on in times of struggle. OMM also encourages the school community to be supportive and understand how to promote student wellness.



## self-care and healthy habits

How we take care of our bodies and minds affects how we feel. OMM clubs will experiment with techniques to reduce stress and maintain a positive self-image. The goal is for students to be mindful of their current well-being, take time for self-care and to resort to healthy coping mechanisms when faced with challenges.



## prosocial skills

Equipping teens with skills to provide appropriate peer-to-peer support is essential since teens are likely to turn to one another for support. Additionally, engaging in prosocial behaviors has been proven to boost overall well-being. OMM club members will learn various skills to be able to support their peers, know when to get an adult for help and how to promote a culture of kindness in their school community.



## help-seeking

Mental health is just as important as physical health, yet teens often don't seek the help they need because of shame, stigma, fear of judgment and not knowing where to turn. OMM clubs aim to spread messages that encourage students to seek help when stress or mental health challenges become overwhelming.



# getting started

This handbook is designed to provide quick guidance on how to: get your club started, plan meetings and campaigns, use our club roadmap curriculum, and access crisis and general mental health resources.

This is NOT a comprehensive gathering of all of our resources and curriculum, and we encourage you to visit our club portal at [ourmindsmatter.org/clubportal/](https://ourmindsmatter.org/clubportal/) to access our full catalog of:

- 175+ mental health activities & campaigns
- Knowledge hub and inclusivity guides
- Leadership tools
- and more!

## stop!

**Before going forward, have you taken the OMM Online Club Training yet?**

Completing that training is the first step in getting your club started this year, and it covers everything in this handbook and then some! Take the training at: [ourmindsmatter.org/club-training](https://ourmindsmatter.org/club-training)

## need help?

Need help finding your login information for the club portal? Have questions not answered here or in the training?

Email us at [program@ourmindsmatter.org](mailto:program@ourmindsmatter.org) or fill out a club support request form at [ourmindsmatter.org/clubsupport](https://ourmindsmatter.org/clubsupport)

# your role: high school student leader

## planning club meetings & campaigns

A student leader is responsible for planning all aspects of a club meeting/event, along with co-leaders and support from their club sponsor. This includes when and where the meeting or campaign will be held, what supplies are needed, what activities will be done & what content will be shared, and how to market the meeting or campaign.



## facilitating inclusive club meetings and campaigns

OMM is intended to be teen-led, so whenever possible we encourage student leaders to take on the bulk of facilitating meetings and hosting campaigns! And as a student leader, you must uphold OMM's values by ensuring that students of all backgrounds & identities feel included and welcome in your meetings and activities. Everyone has mental health, so OMM is for everyone!



# your role: high school club sponsor

## meeting support

A club sponsor should be there to support student leaders as they can assist with things like room reservations, administration approval, and answering any logistical questions. Club sponsors are also there to oversee club meetings, and at least one club sponsor should be in attendance at each meeting. It's up to the leaders and sponsors on how involved they will be in facilitating activities!



## mental health support

The club sponsor is the first line of support for any mental health concerns that arise during or after a club meeting/event. If anyone notices that a leader or member is showing signs of a mental health crisis or concern, they should let the club sponsor know as soon as possible so they can ensure that person gets the support they need. Student leaders can and should be supportive of their peers, but it's important to remember that it is not and should not be all on them.



# your role: middle school club sponsor

## plan and facilitate meetings & campaigns

While OMM is a student-led movement and we encourage middle school students to get involved in leadership as much as possible, club sponsors will take on the bulk of the planning, organizing, and facilitation of OMM meetings & school-wide campaigns. For this reason, we recommend having 2-3 sponsors to share the load!



## mental health support

The club sponsor is the first line of support for any mental health concerns that arise during or after a club meeting/event. If anyone notices that a leader or member is showing signs of a mental health crisis or concern, they should let the club sponsor know as soon as possible so they can ensure that person gets the support they need.



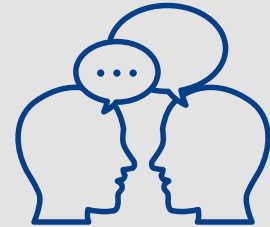
## how to encourage leadership in middle school students:

- Giving younger students a chance to grow their leadership skills is important because it helps them to feel ownership of the club, and builds a foundation for leadership in the future.
- While they might not be able to plan and lead meetings the way high school students do, middle school leaders can get involved in the following ways:
  - Promote the club on morning announcements or news
  - Help with recruitment and outreach, including bringing their friends to meetings
  - Assist with taking attendance
  - Pass out snacks and help with meeting set up or clean up
  - Lead an opening connection or mindful closing
  - Choose and help plan school-wide campaigns
  - Help choose activities that are engaging for students
  - Support club sponsors facilitate the meeting activities
- You can have a few designated middle school student leaders, or you can have all club members take on different responsibilities throughout the year.

# student leaders & club sponsors: shared responsibilities

## staying in touch with omm

OMM will send a monthly email with club news and reminders. We ask that student leaders or sponsors please read these and, when requested or applicable, reply. One easy way to make sure this happens is to have it be part of someone's leadership responsibilities!



## data collection support

We have a few points of data collection throughout the year that we need your help with. As a data-informed non-profit organization that is continuously trying to improve our impact and relies on funders who need data, we greatly appreciate your support! We recommend setting aside a few minutes during a meeting to allow students time to complete the surveys.



We'll reach out via email about the details, but in general you can expect:

- An entry poll for students at the start of the year and an exit poll for students in the spring
  - Responses to these polls allow OMM to better understand the impact of the program for participants
- A club experience & renewal form for club sponsors and student leaders to provide their feedback
  - Responses help OMM better understand what went well and what could be improved upon for the club in the future.

# 2025-26 data collection timeline

## important dates & what to look for

### omm impact polls

- 3-5 mins to complete
- Brief measure of program impact
- All club members should complete
- Collected at 2 time points to measure change
- Easy to administer at club meetings

### club experience & renewal form

- 10-15 minutes to complete
- Only one needed per club, per year
- Completed by Club Sponsor
- Let us know you'll be renewing your club for next year
- AND give us feedback on how this year went & what we can do better

**sept 15th-  
oct 31st**  
fall impact poll

**may  
4th-29th**  
club experience & renewal form

**april  
1st-30th**  
spring impact poll

**questions about data collection?**

Email [program@ourmindsmatter.org](mailto:program@ourmindsmatter.org)



# what does OMM look like?

## omm guiding principles

Use the OMM guiding principles to establish expectations and a shared understanding of the purpose of an OMM meeting.

### our minds matter is:

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- A meeting to be open about struggles
- Mindful of privacy
- Raising awareness
- Sharing resources
- Practicing coping skills
- Promoting connection
- Creative problem solving
- Having fun!

### our minds matter is NOT:

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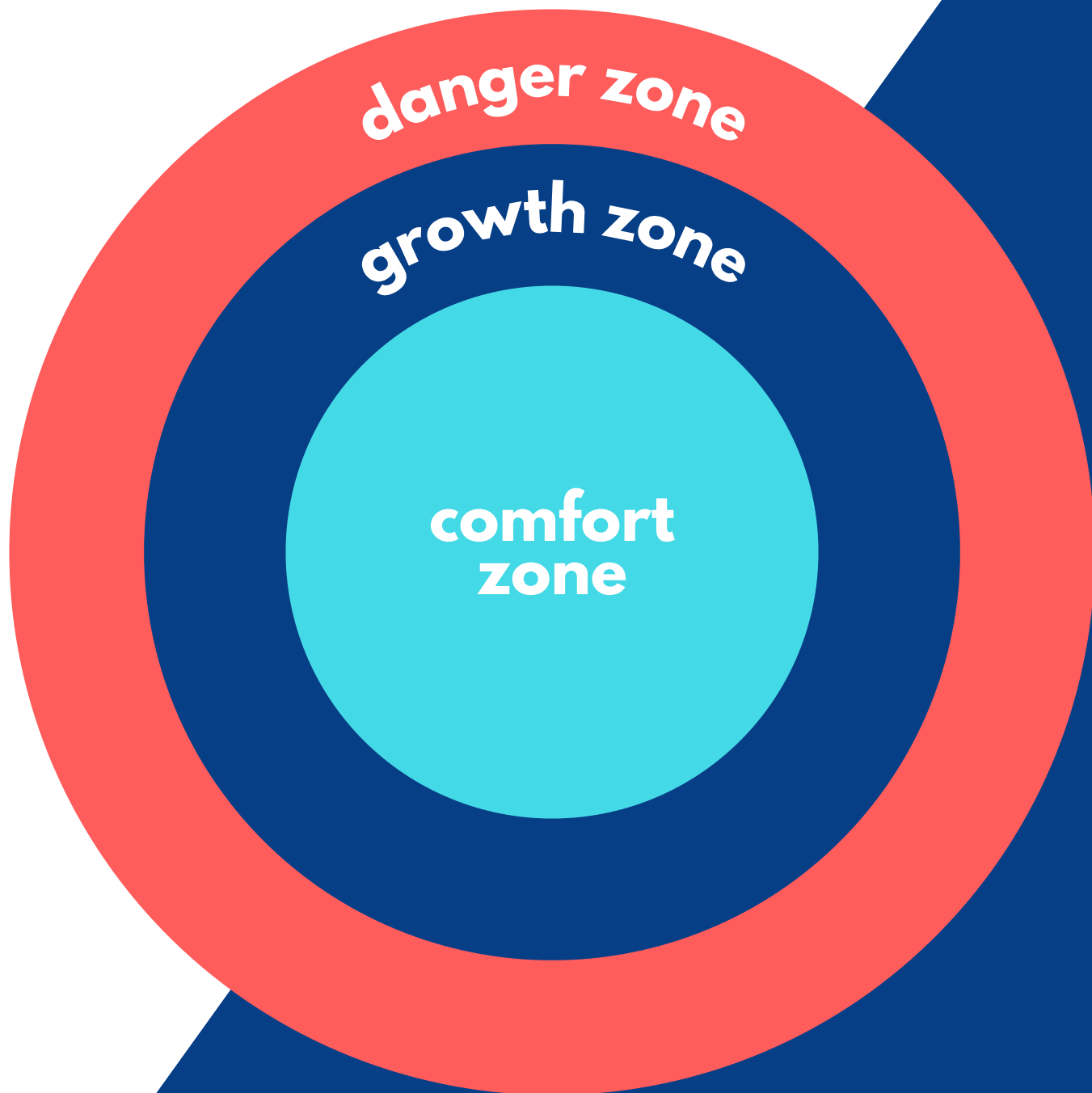
- Therapy, because that requires special training & privacy protected by law
- A classroom, because it's more personal than class. We are not referencing a text book, but we are connecting & growing together
- A meeting to deeply explore your personal symptoms. If you need a space for this, talk to a trusted adult

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# mind your zones

We want folks to learn and grow during OMM meetings, but we don't want anyone to feel triggered or emotionally unsafe. Learn about minding your zones to be prepared for this!



Be aware of how you're feeling and only participate in what feels safe to you. In OMM club meetings, we never want anyone to be in their danger zone. If they are, get a club sponsor or trusted adult immediately.

# mind your zones

## what are the zones?

### danger zone

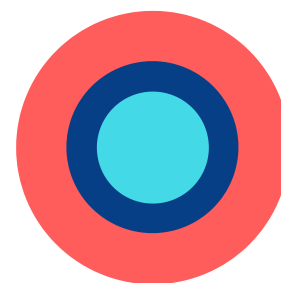
The danger zone is the area beyond your growth zone where challenges are overwhelming and potentially harmful. It's where stress, anxiety, and burnout can occur. You might feel triggered or unsafe, and this is a time when a club sponsor is needed. When someone is in the danger zone, they should be connected to support or resources right away or after the meeting.

### growth zone

The growth zone is the area just outside of your comfort zone where you're challenged but not overwhelmed. It's that sweet spot where you're stretching your abilities and learning new things. The growth zone is a great place to be!

### comfort zone

A comfort zone is a place where you feel safe and calm. It's a space where there's minimal risk and uncertainty. Think of it as a cozy, familiar place where you know what to expect.



# club ground rules

you can add your own, but here are some to get you started!

## 1 self care first

Always put your mental health first during club meetings and opt out of what doesn't feel safe for you.

## 2 danger zone = get club sponsor

If you or someone else is struggling, get the club sponsor right away.

## 3 ouch, oops

It's ok to say how you feel if someone said something that doesn't sit right with you, and it's important to say you're sorry if you've said something that hurt someone.

## 4 growth zone is a good zone

Getting out of your comfort zone is how we learn and grow, so challenge yourself to get in the growth zone.

## 5 honor boundaries

Share only what you feel comfortable sharing, and never force anyone else to share.

## 6 expert on yourself, not others

You can only speak for yourself, so try not to assume how others may feel.

## 7 make space, take space

If someone often speaks a lot, remind them to let others have a turn. If someone is usually pretty quiet, encourage them to speak up.

## 8 respect & privacy

Keep what is said during a club meeting at the club meeting – unless someone needs mental health support, then get a trusted adult.

## 9 accessible & inclusive

Everyone has mental health, so OMM is for people of all identities, abilities, and backgrounds.

## 10 use omm meeting flow

For the best mental health outcomes, follow our flow.

# what makes an omm meeting?



1

## attendance

We recommend having all participants sign in at the start of every meeting so you can keep track of your members & can make your club eligible for future perks!

2

## opening connection

Each club meeting begins with an opening connection which provides structure to club meetings, sets the tone, and allows folks time to connect and check in on how everyone is feeling. If you don't have a lot of time or you're feeling overwhelmed with planning, it's ok if this is all you do in a meeting!

3

## activity

This is the heart of an OMM meeting. Activities are how teens connect and have fun while exploring mental health topics, and each one focuses on our protective factors: help-seeking, coping skills, prosocial skills, & social connectedness. Follow our club roadmap or take the visionary approach & check out our full club portal and choose any activities you'd like! And remember—you can adapt these activities to fit the needs of your club members.

4

## mindful closing

This is a great way to end each meeting, so folks leave feeling grounded and ready to go about their day.

5

## resources & announcements

Share information about upcoming meetings or events and include some mental health resources as folks are heading out at the end of your meeting. We encourage you to include local and school resources, and national resources like calling 988 for 24/7 support from the Suicide & Crisis Lifeline, as well as texting "MIND" to 741741 for 24/7 support from Crisis Text Line.

# how to plan your club meeting

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Planning a club meeting ahead of time can save you and your leadership team from a lot of stress! To make this easier on you, we recommend planning out your meetings at least a week in advance using our OMM meeting planning template. If you want to really get ahead of the game, you can plan out your meetings for an entire semester or year using our [calendar template](#)!

You can [download a blank template here](#) or on our leadership tools page to print and fill out with your leadership team. And keep reading for more information on how to fill out each section!

## 1. determine goals

Identifying the goals for your next club meeting is a great place to start. What do you think club members need at this time? For example: Do you want to focus on coping skills and self-care, or prosocial skills and improving your community?

## 2. logistics

Determine the date, time, and location of the meeting.

## 3. select opening connection

Choose an opening connection that supports the goals of your meeting, or just focuses on folks getting to know each other better.

## 4. select an activity

Choose an activity that aligns with the goals you have set for this meeting. For example, if your goal is to focus on stress relief, you can use the filter tool on the club portal activity bank by filtering for self-care & healthy habits activities. Then, if needed, adapt the activity to fit your timeframe or needs.

**Want to make selecting an activity even easier?  
Just follow our Club Roadmap!**

**club meeting planning template**

**1** meeting goals:

**2** date:  
time:  
location:

**3** opening connection:

**4** activity:

**5** mindful closing:

**6** who will...  
• Gather supplies needed: \_\_\_\_\_  
• Make sure everyone signs in using the sign-in form: \_\_\_\_\_  
• Facilitate the opening connection: \_\_\_\_\_  
• Facilitate the activity: \_\_\_\_\_  
• Facilitate the mindful closing: \_\_\_\_\_  
• Share out mental health resources & upcoming events: \_\_\_\_\_  
• Clean up after the meeting: \_\_\_\_\_  
• Advertise the meeting: \_\_\_\_\_  
• Prepare the custom slide deck (if using, not required): \_\_\_\_\_  
• Bring snacks (if providing, not required): \_\_\_\_\_

**7** we'll advertise the meeting by...  
☐ Hang up fliers  
☐ Share meeting details on the morning announcements or news  
☐ Share on club, school, or personal social media  
☐ Send an email out to previous attendees  
☐ Other: \_\_\_\_\_

## 5. select mindful closing

Choose a mindful closing that relates to the meeting theme or goal, or just allows folks to reset before going about their day. This is a time to practice breathwork, grounding, and mindfulness.

## 6. delegate roles

Determine who will accomplish each task.

## 7. promote the meeting

About a week before the meeting, share the details with all current and potential members so no one misses out! Check off how you'll promote your meetings (and add in your own if you'd like!)

### reminder:

Don't have a lot of time to plan your next meeting? Even just facilitating an opening connection with peers can make a club meeting impactful and fun! It's OK if you don't take all of these actions—when in doubt, keep it simple!



# planning a campaign with our cactus model

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You're always welcome to create your own school-wide campaign, but OMM strives to make things as simple as possible, so we have over 25 campaigns already prepared for you! You can access them on our club portal. We use the CACTUS model to explain how to plan, promote, and execute every school-wide campaign step by step, so read on for more info on how to use CACTUS. If you'd like a blank template to plan your own campaign, you can find that here or on our leadership tools page.



## concern

What's the topic or focus of your campaign? For example, maybe you want to raise awareness about something or encourage people to make new friends and increase the feeling of connection at school



## tactic

How are you going to approach your concern? In other words, what will the campaign entail? Will you do a bulletin board campaign, have a presence at a resource fair, encourage folks to do activities during lunch, or maybe host a spirit week? The possibilities are endless!



## audience

Who is the target audience for your campaign? All students, or just specific groups or clubs?



## uplift

Now that you know the “what”, how are people going to find out about it? Will your club host a flyer-making session, share announcements on the morning news, or send a rep to promote at the end of classes? These can also help with general recruitment too!



## community

Are there any folks in school you can collaborate with? Has your club heard of others doing similar work or sharing similar interests? When it comes to planning campaigns, it's important to share the load!



## success

Setting goals is a great way to keep your club on track and help determine how you'll know if your campaign was a success. Maybe you'll know when 10 new club members join or by the amount of contributions added to a bulletin board you created.

# club member recruitment tips

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Looking for creative ways to advertise your club, grow your membership base, and get the word out about upcoming meetings or campaigns? Try out these strategies!



## hang up flyers

Flyers are a great way to grab folks' attention and let them know what your club is about, when and where you meet, and share contact information if they want to get in touch. You can design your own, or use [OMM's template](#). Make sure you get permission to hang them up in school first!



## table at lunch or school fairs

Setting up a table during lunch periods, school fairs, or other available times during the school day can help make your club more visible to the student body. Be sure to share information about the club, when you meet, and what your goals for the year are. Having candy or even an interactive activity like responding to a prompt on a poster can help catch the attention of people walking by!



## offer snacks

Snacks are a great way to bring in new members, and keep people coming back. Have snacks at your meetings, pass out granola bars at lunch while encouraging people to stop by the next one, or even give out candy while passing out resource cards.



## host an interest meeting

An interest meeting can help students learn more about your club's mission and goals. Encouraging folks to bring their friends and plan to share some basics about your club and do a fun, quick activity. This is also another great opportunity to offer refreshments!



## share via your school's announcements

You can share more about your club through your school's daily announcements or morning news, and ask teachers if they or you can share more about the club in class.



## utilize social media

Many clubs in our OMM Network have created their own social media accounts (particularly on Instagram!) Social media is perfect for reaching new members and as a bonus, it keeps OMM staff up to date on all the awesome stuff you're doing!

# omm club commitment

before you dive in this year, whether you're a brand new club or a returning club, take a beat and use this checklist to make sure you've got the basics done, know what to expect from us, **and feel ready to commit to your OMM club!**

## before hosting your first meeting, your club should...

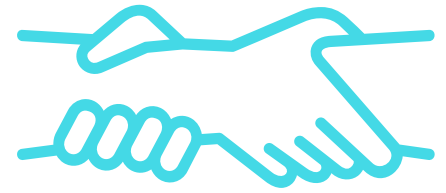
- ✓ Have at least one sponsor (and student leader for high schools) complete the OMM Club Training
- ✓ For high schools: have at least one student leader Get #BeThere certified
  - For middle schools, this might come later or not at all & that's ok!
- ✓ Double-check that you have access to the OMM club portal and tools
- ✓ Get started with planning your first recruitment event or meeting by reviewing our Member Recruitment Tips, Planning a Club Meeting template, and Calendar-at-a-Glance template.

## and once you get started, we recommend that your club...

- ✓ Host at least 6 OMM meetings this year
- ✓ Collect attendance at the start of every meeting via the sign-in form
  - Student leaders & members must attend AND sign into **at least 4 meetings** to be eligible for senior cords & end-of-year gifts
- ✓ Host at least 2 OMM school-wide campaigns (preferably a signature campaign)!
- ✓ Complete club surveys that we'll send throughout the year
- ✓ Uphold OMM values of including and respecting folks of all identities

# omm club commitment

and don't forget that we're here for you along the way!



## and remember, the omm team is here to...

- ✓ Offer support based on your club's needs
- ✓ Provide technical assistance to problem-solve challenges
- ✓ Review feedback and continually improve the program
- ✓ Cultivate a network of mental health champions



## not sure where to start?

Not sure where to start? Overwhelmed and feel like you can't do all of the things on this list? That's ok!

You don't have to do it all at once. **Starting with one small action, such as hosting a school-wide campaign or having a brief meeting with an opening connection, can make a meaningful impact.** Even the smallest effort can lead to change; every action counts toward creating a new culture around mental health.

Email us at [program@ourmindsmatter.org](mailto:program@ourmindsmatter.org) so we can help you figure out the best way to get started in your school.



# omm club roadmap

take the guess work out of planning and follow our  
roadmap of recommended activities

## fall recommended activities:



- \* **The Power of Music:** Identify and express emotions through music by creating mood playlists
- \* **Lighten the Load:** Find strength in sharing your struggles with others
- \* **Celebrating All of Me:** create self-portraits to showcase all aspects of your identity

## winter recommended activities:



- \* **My Own Emoji:** create emojis that make everyone feel seen
- \* **We All Feel:** explore the intersection of gender & mental health
- \* **Red Flag, Green Flag:** explore healthy & unhealthy relationships

## spring recommended activities:



- \* **Line of Privilege:** learn how privilege and oppression impact mental health
- \* **Social Media is Lying to You:** discuss social media, the pitfalls of comparison, and mental health
- \* **Heal from Stress:** design your own band-aids with coping skills for stress

remember--to access any digital supplies linked into  
the following activities just visit the club portal!



## september - december recommended campaign:

**Because You Matter:**  
Foster an environment that prioritizes mental wellness, self-love, & hope



## january - may recommended campaign:

**We Belong Week:**  
Cultivate a sense of school-wide belonging with a spirit week

# the power of music

## Identify & express emotions through music by creating mood playlists



### supplies:

- Feelings Wheel (printable)
- Slide deck
- High tech: computer or phone with access to music
- Low tech: paper & writing utensils

### instructions:

- Look at the Feelings Wheel (on slide or handout).
- Pick 2-3 words that describe how you're feeling right now.
- Chat with a partner or share with the group (if you're comfortable).
- Follow along with the slides to learn:
- We all feel a huge range of emotions - some feel good, some don't.
- When we ignore our feelings or bottle them up, it can mess with our mental health.
- One healthy way to deal with emotions? Music.
- Get into small groups. Each group picks one emotion (like hyped, calm, stressed, or sad).
- Now make a playlist that matches that vibe.
- High-tech: Use Spotify, YouTube or your favorite app to build the list.
- Low-tech: Write down the song names and artists on paper.
- Each group shares a few songs and explains why they match the feeling. If you can, play a track for everyone.

### goals:

- Help you notice how you're feeling
- Learn why expressing emotions in healthy ways matters
- Use music as a tool to match or shift your mood

### discussion:

- Why is it helpful to know how we're feeling?
- What happens if we don't deal with our emotions?
- How can music change or match your mood?
- What are other healthy ways to handle emotions?

### other tips/resources:

- Try mixing music genres - old, new, fast, slow.
- Want to go big? Share your playlists with your school (like on socials).
- Remember: music is personal. Be curious and respectful of everyone's taste.
- [How music can improve your mental health](#)



# lighten the load

Find strength in sharing your struggles with others



## supplies:

- A backpack or bag
- Heavy objects (textbooks, water bottles, laptops, etc.)
- Notecards and pens

## goals:

- Remind everyone that we all go through tough stuff - and that we're not alone
- Practice how to ask for help in a chill, no-pressure way
- See how opening up to friends can actually make things easier instead of trying to deal with it all solo

## instructions:

- Start by asking: *"Have you ever carried a really heavy backpack all day? How did it feel?"* Discuss how struggles in life can feel like that - heavy, draining, and hard to carry on your own.
- Give each student a notecard and ask them to write down one common thing teens struggle with. It could be stuff like stress about grades, drama with friends, family problems, or mental health stuff. It doesn't have to be super personal - just general ones.
- Go around in a circle. Anyone who wants to can share what they wrote. As each person shares, place a heavy item in a backpack to represent that struggle. (People can pass if they'd rather not speak)
- Ask for a volunteer to try carrying the backpack across the room.
- Ask: *"How does that feel?"*
- Let others try too, if they want, just to feel how heavy it is.
- Now tell the volunteer: *"It's time to ask for help. You don't have to do this alone."* If they're not sure what to say, offer phrases like:
  - *"Can someone help me?"*
  - *"I don't think I can do this alone."*
  - *"I need help."*
- When they ask, let others step in. Each helper takes one item out of the backpack and says something supportive like:
  - *"I got you."*
  - *"You're not alone."*
  - *"I can help with this."*
- Keep going until the backpack is lighter and more people are carrying the weight. Then walk together across the room - everyone with a little piece of the load.
- Wrap up message: Everyone carries struggles, but when we ask for help, others can step in and lighten the load. Asking for help isn't putting a burden on someone else - it's how we get through life together.

# lighten the load

Find strength in sharing your struggles with others



## discussion:

- How did it feel to carry everything alone?
- How did it feel to ask for help? Why can this be difficult sometimes?
- How did it feel when carrying the weights together?
- How does this connect to real life? Can you name an example of a time you needed to ask for help and let someone carry the weight with you?
- What are ways we can help each other when things feel emotionally heavy?

## facilitator notes:

- If you have a really large group, you can split them in two and have both groups work through this activity simultaneously.
- Try to make sure that there are enough weights for all students to volunteer to do the work together. If there are more students than weights, the remaining students can simply offer verbal support.
- Similarly, if someone is not physically able to carry one of the objects or move across the room, they can offer verbal support and cheer the group on.

# celebrating all of me

Create self-portraits to showcase all aspects of your identity



## supplies:

- Slide deck
- Paper
- Art supplies
- Important: use crayons/markers that include the entire range of skin tones so everyone can draw themselves accurately

## goals:

- Explore racial, cultural, and ethnic identities
- Learn that celebrating everyone's racial, cultural, and ethnic identity promotes positive mental health for all
- Discuss how people who experience oppression through discrimination, stigma and mistreatment related to race, culture, or ethnicity may experience emotional struggles

## instructions:

- Invite students to consider the identities of ethnicity, race, and culture.
- Ask students to reflect on the following:
  - In what ways are your identities visible or invisible to others?
  - In what ways are your identities celebrated or not celebrated at school and in the community?
- Ask student to create a “Celebrating All of Me” self-portrait and use the slide deck to show examples. Ask students what they notice about the examples and images that stand out which may represent symbols of identity (e.g., rainbow flag, cross, etc.).
- Guide students through the directions using the animated steps in the slide deck:
  - Step 1: Draw your head and then draw a line down the middle of the portrait.
  - Step 2: Draw one side that looks like what you see in the mirror or what friends/classmates see when they look at you.
  - Step 3: Draw the other side with the most important parts of your identity that others cannot see from looking at you. This could include culture, ethnicity, other identities (i.e., gender identity, sexuality, religion, geographic location) or other important parts of yourself (e.g., feelings, interests, favorite activities).
  - Step 4: Invite students to post their pictures in the classroom/space and let students do a gallery walk, or have students stand up and talk about their self-portraits before the group (time permitting).

# celebrating all of me

Create self-portraits to showcase all aspects of your identity



## discussion:

- What did you learn about your own race, ethnicity, and culture?
- What did you learn about your friends' race, ethnicity, and cultural identity?
- What did it feel like to share the non-visible portion of your identity?
- What did it feel like to see the non-visible portion of your friends' identities?
- How does discussing and sharing your race, ethnicity, and cultural identity impact your mental health?
- How does oppression relate to race, ethnicity, and cultural identities? To mental health?
- What can our OMM club do to celebrate everyone's race, ethnicity, and culture in this club?
- What can our OMM club do to celebrate everyone's race, ethnicity, and culture in our school?

## other tips/resources:

- Keep in mind that it's important to make the connection between mental health and oppression related to racial/cultural identities. For more information, read [this](#).
- Let students know they only have to draw/share what they are comfortable sharing about themselves.
- Students may need ideas to represent their culture or ethnicity. You may share ideas such as the flag from a family's country of origin or a cultural symbol or image that reminds them of their family/culture.

## school-wide adaptation:

- For a school-wide impact, hang the self-portraits on display within the school or share them on the club's social media page (with the student's permission).

# campaign: because you matter

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**Foster an environment that prioritizes mental wellness, self-love, & hope**

## **supplies:**

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- Tape or staples
- Highly visible bulletin board or wall
- Table or desk to hold materials
- Instructions
- Because You Matter cards
- Self-care bingo sheets
- Mental health resources
- CACTUS framework for school-wide campaigns
- Pens or markers
- OMM & You Matter stickers (optional)
- Self-worth cards (optional)
- Candy for giveaways (optional)
- Recruitment fliers (optional)
- Bonus: social media graphics
- Need materials in Spanish? Want to download the materials mentioned above? Check out the campaign on the club portal

## **goals:**

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- Empower folks to recognize their self-worth via affirmations
- Create a culture of self-love and acceptance
- Bring hope to folks who are struggling or doubting their significance in the world
- Reduce stigma and increase help-seeking by providing easy access to mental health resource guides

## **as easy as 1, 2, 3**

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- 1** Identify a space in your school that is highly visible & able to have paper adhered to it.
- 2** Using the OMM-provided supplies, have folks fill out “Because You Matter” cards with words of affirmation or encouragement & hang them up in the identified space.
- 3** Promote the campaign around the school and leave it up for at least a month to increase self-care & healthy habits by putting mental health top of mind this school year!

# campaign: because you matter

Foster an environment that prioritizes mental wellness, self-love, & hope



## concern

- Self-affirmations are a research-backed tool for improving self-esteem and overall mental well-being.
- Reminding folks of their inherent “mattering” or worth is a great way to make mental health a priority



## audience

- Entire school



## community

- Get approval from the Principal/Administration
- Counselors or social workers to help promote
- Engage other student clubs and organizations
  - Consider groups that may be able to reach different teens in your school and encourage them to participate in this campaign, such as sports teams, student government, theater, cultural or identity-based student groups, etc.



## tactic

- First- know that you can lead this campaign if you are an OMM student leader, a club sponsor looking to recruit folks, or just any student or staff member looking to shine some light on mental health in your school!
- This campaign involves setting up a bulletin board and the Because You Matter cards and then encouraging everyone who comes by to grab a card, write themselves or someone else a note, and then add it to the wall
  - What should the note say? Anything uplifting, empowering, or loving toward oneself or others.
- To get started, determine the day the campaign will kick off and where you will display the printable cards in school. ( continued on next page )



# campaign: because you matter

Foster an environment that prioritizes mental wellness, self-love, & hope



- Next, set aside time to make sure all the materials are set up. Some things to consider:
  - Is the bulletin board or wall highly visible to all students?
  - Is it ready to have papers taped to or stapled to it?
  - Is there a desk or table to hold materials near the bulletin board or wall?
  - Did you print & cut out enough cards for at least the first day of the campaign?
  - Do you have pens and markers available so folks don't have to dig through their bags?
  - Will you have someone staffing the table consistently to explain the purpose, or will you just have the brief instruction page/poster visible so folks know what to do?
  - Will the table be open all day, or only during lunches or another set time?
- Once you have everything set up, you can start the campaign! It's up to you to decide how long you'll keep the table/wall "open" for participation, but we recommend at least one day or even one week.
- It's also up to you how long the notes will stay up, but we suggest leaving the notes up for at least the full semester (you can leave them up all year if you'd like!)
  - Tip: keep an eye on what folks hang up just to make sure nothing inappropriate or harmful has been written.
- Throughout the campaign, think about how you can include student leaders (whether that be OMM leaders, sports captains, SGA members, etc.) in different ways:
  - Can student leaders be the ones to promote the campaign in their classes, meetings/practices, or on the announcements?
  - Can you have student leaders take turns at the table where folks will fill out cards? Can they hang the cards up for folks and hand out any stickers, buttons, candy, or self-care bingo sheets?
  - Remember—mental health efforts are often more effective when teens are talking to and learning from other teens!
- Want to take this campaign a step further? Here are a few ways you can do just that!
  - Leave some information about your school's counseling services & some national resources near the bulletin board/wall so that people who participate or view the campaign can learn how to seek help if they need it. Use [this template](#) to save time.
    - We added in some national resources, but don't forget to input your school and local community resources before making copies!

# campaign: because you matter

Foster an environment that prioritizes mental wellness, self-love, & hope



- A day or two before your Because You Matter wall/board goes live, start advertising it on the morning announcements, school news, social media, and any other methods your school uses to announce events.
  - You can use the instructions page linked in the supplies section to learn some sample language.
- Continue to make these announcements throughout the duration of your campaign so as many folks as possible have a chance to get engaged.
- Making sure your wall or bulletin board is in a central location is also a promotion for the campaign in itself!
- Give the campaign instructions page to the other student clubs you're partnering with so they can encourage their members to participate, or even ask some well-liked teachers to read about it at the start of their classes. Having students and staff who can positively influence teens to participate is a great way to boost engagement!
- Share about the campaign on social media using [these graphics](#).
- Lastly, be sure to have instructions explaining the campaign visible on the table or wall so anyone can participate at any time.
- Are you also hoping to advertise your current or future OMM club? Use [this template](#) to promote your club and reach out to [program@ourmindsmatter.org](mailto:program@ourmindsmatter.org) if you need support.



- How many folks hung up their cards? 100? 20? 10? 5? All of that is a success!
- Were you able to share information about mental health resources available at your school? Huge success!
- Did you get any new members/interest in your OMM club after folks participated? Also success!
- For schools without an OMM club
  - What is our next step for starting an OMM club?
  - hint: contact [program@ourmindsmatter.org](mailto:program@ourmindsmatter.org)

# my own emoji

Create emojis that make everyone feel seen



## supplies:

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- [Slide deck](#) (with examples of emojis)
- Paper
- Art supplies
- [NPR article](#)

## instructions:

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- Share with students that emojis can express different things, including aspects of identity
- Share the above story of O'Plerou Grebet, a digital artist from the Ivory Coast featured in the news because he created emojis to reflect life in contemporary West Africa and share important aspects of his identity
- You can print the article for students or summarize it
- Invite students to brainstorm essential aspects of their identity (race, ethnicity, culture) and reflect on whether those identities are currently available in emojis
- They will then create a list of new emojis they can make together or individually
- Club members can work together or individually to design one or more new emojis on paper or the computer.

## goals:

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- Share and celebrate their racial, cultural, and ethnic identities
- Explore how representation matters and connects to feelings of acceptance and belonging, which are important for positive mental health for all

## discussion:

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- Why does representing various racial, cultural, and ethnic identities matter in emojis? How does this relate to mental health?
- Are the identities important to you represented in emojis? Why or why not?
- What new emojis would you suggest be created so people could better describe mental health?

## other tips/resources:

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- Students can submit emojis to the Unicode Consortium using this [Emoji Proposal form](#).

## school-wide adaptation:

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- For a wider impact, sponsor a contest for new emoji designs around the school.

# we all feel

## Explore the connection between gender & mental health



### supplies:

- Masking tape, painter's tape, or yarn
- Space to move around

### goals:

- Identify how different genders tend to show their emotions and ask for help
- Explore how society judges people for showing certain feelings based on gender roles and culture
- Challenge toxic masculinity and learn ways everyone - especially guys and people who identify as masculine - can express their emotions and ask for help in healthy ways

### instructions:

- Prep:
  - Before you start, use masking tape, painter's tape, or yarn to make a line on the floor about 10 feet long. Label one end "Uncomfortable" and the other "Comfortable."
- Intro:
  - Let's talk about emotions - and how we show them. Everyone feels things like sadness, fear, or stress, but not everyone feels safe showing these emotions.
  - A lot of guys or men feel pressure to "man up" and hide what they're feeling. Many think they're supposed to bottle it up and not ask for help - even when they're struggling. This can lead to serious stuff like depression, substance use, or even suicide.
  - Teen girls face different pressures. They're often told how to look or act, and when they do speak up, they might be called "too emotional" or "dramatic." Because of this, their mental health issues sometimes get ignored - even though many deal with things like anxiety, trauma, or eating disorders.
  - Trans and nonbinary youth also deal with big challenges. They're more likely to face discrimination and feel misunderstood - and that takes a toll. They're much more at risk for depression and suicide, especially if they don't have support.
  - All of this can also be impacted by other parts of our identities, like race, ethnicity, culture, religion, and so much more.
  - So today, we're going to check in with ourselves - and each other - about how we show emotions and how safe it feels to express them.

# we all feel

## Explore the connection between gender & mental health

### instructions:



- Here's how it works:
  - The facilitator will say a feeling out loud. Participants will then move along the line to show how *comfortable* or *uncomfortable* they feel expressing that feeling to a close friend or trusted adult. There's no right or wrong answer - encourage folks to just be real with themselves
- Read off the following emotions one at a time and allow folks to move to a spot that feels right for them. Add in others if you'd like!
  - Anger, Jealousy, Confidence, Confusion, Joy, Fear, Anxiety, Embarrassment, Pain, Sadness, Hopelessness, Affection, Boredom, Loneliness, and Guilt

### discussion:

- What stood out to you during the activity? Anything surprise you?
- Which emotions were easiest for you to share? Which ones felt harder to show?
- What kinds of messages have you heard (from family, media, or community) about what it means to be "tough" or "emotional"?
  - For example: "boys don't cry," "girls are too sensitive," "act like a man," "stay strong no matter what"
  - "Machismo" in Latino/a/e culture, the "strong Black women" stereotype, "emotional stoicism" in Asian culture
- How do you think those messages affect how easy or hard it is to open up or ask for help?
- What can happen if someone keeps pushing their feelings down instead of talking about them? How might that affect their mental health or relationships?
- What's one thing you could try when you're feeling low or overwhelmed to help express how you're feeling in a healthy way?
- If it doesn't come up naturally, here are the key takeaways:
  - Every feeling is valid.
  - Emotions are your body's way of responding to the world around you.
  - Feeling something doesn't make you weak - it makes you human.
  - Give yourself permission to feel.
  - Give others that same space, too.

# red flag, green flag

Explore what makes a relationship healthy vs. unhealthy



## supplies:

- A/V Equipment
- “[Because I Love You](#)” video
- [#LoveBetter](#) Video
- [10 Signs of an unhealthy relationship & a healthy relationship](#)
- Pens or markers & sticky notes

## goals:

- Identify the differences between healthy and unhealthy relationships, or red and green flags
- Provide resources if someone believes they may be in an unhealthy relationship

## instructions:

- Pass out paper and writing utensils and give everyone 3 minutes to independently write down their response to the prompt: “*What makes a relationship healthy? You can think about romantic relationships or friendships.*”
- Give the group the opportunity to share what they wrote with a partner for 2-3 minutes.
- Let everyone know that you’re going to play a couple of short videos that show some signs of an unhealthy relationship. If anyone feels triggered by this, they can take a break outside of the room and talk to the club sponsor for support.
- Play the [Because I Love You](#) video and pause for 1-2 minutes for quick reactions.
- Then play the [#LoveBetter](#) video and pause for 1-2 minutes for quick reactions.
- After the group shares their initial reactions, ask the following questions:
  - *What does it mean when someone says something is a “red flag”?*
    - Facilitator note: a red flag in a relationship or person is typically a sign that they are behaving in an unhealthy or even potentially abusive way. A red flag is a sign that this person might not be a good partner or friend.
  - *What does it mean when someone says something is an “ick”?*
    - Facilitator note: an “ick” is something that personally just turns someone off from another person, which is different from a “red flag.” It’s important to differentiate between the two.
  - *What does it mean when someone says something is a “green flag”?*
    - Facilitator note: a green flag is something in a relationship or person that is a sign of healthy, caring, and loving behavior. A green flag is a sign that the person would be a good partner or friend.
- Next, encourage everyone to write down 3 “red flags” that they’re going to look out for in a friendship or relationship and 3 “green flags” on their sticky notes (bonus points if you have red and green markers to write with!).
- Once everyone has written down their “red flags” and “green flags,” have them stick their “red flags” on the red flag wall and “green flags” on the green flag wall.



# red flag, green flag

Explore what makes a relationship healthy vs. unhealthy



## instructions:

- Note: You might hear people bring up the term “beige flag” because it’s popular on TikTok. While it’s not really an important part of the conversation around healthy vs. unhealthy relationships, it’s good to be aware of it!
  - A beige flag refers to a behavior that is neither good nor bad, but notable or quirky or interesting. It’s often used as a way to lovingly tease a partner about a special interest or hobby.
  - Read more [here](#).

## discussion:

- What resonated with you from the video? What didn’t?
- What do you recognize as a “red flag” in a relationship? What about a “green flag?”
  - As the facilitator, use [the signs of healthy and unhealthy relationships](#) to move the conversation along if you don’t see them represented in the sticky notes
- Were you surprised by what anyone wrote? Is there anything in either category that you don’t think fits?
  - I.e. is a red flag actually just an ick, or is a green flag actually maybe closer to a red flag?
- What can you do if you notice red flags in your partner or a friend’s partner? What can you do if you notice them in yourself?
  - Hint: reach out to a trusted adult, use [One Love Foundation](#) or [Love Is Respect](#) resources
- Where would you go if you needed to speak to a trusted adult about a relationship?
- What “green flags” will you be looking for now in partners or friends? What “green flags” will you try to exhibit yourself to be a healthy, safe partner?

## other tips/resources:

- [Relationship Spectrum chart](#)
- [One Love Foundation](#) for more information about healthy vs unhealthy relationships
- [loveisrespect.org](#) for more information about dating, signs of abuse, creating safety plan, etc.
- Text ‘LOVEIS’ to 22522

**Thank you to the One Love Foundation for their videos & resources**

# campaign: we belong week

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Cultivate a sense of school-wide community and belonging with a spirit week

## supplies:

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- We Belong Week script
- Suggestion box
- Prompt cards for suggestion box
- Speed Friending instructions
- Friendship bracelet supplies
- Mental health resource template
- Poster paper
- Markers
- We Belong Buttons (optional)
- Candy for giveaways (optional)
- Need Spanish resources? Want to download the supplies mentioned above?  
Check out the campaign on the club portal

## goals:

---

- Foster feelings of social connection, belonging, and community across the whole school
- Empower participants to identify ways they can make their community more welcoming & inclusive for all
- Have fun with school-wide connection events that can create new friendships
- Reduce stigma and increase help-seeking by providing easy access to mental health resources

## as easy as 1, 2, 3

---

- 1** Collect suggestions from the student body about how to create a culture of belonging
- 2** Host connection-building activities during lunches like speed friending and friendship bracelet making
- 3** Encourage your peers to sign a commitment of belonging created from the suggestions collected earlier in the week to empower the whole school to uphold this new value



# campaign: we belong week

Cultivate a sense of school-wide community and belonging with a spirit week



## concern

- Social isolation, or lack of connection, continues to be a major concern for teens and their mental health.
- Social connectedness is a key protective factor for suicide prevention and mental health in general.



## audience

- Entire school



## community

- Principal/Administration
- Student government or leadership to help lead efforts
- Other student clubs and organizations
- Consider groups that may reach different teens in your school and encourage them to participate in this campaign, such as sports teams, student government, theater, cultural and identity-based student groups, etc.



## tactic

- First, determine when hosting a spirit week at your school makes the most sense.
- Consider things like holidays, testing schedules, big sporting or performance events, and other planned initiatives to ensure you're not "competing" for participation.
- Next, determine which actions you will include in your "We Belong Week". We recommend doing all of them, but you can choose just a few! Here's our suggested schedule:
- Monday: Facts about belongingness read over announcements/on the morning news, spirit week introduced, & OMM-provided sticky notes with connection & belongingness quotes placed on lockers:
  - In the script, students are asked to reflect on a few questions. To make this more impactful, ask a few teachers to spend some time on this in their classes and discuss it if possible!

# campaign: we belong week

Cultivate a sense of school-wide community and belonging with a spirit week



- Tuesday: Suggestion box placed somewhere visible for students to share their ideas on how to make school a more welcoming, inclusive place using these prompts:
  - “What do you need to feel like you belong?”
  - “What can you do to make others feel like they belong?”
- Wednesday: Speed friending at lunch (use the speed-friending activity guide)
  - Tip for facilitating with large groups:
  - Have a few facilitators during each session so that you can break the large group into smaller groups of 15-20
  - Each smaller group should then have someone assisting with facilitating, including helping folks rotate to new positions, reading or repeating the prompt if it’s being read aloud on a microphone, and answering any questions.
  - There should still be one main person managing the time so that all groups switch at the same time.
- Thursday: Friendship bracelet-making stations during lunches
  - Encourage teens to share at least one of the bracelets they make with new friends or folks they don’t know very well to promote new connections!
  - If you’d prefer not to do bracelets, you can also have folks create handwritten “friendship grams” for someone they don’t know well.
    - Check out an example here
- Friday: Complete “We Belong” posters with commitment statements based on the suggestion box submissions and have folks sign their names during lunches
  - Check out an example here
  - We recommend having a small group of students (along with staff members) create the poster after going through the suggestion box responses and then have the whole school sign it.
  - Then, hang it up somewhere visible in the school to remind you of your school’s commitment together!
  - Throughout the week, think about how you can include student leaders (whether that be OMM leaders, sports captains, SGA members, GSA members, cultural club members, or other influential students) in different ways:
  - Can leaders read the announcements each day? lead speed friending games? be present during poster signings?
  - Remember—mental health efforts are more effective when teens talk to and learn from other teens!

# campaign: we belong week

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Cultivate a sense of school-wide community and belonging with a spirit week



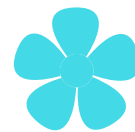
- Use the provided script to promote the campaign on morning announcements!
- You don't have to do all of these, but be sure to do at least one of the following additional actions to promote your campaign:
- Share “teasers” about the spirit week ahead of time to get folks excited. The teasers can include a full schedule of the week’s events to give folks a heads up!
- Hang up the quote stickers on lockers, walls, and bathroom mirrors around the school.
- Send out calendars with the schedule for the week via email or newsletter, or have teachers hang them up in their classrooms.



- Even just a few suggestions in the box are a success because it shows you have folks thinking about how to create a better community!
- Did you notice folks having fun during Speed Friending or while making friendship bracelets or grams? That's a win!
- Lastly, how many people signed the We Belong posters? If even 25% of your student body signed, that's a big success.
- If your school has some kind of “school climate survey,” that includes a question about belongingness, that could also be a data point to look at!

# line of privilege

Learn how privilege and oppression impact mental health



## supplies:

- Slide deck
- Scrap paper to recycle
- Recycling bin/trash can
- Prizes (club swag, stickers, candy, etc.)

## goals:

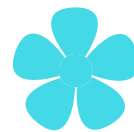
- Understand that everyone has different identities and life experiences
- Learn how some people face extra challenges that can affect their mental health

## instructions:

- Place a recycling bin or box at the front of the room.
- Have students line up in order of their birth month (January in the front, December in the back).
- The Game:
  - Give each student a piece of scrap paper to crumple into a ball.
  - Say, “The recycling bin represents opportunities like doing well in school, getting a good job, or staying healthy.”
  - On the count of 1...2...3, students try to throw their paper ball into the bin.
  - If they make it, they win a small prize (like a sticker or treat).
- Next, ask students to sit down for a reflection using the slide deck.
- Explain that where they stood in line represents privilege or oppression. For example:
  - People closer to the bin had an easier time making their shot.
  - People farther away faced more challenges.
- In small groups (3–5 students), list examples of:
  - Privileges (advantages): Things that make it easier to succeed, like having money, being white, or being able to walk easily.
  - Oppression (disadvantages): Things that make it harder, like racism, being treated unfairly for having a disability, or not having enough money to live comfortably.
- Choose one person to share your group’s answers.
- Talk about what kinds of people might stand at the front or back of the line based on their identity (like race, gender, or income).
- Examples:
  - Privilege: Being white, male, rich, cisgender, or straight.
  - Oppression: Facing racism, sexism, homophobia, or other unfair treatment.
- Discuss how privilege isn’t about being a good or bad person—it’s just a starting point that affects opportunities.

# line of privilege

Learn how privilege and oppression impact mental health



## instructions:

- Try Again:
  - Set up the recycling bin again and ask: “How can we make this game fair for everyone?”
  - Ideas:
    - Form a circle around the bin so everyone has the same chance.
    - Take turns standing in the front.
    - Give everyone a prize, no matter what.
  - Play again with the new set up the group agrees on and give prizes to everyone.
  - The prize isn't for scoring - it's for working together to make things fair!

## discussion:

- How did the activity show privilege and oppression?
- What did you learn that was new?
- How does privilege affect mental health?
- How does oppression affect mental health?
- If you have privilege, how can you help make things fair for others at school or in your community?

## facilitator notes:

- It's okay to feel different emotions while learning about this. Some people might feel bad about having privilege, and others might feel upset about oppression. Both feelings are normal.
- The point is not to make anyone feel guilty or ashamed. Instead, it's to help us understand the world and think about how we can make it better.
- If someone needs to take a break during the activity, that's okay. They can also talk to a teacher or school counselor for support.

# social media is lying to you

Discuss the way that social media affects our mental health & the ways we compare our lives to others



## supplies:

- A/V Equipment
- Paper & Writing Utensils
- Video

## goals:

- Discuss and identify the impact that social media has on you & your relationships
- Envision and brainstorm what the ideal social media platform would be like

## instructions:

- Pass out paper and writing utensils, and give everyone 3 minutes to independently write down their response to the following prompt:
  - “As you scroll through social media, what emotions do you feel?”
- Give everyone the opportunity to share what they wrote with a partner or two for 3 minutes.
- Play the video.
- Go through the discussion questions as a group.
- Have folks write down one thing they're taking away from today's discussion on the piece of paper they responded to the first prompt on.

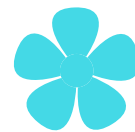
## discussion:

- What resonated with you from the video? What didn't?
- What does comparison feel like for you?
- Do you think comparison is helpful?
- Social media is often referred to as a “highlight reel” of someone's life, meaning it only shows the very best parts. Do you think this is accurate? Why or why not?
- What would you change about your relationship with 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?



# heal from stress

Design bandages while sharing ways you “heal” from stressful times



## supplies:

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- Paper bandages OR Real adhesive bandages
- Markers, pens, stickers
- Scissors
- Glue Sticks or Tape
- Poster Boards (if putting around the school)

## instructions:

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- Introduce the purpose of the activity – promoting mental health awareness, healthy coping mechanisms, and share support within the school community
- Open up a discussion about the importance of healing and coping strategies while in a stressful or difficult situation. Ask the group about their experiences, and let them share for 5 minutes or so
- Then, pass out the bandage cutouts or the adhesive bandages to each participant
- Pass out supplies like markers, pens, and stickers for decorating
- Ask everyone to write short coping strategies that they use on the bandages
  - Encourage them to decorate the bandages too!
  - Examples could include: journaling, exercise, music, cuddling a pet, talking to a friend, etc.
- Play background music to set the scene for a calming activity and encourage folks to talk to their peers about how they “heal”
- Folks can either stick their bandages on their bag/a notebook OR check out the school-wide adaptation below for more ideas

## goals:

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- Promote social connectedness and remind folks that everyone struggles with stress at some point in time
- Foster a welcoming environment where students feel comfortable discussing their stressors and self-care habits
- Offer a sense of community support
- Beautify the school with visual reminders of positivity and support

## discussion:

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- Can you share a time when you felt stressed and what did you do to feel better/recover?
- How does engaging in activities, like this one, help manage stress?
- Do you think creating art is a form of healing?
- How can we as a school community support and allow each other to heal in times of stress?

## school-wide adaptation:

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- Put up posters around the school with taped-on paper bandages or pockets/envelopes to hold them.
- Anyone walking by can grab a blank bandage, decorate it with a coping strategy or encouraging message, and stick it back on the board or in the pocket.
- If someone needs a little boost or reminder to take care of themselves, they can grab a bandage from the pocket anytime.

# mental health resources

## the following warning signs of suicide demand immediate attention:

- Talking about wanting to die or kill oneself.
- Talking or writing about suicide or death.
- Talking about feeling hopeless or having no reason to live.
- Talking about being a burden to others and how the world would be better off without him/her.
- Talking about being trapped or in unbearable pain.
- Complete withdrawal.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings and acting recklessly.
- Looking for ways to kill oneself, such as searching online or obtaining access to firearms, pills, or other means to kill oneself.
- Giving away prized possessions and other personal things; tying up loose ends.

Still have unanswered questions? Unsure how to access any of our resources? Want to meet with someone from our program team? Let us know at [ourmindsmatter.org/club-support/](https://ourmindsmatter.org/club-support/)

## for crisis or immediate assistance:

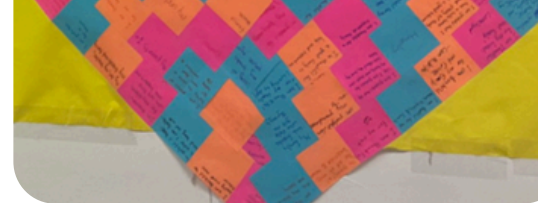
- Crisis Text Line
  - Text MIND to 741741
- Suicide & Crisis Lifeline
  - Call 988
- The Trevor Project – LGBTQ+ Crisis Hotline
  - Call 1-866-488-738
- Text with a trained Hope Coach at [TheHopeLine.com](https://TheHopeLine.com)

## for folks who aren't in immediate crisis but still need support, check out some ways to find help:

- Teen Line: Teens helping teens in online chats
- Find a Therapist: Search Psychology Today to find a professional to see in your area.
- Start Your Recovery: Learn about drug and alcohol problems and options for treatment and recovery
- National Alliance for Eating Disorders: Call 866-662-1235 9-5:30 Monday-Friday to speak with a licensed therapist specialized in eating disorders. Outside of hotline hours, check out their FindEDHelp tool to get connected to support as soon as possible.
- Kids Mental Health Foundation: Find children/teen mental health resources in your state
- For our full list of mental health resources and printable handouts, go to [ourmindsmatter.org/resources/](https://ourmindsmatter.org/resources/)

remember to check out our club portal for  
\*all\* of our curriculum and resources!





**thank you for your commitment  
to teen mental health!  
together, we can save lives.**

**contact us:**

[program@ourmindsmatter.org](mailto:program@ourmindsmatter.org)

[ourmindsmatter.org](http://ourmindsmatter.org)

[@our.minds.matter](https://www.instagram.com/our.minds.matter)

