



our minds
matter

2026 - 2027

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/ 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

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 or fill out a club support request form at 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.



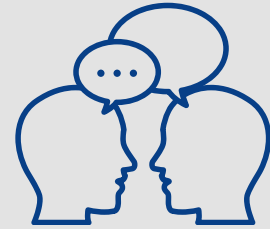
how to encourage leadership in middle school students:

- 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

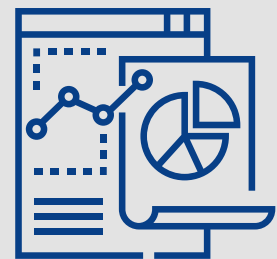
staying in touch with omm

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.

2026-27 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

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:

- 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:

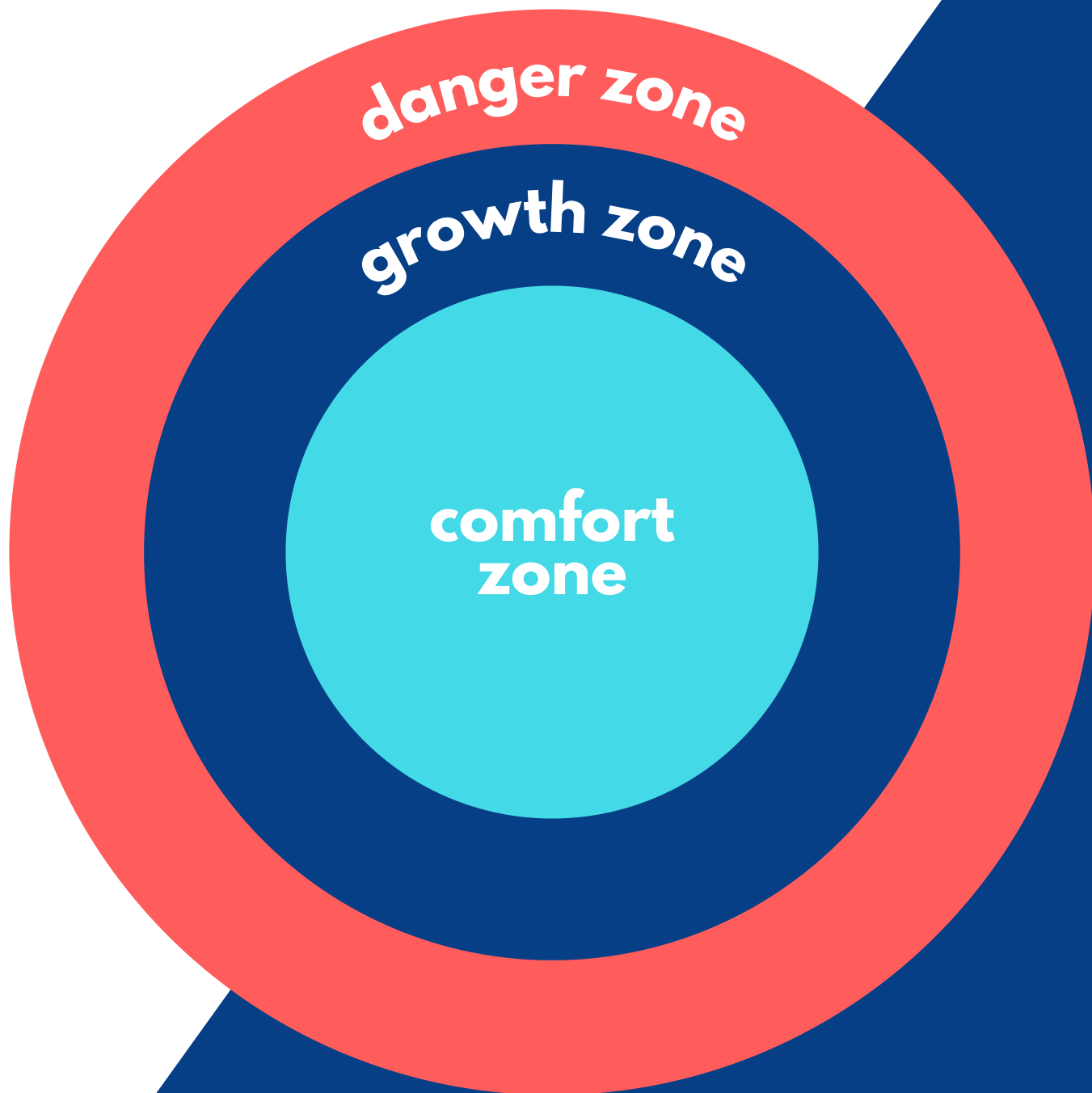
- Therapy, because that requires special training & privacy protected by law
- A classroom, because it's more personal than class. We are not referencing a text book, but we are connecting & growing together
- A meeting to deeply explore your personal symptoms. If you need a space for this, talk to a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

**our minds
matter**



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

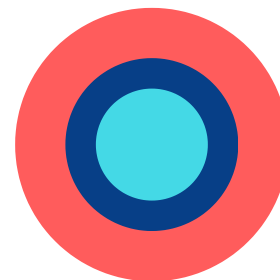
The danger zone is the area beyond your growth zone where challenges are overwhelming and potentially harmful. It's where stress, anxiety, and burnout can occur. You might feel triggered or unsafe, and this is a time when a club sponsor is needed. When someone is in the danger zone, they should be connected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

our minds
matter

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

our minds
matter

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

our minds
matter

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...

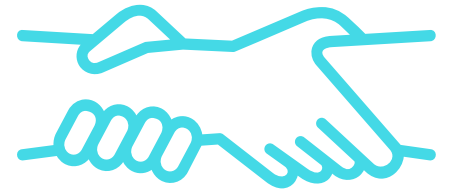
- ✓ Have at least one sponsor (and student leader for high schools) complete the OMM Club Training every two years
- ✓ For high schools: have at least one student leader Get #BeThere certified
 - For middle schools, this might come later or not at all & that's ok!
- ✓ Double-check that you have access 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 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
- * **Celebrating All of Me:** create self-portraits to showcase all aspects of your identity
- * **Cheer-A-Peer:** help make winter break feel a little warmer by sharing good vibes, kind words, and thoughtful messages

winter recommended activities:



- * **Vision Boarding:** manifest your gratitude, joy, & dreams through art
- * **Red Flag, Green Flag:** explore what makes a relationship healthy vs. unhealthy
- * **Power Flower:** create a power flower to explore your different identities

spring recommended activities:



- * **Don't Stress 'Til You Pop:** identify coping skills and emotional regulation techniques through a fun game
- * **Making Self-Care Actionable:** create a quick-reference guide for self-care strategies and coping skills
- * **Ladder of Hope:** explore strategies to overcome feelings of hopelessness

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:

Speak Up, Act Louder:
Empower your school to practice supporting a friend in need

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](#)

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
- Talk about how people who experience oppression through discrimination, stigma, and mistreatment related to their identity may have negative emotional reactions

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 students 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).

cheer-a-peer

Help make winter break feel a little warmer by sharing good vibes, kind words, and thoughtful messages



supplies:

- Markers, pens, or any writing tools
- Colored paper or note cards
- Stickers or any fun decorations
- (Optional) Your laptop or phone

goals:

- Help each other feel good by sharing kind words
- End the semester with positive energy around the school

instructions:

- Write Kind Notes: Think about a friend, classmate, or even someone you don't talk to much. Write them a short, kind message.
- Get Creative: Use art supplies to decorate your notes. Or, if you prefer, type something up and email it!
- Share Your Message:
 - Hand it to them in person
 - Drop it in their locker
 - Leave it somewhere random for someone to find
 - Email it if that works better for you
- You can write to one person or several – it's up to you!

discussion:

- What do you hope someone feels when they read your note?
- How would you feel if you got a kind message from someone at school?

other tips/resources:

- If your school has a student site or social page, post nice messages, quotes, memes, or pictures to spread even more cheer!

campaign: because you matter

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

supplies:

- 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:

- 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

- 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 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

vision boarding

Create a physical board to display gratitude, joy, and dreams



supplies:

- pencil or pen
- colored pencils, crayons, or markers
- paper or poster board
- alternatives: utilize magazines, pictures, and other art to create a collage instead of or in addition to drawing

goals:

- Express yourself through visual art
- Reflect on what you are grateful for and what brings you joy
- Manifest dreams, plans, and goals for your future

instructions:

- Prior to starting this activity, ensure that the proper art materials are available.
- Instruct students to divide their board or paper into three sections. They can do this however they would like, but it is helpful for the sections to be similar in size.
- First section: What are you grateful for?
- Encourage students to take a moment to pause and reflect on the past year (or past few months, or whatever makes sense for your club). Then ask them to think about the things they are grateful for from that time period. This can be anything at all, including people, places, events, and things.
- Instruct them to begin adding their gratitude to the first section of the vision board using the available art materials. Encourage them to try and draw their gratitude, but writing out some words is ok too!
- It would be good to give everyone at least five minutes for this part, but you can make this much longer depending on the available art supplies and length of your meeting.
- Second section: What brings you joy?
- Students should now pause and reflect on what is currently bringing them joy. Again, this can be anything at all.
- After a reflection period, encourage students to begin adding their joy to the second section of their vision board. Drawing is great and writing some words is ok too!
- This section should ideally take at least five minutes as well, but you can make this much longer depending on your art supplies and length of your meeting.
- Third section: Manifesting your future
- This is the section that asks students to look ahead to the future. Have everyone pause and reflect on what they are looking forward to, what goals they are excited about, and what they are planning for their future.
- Now, everyone should add their future dreams, goals, and plans to the third section of their vision board. This may take a bit longer than the first two, so consider giving everyone a few more minutes on this section.
- After the third section is complete, the vision board is done! You can move on to discussion.

vision boarding

Create a physical board to display gratitude, joy, and dreams



discussion:

- While many vision boards only focus on setting future intentions, there is true value in exploring our past and present before looking ahead. This vision board allows us to not only see our future goals, but also what we are grateful for and what brings us joy. Perhaps this gratitude and joy can influence what we make of our future.
- Some questions to consider asking include:
 - What did you include on your vision board that surprised you?
 - Was there any pattern or connection between your three sections?
 - What emotions came up for you? Did any of these surprise you?
 - How did it feel to look ahead and set intentions for your future?
 - Would you like to share anything else from your vision board?
- Be proud of what you all created!
Encourage students to keep their vision boards or consider displaying them somewhere if you feel comfortable.

other tips/resources:

- [Check this out for some more information on how to practice gratitude](#)
- Optional: [Vision boarding activity recording](#)

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

power flower

Create a power flower to explore your different identities



supplies:

- Slide Deck
- Chart paper
- Markers
- Stickers (optional)
- Power flower handout
 - Note: this handout does not contain all the possible identities folks may hold. This printable includes a blank template so teens can add their own!

goals:

- Understand that everyone has multiple identities that connect to power and oppression
- Explore how personal identities relate to privilege and oppression
- Learn how inequality can affect mental health, especially for those in marginalized groups

instructions:

Explain that we're going to explore how our identities connect to privilege and oppression through a "power flower."

- Show the Power Flower slide from the deck.
- What is a Power Flower?
 - Each petal of the flower represents an identity category, such as:
 - Age
 - Gender
 - Economic class (how much money you have)
 - Ability/Disability
 - Education
 - Sexuality
 - Race
 - The above list is not exhaustive. Club members may use the blank flower handout to include other identities they may hold such as:
 - Immigration status
 - Language
 - Adoption status
 - Religion
 - Etc.

power flower

Create a power flower to explore your different identities



instructions (cont.):

- The Garden Metaphor:
 - Talk about how flowers grow based on things like soil, air, light, and water. Explain how these things can impact how well flowers grow.
 - Compare this to how power and dominant cultures can affect how people grow and thrive.
- Show the slide about equality vs. equity to explain how different groups are treated in society.
- Examples of Privilege:
 - Share examples of privilege in different areas:
 - Age – Adults
 - Gender – Cisgender male
 - Economic class – Upper class
 - Ability/Disability – Non-disabled or neurotypical
 - Education – College degree
 - Sexuality – Straight/heterosexual
 - Race – White
- Create Your Power Flower:
 - Give each student a Power Flower handout or ask them to draw their own flower.
 - Ask them to think about their identity in each category and write how they identify on the inner petal.
 - If they belong to a privileged group, color the whole petal. If they feel less privileged, color just the inside of the petal.
- Reflection:
 - Remind students that there are no right or wrong answers and they don't have to share unless they want to.
 - Explain that many people have both privileged and oppressed identities in different areas (this is called intersectionality).
- Optional Sharing:
 - If time allows, students can share their power flowers or post them for a gallery walk to see how others reflect on their identities.

power flower

Create a power flower to explore your different identities



discussion:

- What did you learn about how your identities connect to privilege?
- What did you learn about how your identities connect to oppression?
- How can oppression lead to mental health challenges?
- How can you practice self-compassion if you experience oppression?
- What strengths do you have because of your identities?
- How can you use your privilege to help others?
- How can our club help reduce oppression in our school and community?

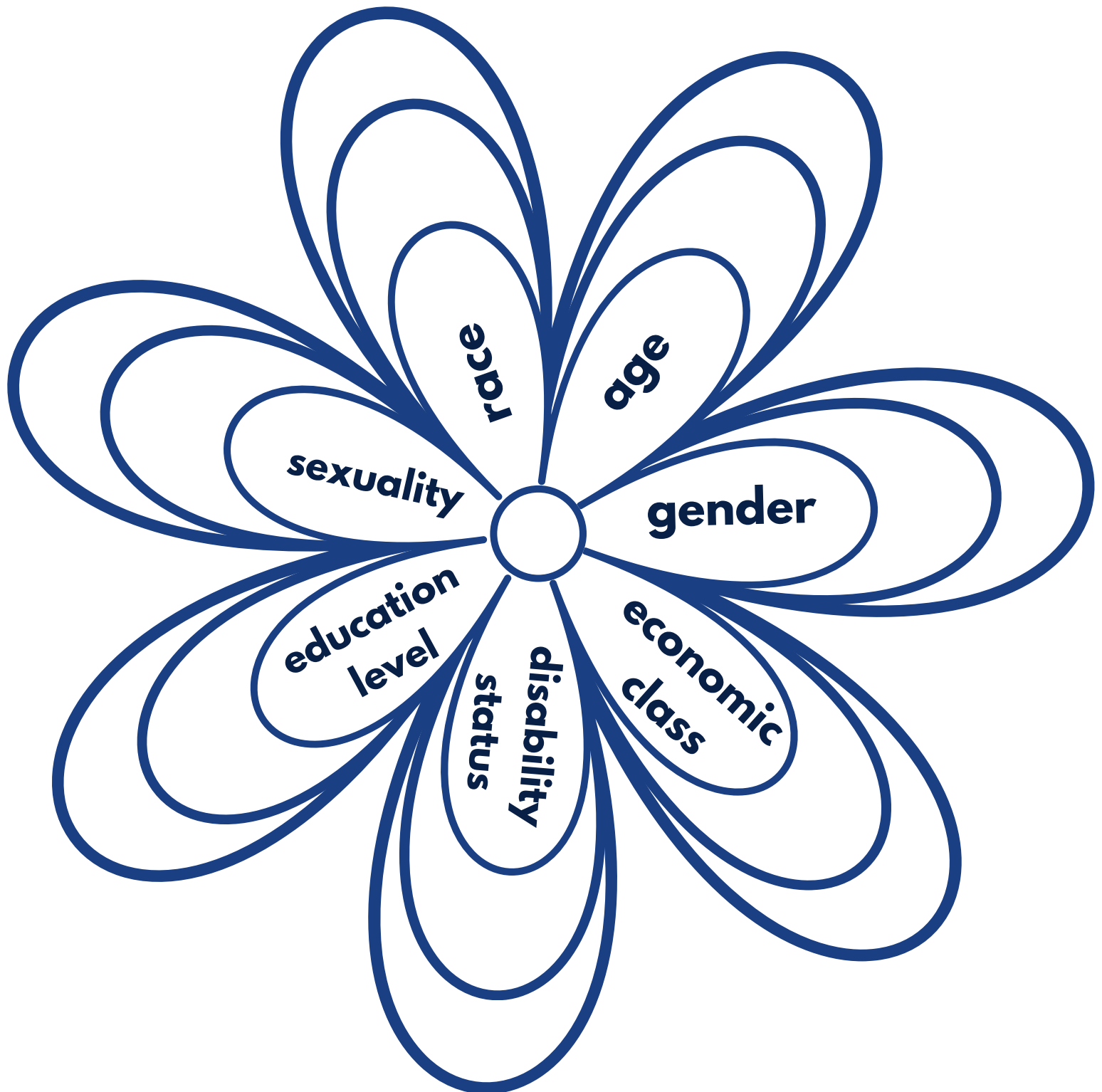
other tips/resources:

- Students can skip any identities they're uncomfortable with.
- Remind students that it's not their identities that are the problem, but systems that unfairly treat people differently based on their identities.
- Acknowledge that learning about privilege may bring up emotions like guilt. Let students know that the goal is not to make them feel bad but to help them understand the issue.
- Encourage kindness and generosity as ways to help others.
- Offer mental health resources and support if needed during or after the activity.

power flower

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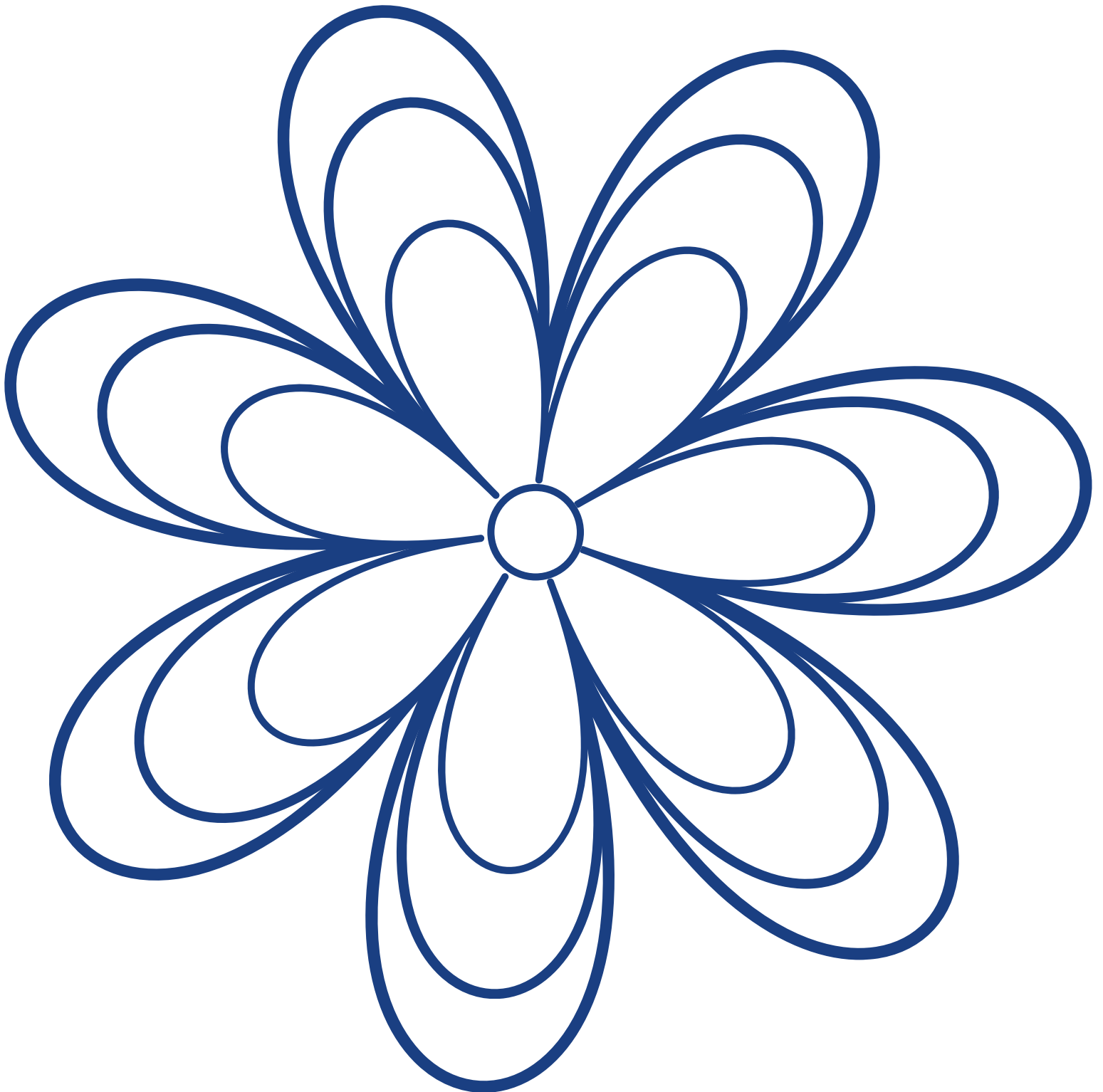
fill in the flower petals based on your own identity and your perceptions of social groups.



power flower

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fill in the flower petals based on your own identity and your perceptions of social groups.



campaign: speak up, act louder

Empower your school to practice supporting a friend in need

supplies:

- Posters
- Prompt stickers
- Pledge cards
- Script
- Instructions page
- Speak Up, Act Louder Buttons
- Pens
- Be There Certificate cards.

goals:

- Practice supporting a friend who is struggling with their mental health
- Learn practical tips for what to say when you want to be there for a friend
- Improve peer-to-peer support skills across the whole student body

as easy as 1, 2, 3

1

folks fill out a prompt sticker to respond to the first text from the “friend” on poster 1

2

folks fill out a prompt sticker to respond to the second text from the “friend” on poster 2

3

folks fill out an “I will speak up and act louder” pledge card and hang it on the wall next to the posters

campaign: speak up, act louder

Empower your school to practice supporting a friend in need



concern

- Teens often turn to their friends or peers when struggling with their mental health before an adult
- Recent studies show that a key reason teens DON'T reach out for help is the fear of being a burden
- There is a reported gap between teens who say they feel comfortable talking to their friends about mental health, and those who actually do.



audience

- Entire school



community

- Principal/Administration
- Teachers or lunch monitors to support the facilitation of the campaign
- 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

- To prep for the campaign, get permission to hang up the poster and have cards taped up around the poster as well.
- This campaign can take place across 3 days (as explained below) or all in one day by simply having folks respond to all 3 prompts at once. Do what makes sense for your school!
- Make sure you pick a central and visible location for the poster, like the main hallway or the cafeteria so everyone in the school can see it
- Also, consider whose role it will be to staff the table and when, and who will be responsible for making sure that nothing inappropriate is being written and hung up
- We suggest that you only have writing materials available when someone is there to monitor

campaign: speak up, act louder

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



- We encourage you to use our script for guidance on explaining the campaign on the morning announcements, during lunches, and even when folks approach the posters and want to participate
 - The poster has a 5 message text conversation on it, mimicking a conversation between two friends. The “friend” in this scenario seems to be acting a little off, and you are asking the student body to act as the texter and fill out prompt stickers for how they would respond to each text. Read on for specific instructions for each day of the campaign!

Day 1

- Hang up poster 1, which says “How Will You Speak Up?” Only the first two texts should be visible (do not hang up the second poster yet).
- As folks come up to the poster, encourage them to think about how they would respond if they received a response like that from their friend.
 - In other words, ask “How would you speak up? How would you ask if a friend is ok?”
- Participants should then write a text reply on their prompt sticker and put it up around the “typing response” bubble.
 - Their responses should mimic a response and say things like “Are you good?” “What’s wrong?”

Day 2

- Now hang up the second poster, which says “How Will You Act Louder?” below the first so that our friend’s second text can be revealed. This text makes it clear that something is wrong.
- Now, encourage participants to think about how they would respond if this were their real friend. In other words, “How would you act louder? How would you take action to support your friend?”
- Folks should then write a text reply on their prompt sticker and put it up around the “typing response” bubble.
 - Their responses should mimic a response and say things like “I’m worried about you & I’m facetimeing you now” or “I’m coming over after school so we can talk.”

Day 3

- During morning announcements (and at lunch, classes, etc), announce that the posters are complete
- Follow the script to encourage folks to stop by to read them and then fill out a pledge card committing to speak up and act louder next time they see a friend struggling.
- Once they fill out their pledge card, they’ll receive an “I will speak up & act louder” pin to add to their bags.
- The pledge cards should then be taped up with the poster, leaving you with a visual of messages of support and care to a friend, plus commitments to practice these skills in real life.

campaign: speak up, act louder

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

T tactic

General tips:

- Leave the posters up for as long as you can!
- Have the Help is Here resources & Be There Certificate cards available near the poster throughout the week so anyone can grab them.

Want to take it a step further?

- Host a school-wide competition to see which grade can get the most Be There Certificate completions.
- Hang up the Be There Certificates around the original Speak Up, Act Louder posters.
- You can even host a discussion and use our discussion guide (located on the club portal).

U uplift

- A day or two before the Speak Up, Act Louder initiative begins, start advertising it on the morning announcements, school news, social media, and any other methods your school uses to announce events. Use our script to make it easy! Continue to make announcements throughout the week.
- See if different student leaders can make a quick announcement during lunch periods, their other club or sports meetings, and classes to encourage more folks to engage. You can even ask some teachers and coaches to promote it as well.
- Having students and staff who can positively influence teens to participate is a great way to boost engagement, especially when they can reach folks from lots of different social circles!
- Make sure the poster is in an accessible and visible location so folks can easily come across it.

S success

- How many folks came back to participate in all 3 days of the campaign? Even a handful is a success!
- If you can get even 10% of the student body to sign a pledge card and take a button, that's 10% more people who are committed to supporting a friend and that is a win!
- Did you get any new members or interest in your OMM club after folks participated? Also success!

don't stress 'til you pop

Identify coping skills and emotional regulation techniques



supplies:

- Balloons
- Thought Prompts

instructions:

- Each person is given a balloon, which they will use to demonstrate what stressors and conflicts can do to us
 - “As each statement is read and if that statement applies to you, blow a puff of air into your balloon”
 - “After each puff, hold the air in the balloon. Do not release the air.”
- Continue to read out stressful thought prompts until you see a few balloons that are very filled
 - Pause and ask folks to look around at the balloons and get some reactions. Ask them what they think would happen if we continued blowing air into the balloons with even more stressors. (hint: they'd pop).

goals:

- Normalize stress and feeling “bad” sometimes
- Understand how ignoring stress/tough emotions can harm us
- Brainstorm coping skills and emotional regulation techniques

instructions (cont.):

- Ask the group for some ways that they could help relieve that stress or feel better when things get to be too much
 - As the group comes up with ideas for regulation or to find joy, ask them to release some air if they hear something that they do for self-care or to cope with tough emotions
- Once folks have let all or most of the air out of their balloons, move on to the discussion portion

discussion:

- What did this have to do with mental health?
- Why is it important to remember to “let some air out” regularly by taking care of ourselves?
- What self-care tips or coping skills do you plan to try after today?

don't stress til you pop

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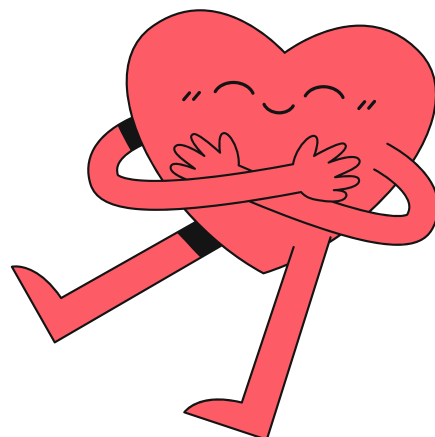
Feel free to come up with your own stressors and self-care ideas, or better yet ask the teens to share some, but use these to get you started!

stressors:

-  Got a bad grade on a test
-  Had an argument with a friend or sibling
-  Got in trouble with your parents or guardians
-  Had a day where you didn't feel great about how you looked
-  Felt left out of something with your friends
-  Had a bad night of sleep
-  Woke up late for school
-  Had to go to work or an after-school obligation even though you were tired
-  Saw something on social media you didn't like or didn't make you feel good
-  Got annoyed with a teacher
-  Felt stressed about homework or a project
-  Felt misunderstood by an adult in your life

self-care actions:

-  Talked to a friend about how you were feeling
-  Listened to your favorite music
-  Went for a walk or did something active that made you feel good
-  Enjoyed your favorite hobby (reading, playing video games, etc.)
-  Cleaned your room or your personal space
-  Spent time with people that make you feel good
-  Journalled
-  Talked to an adult about something you were struggling with



making self-care actionable

Develop a guide for students to reference their favorite self-care strategies and coping skills based on their strengths.



supplies:

- “What’s Your Vibe Self-Care Quiz”
- Self-Care Guide Template
- Instruction Handout
- Slide Deck
- Pens, Markers, Stickers, and any other supplies you may want for decorating the Template

goals:

- Identify your self-care style
- Create a flexible self-care action plan that can be used in a variety of situations

instructions:

- Prior to the club meeting, print out copies of the “What’s Your Self-Care Vibe?” quiz, instructions, and template if using.
- Use the provided slide deck to introduce the activity, review what a self-care plan is and how to use it, and to provide examples for each self-care vibe.
- Have students complete the quiz to reveal their Self-Care Vibe (10 minutes)
- Use the template and follow the steps on the instruction handout to create a self-care action plan (15-20 minutes)
 - Be sure to remind students that they do not need to exclusively write down self-care activities that match their vibe from the quiz. They can mix and match or include self-care activities and coping skills that do not quite fit any of the categories.
- Have students decorate and personalize their plan! (5-10 minutes)
- Students can take their self-care plan with them and put it somewhere they will see it regularly- on a mirror, in their locker, on a wall at home, etc.

making self-care actionable

Develop a guide for students to reference their favorite self-care strategies and coping skills based on their strengths.



discussion:

- Why is self-care important to do ALL the time, not just when we're stressed?
- How can you incorporate self-care into your regular routines?
- What self-care activity are you most looking forward to trying?
- What signs help you recognize when you need to give extra attention to your self-care?

facilitator notes:

- Set a timer or play some music while students take the quiz and encourage members to share their Self-Care Vibe and how they do or do not feel it matches their current self-care activities
- Encourage club members to mix and match self-care vibes to create a plan that's 100% personalized and feels good to them!

other tips/resources:

- Finch and other self-care apps can be a great way to keep track of self-care goals and have them on hand 24/7

my self-care vibe: make it happen!

our minds
matter

Time to create a super simple, easy-to-use plan with awesome self-care ideas tailored to YOUR vibe, so you always have go-to ways to recharge and feel good. Want to mix and match styles? Feel free to change it up and write what feels true to you!

what you'll need

- Your quiz result (Social Butterfly, Solo Creative, Helpful Heart, or Body & Being Guardian)
 - A piece of paper, or the template
 - Pens, markers, stickers (make it YOU!)
-

create your self-care menu (5-10 minutes)

- Write your vibe (or vibes!) from the quiz at the top of your page
 - Brainstorm 3 specific activities that fit YOUR vibe in each category:
 - Quick Recharge (5-10 minutes)
 - Deeper Dive (30-60 minutes)
 - S.O.S Self Care
 - Self-Care Goals
 - Think of things you genuinely enjoy or that you know help you feel better and don't worry too much about fitting a specific vibe or category.
-

make it visible & use it! (10-15 minutes)

- **Decorate your plan!** Make it look cool and inviting.
- **Keep it somewhere you'll see it:** Inside your locker, on your bedroom wall, in your journal, or take a picture of it for your phone.
- **Try it out:** The next time you need a boost or have some free time, pick something from your plan!
- **It's flexible:** Your needs can change, so feel free to update your plan whenever you want. Add new ideas as you discover them!

what's your self-care vibe? quiz

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matter

Instructions: Choose the answer that sounds MOST like you for each question.
Keep track of your answers (A, B, C, or D)!

1. school was a total stress-fest today! your first instinct to unwind is to:

- A) Call up your bestie to vent and laugh about it.
- B) Curl up with your favorite book, game, or start a new creative project.
- C) Plan a way to help someone out this weekend – maybe volunteer or tutor.
- D) Go for a run, do some yoga, or take a super long, relaxing bath.

2. you've got a completely free saturday with no homework. score! what's your ideal plan?

- A) Organize a group hangout – maybe a movie, picnic, or just chilling together.
- B) Finally dedicate some serious time to your passion project or learn a new skill.
- C) See if the local animal shelter or a community garden needs an extra pair of hands.
- D) Hit the gym, go for a hike, or try out a new recipe.

3. you're feeling a little down and need a mood boost. what's most likely to cheer you up?

- A) Getting a heartfelt hug from a family member or spending quality time with them.
- B) Losing yourself in an amazing playlist, drawing, or writing in your journal.
- C) Doing something kind for someone else, even something small.
- D) A refreshing face mask, a new hairstyle, or a satisfying workout.

4. your piggy bank is looking a little fuller than usual. how do you want to "treat yourself"?

- A) Plan a fun outing with your friends, like an escape room or concert.
- B) Buy those new art supplies, a video game, or that book you've been eyeing.
- C) Donate to a cause you care about or buy a small gift for someone who needs a pick-me-up.
- D) Get a massage, try a new smoothie place, or buy some comfy new workout gear.

5. when you think about what makes you feel truly accomplished, it's usually when:

- A) You've made your friends or family laugh and feel good.
- B) You've mastered a new skill or completed a project you're passionate about.
- C) You've made a positive difference in someone else's life or your community.
- D) You've pushed your physical limits or taken really good care of your body.

6. if you had to describe your ideal "me time," it would involve:

- A) Catching up with loved ones, sharing stories, and feeling connected.
- B) Getting lost in your own world, focusing on your thoughts and interests.
- C) Finding ways to contribute or be useful to others.
- D) Pampering yourself, moving your body, and feeling physically refreshed.

what's your self-care vibe? quiz

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Instructions: Choose the answer that sounds MOST like you for each question.
Keep track of your answers (A, B, C, or D)!

7. what kind of social media content are you most drawn to?

- A) Funny memes and posts from your friends that make you feel connected.
- B) Tutorials, inspiring art, or deep dives into niche hobbies.
- C) Stories about people helping others or positive news about community efforts.
- D) Fitness tips, cooking videos, or calming meditation guides.

8. you have a group project, and things are getting a bit chaotic. your natural role is to:

- A) Be the mediator, making sure everyone feels heard and the group dynamic stays positive.
- B) Focus on your specific task, trying to make your contribution the best it can be.
- C) Offer to take on extra tasks to help the team succeed or support struggling members.
- D) Suggest taking a quick break for a walk or some stretching to help everyone refocus.

9. what's your favorite way to show someone you care?

- A) Spending quality time with them, listening, and offering support.
- B) Making them a personalized gift or sharing something you know they'll love based on their interests.
- C) Doing a favor for them or helping them with a problem they're facing.
- D) Encouraging them to join you in for a walk, hike, or another relaxing experience.

10. When you imagine your best future self, what's a key part of that picture?

- A) Surrounded by loving friends and family.
- B) Having plenty of time and space for your passions and creative pursuits.
- C) Making a meaningful impact on the world or your community.
- D) Feeling strong, confident, and vibrant in your own skin.

now, count up how many A's, B's, C's, and D's you got!

- **Mostly A's:** Your self-care vibe is The Social Butterfly 🦋
- **Mostly B's:** Your self-care vibe is The Solo Creative 🎨
- **Mostly C's:** Your self-care vibe is The Helpful Heart ❤️
- **Mostly D's:** Your self-care vibe is The Body & Being Guardian 💪

***Remember:** Most people are not just one thing, and don't feel recharged by just one thing. **You might be a mix of styles, and that's totally okay!** This quiz is just a fun way to think about what helps YOU feel your best. **So mix and match from different categories to create a self-care plan that addresses all the things that recharge you.** The most important thing is to listen to yourself and make time for the activities that truly help you recharge and feel good.

your self-care vibe revealed!

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if you got mostly A's: the social butterfly 🦋

You recharge by connecting with others! Being around people you love, sharing experiences, and feeling like part of a supportive crew is what fills up your energy tank. Laughter, good conversation, and quality time with your favorite humans are your go-to self-care.



Self-Care Ideas for You: Plan a game night with friends, call a relative just to chat, join a club or team, have a deep talk with your bestie, or volunteer for a cause with friends.

if you got mostly B's: the solo creative 🎨

You find your zen when you're immersed in your own world of hobbies, passions, and creative pursuits. Whether it's reading, writing, gaming, making art, or learning something new, you recharge best when you have uninterrupted time to explore your interests and express yourself.



Self-Care Ideas for You: Set aside dedicated time for your favorite hobby, start a journal, learn a new instrument or language online, visit a library or museum solo, create a vision board, or simply enjoy some quiet time with your own thoughts.

if you got mostly C's: the helpful heart ❤️

You feel your best when you're making a positive difference, big or small! Acts of kindness, helping others, and contributing to a cause you believe in are what truly rejuvenate you. Your empathetic nature means that lifting others up also lifts your own spirits.



Self-Care Ideas for You: Volunteer at a local charity, offer to help a neighbor or classmate, write a thank-you note to someone who deserves it, participate in a community cleanup, or tutor a younger student. Even a small act of service can be powerful!

if you got mostly D's: the body & being guardian 💪

You feel most centered and recharged when you're taking care of your physical well-being. Whether it's through exercise, nourishing foods, or relaxing spa-like treatments, tuning into your body's needs is your ultimate form of self-care. Feeling strong and healthy makes you feel ready to take on the world.



Self-Care Ideas for You: Try a new workout class, go for a mindful walk or run in nature, create an at-home spa day (face mask, bath bombs!), learn some simple yoga or stretching routines, prioritize sleep, or experiment with making nutritious and delicious snacks.

self-care plan

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my self-care vibe: _____
(write your vibe here!)

⚡ quick recharge ⚡
(5-10 minutes)

Idea 1

Idea 2

Idea 3

🌊 deeper dive 🌊
(30-60 minutes)

Idea 1

Idea 2

Idea 3

🆘 SOS self-care 🆘
go-to emergency actions

Idea 1

Idea 2

Idea 3

✨ self-care goals ✨
something new or to improve

Idea 1

Idea 2

Idea 3

self-care plan example

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my self-care vibe: _____
(write your vibe here!)

⚡ quick recharge ⚡ (5-10 minutes)

Idea 1 _____

Idea 2 _____

Idea 3 _____

- Example (Social Butterfly): Send a funny meme to a friend.
- Example (Solo Creative): Doodle for 10 minutes.
- Example (Helpful Heart): Write one thing I'm grateful for.
- Example (Body & Being Guardian): Do 10 jumping jacks & stretch.

🌊 deeper dive 🌊 (30-60 minutes)

Idea 1 _____

Idea 2 _____

Idea 3 _____

- Example (Social Butterfly): Schedule a video call with a group of friends.
- Example (Solo Creative): Spend some time working on my latest story/art project.
- Example (Helpful Heart): Research a local volunteer opportunity I'm interested in.
- Example (Body & Being Guardian): Go for a 45-minute bike ride or try a new nutritious recipe.

🆘 SOS self-care 🆘 go-to emergency actions

Idea 1 _____

Idea 2 _____

Idea 3 _____

- Example (Social Butterfly): Text my trusted person for support.
- Example (Solo Creative): Put on headphones with my favorite calming music and zone out.
- Example (Helpful Heart): Do future you a favor! Pack your lunch, lay out your outfit tomorrow, get ahead on a project, etc.
- Example (Body & Being Guardian): Take 5 deep, slow breaths and splash cool water on my face.

✨ self-care goals ✨ something new or to improve

Idea 1 _____

Idea 2 _____

Idea 3 _____

- Example (Social Butterfly): Join one new club this semester.
- Example (Solo Creative): Learn the basics of a new editing software.
- Example (Helpful Heart): Find one small way to help out at home each week without being asked.
- Example (Body & Being Guardian): Try one new type of physical activity this month (like Zumba or rock climbing).

ladder of hope

Explore strategies to overcome feelings of hopelessness



supplies:

- Slide deck
- Sticky notes or index cards
- Blank paper
- Writing utensils
- Chalkboard, Whiteboard, or Smartboard
- "Help is Here" Flyer

goals:

- Learn ways to help yourself and others when feeling hopeless
- Find positive ways to overcome hopelessness

instructions:

- Introduce the topic:
 - Open the slide deck and review the "What is Hopelessness" slide with the group.
 - Share the inspirational quote from the next slide.
 - Explain that feeling hopeless is normal sometimes, but there are ways to overcome it.
- Important Reminder:
 - If you ever think someone is feeling so hopeless that they might hurt or kill themselves, tell a trusted adult immediately, call 988 for the Suicide & Crisis Lifeline, or text "Mind" to 741741 for 24/7 support from Crisis Text Line.
- Discuss the Sphere of Control:
 - Show the "Sphere of Control" slide.
 - Explain that even in difficult situations, there are always things we can't control, and things we can control.
 - Provide a few examples of things we can't control: someone else's opinions or actions, parents' rules and decisions, losing a pet or loved one, government policies.
 - Ask students to share some other examples of things they can control in a difficult situation:
 - If they have a hard time, here's a couple examples you can use to get them thinking: how you treat others, finding ways to improve after a mistake, choosing to have a positive mindset, asking for help, getting enough sleep and rest.
 - Write their answers on the board.
- Group Brainstorming:
 - Next, split students into small groups (2-3 per group, but you can adjust based on overall group size).
 - Ask each group to think of situations where someone might feel hopeless (e.g., struggling in school, losing a friend, family problems, feeling left out).
 - Have each group write one example on an index card or sticky note.

ladder of hope

Explore strategies to overcome feelings of hopelessness



instructions (cont.):

- Ladder of Hope Activity:
 - Collect all the sticky notes or index cards, shuffle them, and pass them out so each group receives a different situation.
 - Give each group a blank sheet of paper to draw a Ladder of Hope.
 - Show the “Ladder of Hope” slide to explain the activity.
- Building the Ladder
 - Each group should:
 - Write the difficult situation at the bottom of their ladder.
 - Brainstorm and write small steps someone could take to improve or address the situation.
 - Show the example slide to give students an idea of what to do.
- Sharing and reflection:
 - Have each group present their Ladder of Hope as time allows.
 - Encourage students to think about how they can use this strategy in their own lives when facing challenges.

discussion:

- Was it easy or hard to think of steps you could take? Why?
- How does breaking a problem into smaller steps help?
- How can you use this strategy in your own life or to help a friend?

facilitator notes:

- Set a supportive tone: Explain that feeling hopeless sometimes is normal, but there are ways to work through it.
- Remind students that if they or someone they know feels so hopeless that they might harm themselves, they should talk to a trusted adult immediately, call 988 for the Suicide & Crisis Lifeline, or text “Mind” to 741741 for 24/7 support from Crisis Text Line.
- Encourage students to think of real-life situations but reassure them that they can keep their examples private if they prefer.
- Offer ideas if students struggle to come up with steps (e.g., “Who could help in this situation?” or “What’s one small thing that could make this a little better?”).
- Reinforce the idea that even in tough times, there are always things within their control.
- Provide additional support resources, such as school counselors or youth helplines.

what to do in a crisis

OMM clubs are designed to be safe, supportive, and fun spaces. So while it's unlikely that a mental health crisis will occur during a club meeting or event, it is possible, & all club sponsors and student leaders should know what to do.

purpose of this protocol

This protocol is intended to guide the immediate response when a mental health or suicide-related concern first arises within an OMM club space, meeting, activity, or event.

- This protocol covers the steps from initial concern to the point when the student is safely connected with a school mental health professional, administrator, crisis responder, or other appropriate adult support.
- This protocol does not replace or override any school, district, or state crisis response policy. Each school has its own crisis protocol & reporting requirements, and club sponsors are responsible for knowing and following their school's crisis protocol at all times.
- Because OMM clubs are teen-led, student leaders are not expected to assess risk, manage a crisis alone, or make decisions about emergency response. Their role is to alert an adult immediately and help maintain a calm, supportive environment.

before a crisis happens: be prepared

Before the club begins meeting, each Club Sponsor should confirm:

- The school's mental health crisis protocol and reporting procedures
- The designated school mental health professional(s) or crisis team contact
- A backup adult contact if the Club Sponsor is unavailable or not a mental health professional
- Procedures for after-school or school-wide OMM campaigns/events
- Any school-specific required documentation or incident reporting procedures

Student leaders should be reminded regularly: If you are worried about someone's safety, talk to a trusted adult immediately. Do not handle it alone.

know the signs

the following warning signs of suicide demand immediate attention

- Talking about wanting to die or kill oneself.
- Talking, writing, posting or drawing about suicide or death.
- Talking about feeling hopeless, trapped, in unbearable pain, or having no reason to live.
- Talking about being a burden to others and how the world would be better off without them.
- 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 or saying goodbye in a way that feels final.
- Sharing that they have recently harmed themselves, attempted suicide, or may not be able to stay safe

When in doubt, treat the concern seriously and involve an adult immediately.

take action

If someone shows any of the above warning signs (or other worrying behavior) during a club meeting or event, don't panic. Here's what to do:

- **Stay calm and do NOT leave the person alone**
 - While other leaders and/or sponsors complete the following steps, someone (preferably a trusted adult) should always be with the person in crisis until they are connected to appropriate help.
- **Alert your Club Sponsor immediately**
 - Getting a trusted adult involved is always the first step—don't try to handle this alone.
 - Do not promise secrecy, even if the student asks you to.
- **One Club Sponsor should gently escort the person in crisis to a quiet, private space while the other Leaders stay with the main group**
 - Be sure to check that there are no weapons, sharp objects, or other materials the person could use to hurt themselves available.
 - If there is only one Club Sponsor, they should alert another adult in the building to the situation and ensure that an adult moves to supervise the main group.
- **The person in crisis should then be connected with the school's crisis response system.**
 - If the Club Sponsor is a school mental health professional, they should follow the school's suicide risk/crisis protocol directly.
 - If the Club Sponsor is not a school mental health professional, their role is to ensure a warm handoff to the appropriate school professional or crisis responder per the school's protocol. A warm handoff means the student is physically and directly connected to the responsible adult or crisis professional, not simply given a phone number or told to seek help later.
 - Once the appropriate school professional or crisis team is involved, the school's crisis protocol takes over.
- **If there is no mental health professional onsite, the situation is very severe, or each step of the school crisis protocol cannot be followed, immediately contact a crisis hotline or 911**
 - Call 988 for the Suicide & Crisis Lifeline
 - Text "MIND" to 741741 for support from Crisis Text Line
 - Call 911 and ask for a Crisis Intervention Team (CIT) officer
- **No matter what, the person in crisis should not be left alone.** The Club Sponsor is responsible for ensuring that the person in crisis is physically connected to help, and then following any documentation required by your school.

follow up

- Once the person in crisis is safely connected to help, the Club Sponsor should check in on the rest of the group, validate any feelings that come up, and remind them of their resources.
 - Check out our full list of [mental health resources here](#).
- Next time the club meets, be sure to go over the [Guiding Principles, Zones, and Ground Rules](#) again to ensure everyone remembers how best to create a safe space and take care of themselves.
- If possible and within school policy, the Club Sponsor should follow up with the person who was in crisis to see how they're doing and express care & compassion. This should definitely happen before the person returns to the club space.

A mental health crisis can be scary, and we hope your club never experiences one. As mental health leaders, it's not just important that we all know how to respond in a crisis—it's lifesaving.

mental health resources

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

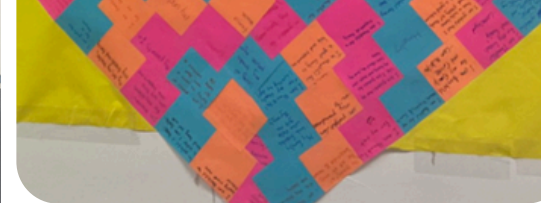


for folks who aren't in immediate crisis but still need support, check out some ways to find help:

- 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/

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/

**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:

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