



**Raise Your Voice
Club Guide**



Dear Raise Your Voice club leaders,

Thank you for your interest in starting Raise Your Voice in your school's community! This student-led club will focus on raising mental health awareness, empowering students, promoting mental health resources, developing advocates and leaders, and creating an overall greater dialogue for mental health and wellness.

We have created this guide to support your work. Please consider this guide as a framework, rather than a rulebook. We fully understand that your school may have experiences, opportunities, challenges, and policies that other clubs may not encounter. As the club leaders, it is important to tailor the activities and initiatives of the club to the needs of your specific school. We encourage you to have two advisors, one of which who is a staff member at the school. Please find this guide and other resources on our Raise Your Voice website: www.namiwisconsin.org/raise-your-voice-1

As a Raise Your Voice (RYV) club leader, you have chosen to be a mental health advocate on behalf of your school and peers. We hope you find this resource helpful. If at any point you have feedback or ideas for us, please don't hesitate to let us know.

NAMI Wisconsin truly appreciates your efforts toward increasing mental health awareness in your school community. You are making a huge difference in many lives!

Sincerely,

NAMI Wisconsin

4233 W. Beltline Hwy

Madison, WI 53711

(608) 268-6000

nami@namiwisconsin.org

NAMI (the National Alliance on Mental Illness) Wisconsin strives to improve the quality of life of people affected by mental illness and to promote recovery. Turn to page 4 to learn more about NAMI Wisconsin's mission and history.

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THE NATIONAL ALLIANCE ON MENTAL ILLNESS (NAMI) STORY

Supporting Mental Health Since 1977

WHO IS NAMI?

NAMI (the National Alliance on Mental Illness) is the nation's largest grassroots mental health organization providing advocacy, education, support, and public awareness.

OUR HISTORY:

NAMI was formed in 1977, when Harriet Shetler and Beverly Young, two mothers, each with a son with schizophrenia, met over lunch to discuss the similar challenges they shared raising a child with a serious mental illness. The women were both active in civic and charitable activities, and at a second lunch, they decided to assemble people with similar concerns.

In April 1977, about 13 people met at a nightclub in Madison, Wisconsin. Mrs. Shetler suggested a name, Alliance for the Mentally Ill, partly because its acronym, AMI, meant "friend" in French. Within six months, 75 people had joined.

AMI evolved into the National Alliance on Mental Illness, a three-tier organization which includes the national organization, state organizations, and local county affiliates.

NAMI Wisconsin, a state affiliate of NAMI, was incorporated in 1981 and now has 31 local affiliates representing the majority of the counties across the state. NAMI Wisconsin is supported by over 2,000 individual, household, and professional memberships. Worldwide, NAMI has over 11 million members.

OUR MISSION:

The mission of NAMI Wisconsin is to improve the quality of life of people affected by a mental illness and to promote recovery. NAMI Wisconsin will accomplish its mission through the following:

- Promote public education and understanding of mental illnesses
- Advocate at all levels of government and throughout the public sector to improve mental health care in Wisconsin
- Support affiliates by providing follow-up advice and counsel; educational and training programs and materials; access to financial resources as appropriate; and by offering conferences, seminars, and presentations
- Establish and strengthen local affiliates to keep with NAMI's principles and guidelines

HOW CAN NAMI HELP?

To find your local affiliate, please visit: <https://www.namiwisconsin.org/find-help-near-you>

Local Affiliate **Template** Find Template on our website

NAMI _____ County

Address:

Hours:

Phone:

Email:

Website:

School Resources and Programs:

Support Groups:

Classes:

NAMI _____ Events:

-
-

School Specific Resources:

School Psychologist:

Name:

Phone:

Room number:

Email:

School Social Worker:

Name:

Number:

Room Number:

Email:

School Nurse:

Name:

Number:

Room Number:

Email:

Affiliate information Example **Template** (example for NAMI Dane and JMM in Madison)

NAMI Dane County

Address: 2059 Atwood Avenue, Madison WI

Hours: Monday - Friday, 8:30 am - 4:30 pm

Phone: 608-249-7188

Email: contact@namidanecounty

Website: <https://www.namidaneconomy.org>

School Resources and Programs:

- NAMI Ending the Silence

NAMI Ending the Silence is a 1 hour presentation for students or staff/parents that includes information about warning signs, facts, resources, and a video about mental illness, along with a personal story from a local young adult living in recovery. This presentation can be given to classes or as an assembly.

Support Groups:

- Peer Support Groups
- Bi-Polar/Depression Support Groups
- Women's Anxiety/Depression Support Groups
- NAMI Family Support Group

Classes:

- NAMI Peer to Peer
- NAMI Family to Family
- NAMI Basics
- NAMI Homefront

NAMI Dane County Events:

- NAMIWalk each October
- Banquet of Celebrations
- Readings, Talent Shows and other events
- CIT/CIP Trainings

James Madison Memorial School Contact Numbers

School Psychologist:

JMM: Morgan Anderson, 663-6053, Room 708; Deb Conway, 663-6066, Room 707K

School Social Worker:

JMM: Lauren Shmanovsky, 442-2995, Room 707D; Suzanne Blackamore, 663-6052, Room 707A; Rosemary Barrientos, ELL Social Worker, 663-6051, Room 707J

School Nurse: Marie Dietrick, 663-6071; Jane Imholte, 442-2241; Jill Rude 663-6072

HISTORY OF RAISE YOUR VOICE CLUB

In 2016, NAMI Wisconsin recognized a huge gap in youth support within the Wisconsin school systems. After a local family had lost their child to depression, a large donation was given to NAMI Wisconsin in their honor to begin more youth programming around the state. We created Raise Your Voice as a way to integrate mental health awareness amongst school communities.

ABOUT RAISE YOUR VOICE CLUB

Raise Your Voice is a welcoming, supportive, and safe environment for students interested in discussing and advocating for those living with mental illness in their school community. This student-led club is open to ALL students, whether they live with mental illness, know someone with mental illness, or have a general interest in advocating for mental health. This student lead club requires at least one and preferably two advisors. It is recommended that one of the advisors be a staff member of the school.

Raise Your Voice Mission:

Raise Your Voice will focus on raising mental health awareness, empowering students, promoting mental health resources, developing advocates and leaders, and creating an overall greater dialogue for mental health and wellness.

Raise Your Voice Goals:

1. End stigma surrounding mental illness by raising awareness
2. Promote mental health resources for the school community
3. Develop advocates and leaders to increase the dialogue about mental health
4. Empower students to talk about mental health and seek the help they need

Raise Your Voice Objectives:

1. Host school-wide event(s) and/or project(s) to raise awareness for mental health
2. Create a safe environment for students to advocate for mental health through regular meetings
3. Provide resources and information pertaining to mental health for student body and staff

Please note: Raise Your Voice is **NOT** a support group, a place to get diagnosed, or about labeling others. If students are seeking individual support or therapy, it is important to encourage them to seek help through school or community mental health resources.

Group Values

At the first meeting, discuss these group values and adjust them to fit the group’s needs. We recommend that each club prints and displays these values for each meeting. As new members join the club, revisit these values. Each Raise Your Voice club meeting should begin by reading through these group values.

TIP: This is a good opportunity to support students’ leadership by allowing them to create the values poster.

In order to maintain a safe community, Raise Your Voice will follow these group values:

- **We reject stigma and appreciate diversity**
- **We keep group privacy and confidentiality***
- **We are respectful of others**
- **We find strength in empathy and sharing experiences**
- **We empower through education, support, and advocacy**
- **We never give up hope**

**Exception to this value: If a club advisor is aware a student is in harm's way, considering harming others, a victim of sexual abuse, or considering suicide.*

Club Member Expectations	
Do...	Don't...
<ul style="list-style-type: none"> ● Listen ● Respect privacy ● Be conscious of your biases ● Seek out knowledge ● Be a resource 	<ul style="list-style-type: none"> ● Ignore club members ● Share other’s diagnosis/story ● Think you have all the answers ● Make unrealistic promises ● Make assumptions

Club Leadership Positions

Raise Your Voice should have an operating board of student leaders who organize the club's activities. Club elections are generally held the last meeting of the academic year for the following academic year.

TIP: This provides leadership opportunities and promotes club sustainability. How the elections are conducted can be determined by club members.

Here are some suggested officer positions and their common duties:

PRESIDENT

Duties include:

- Oversee all club projects, events, program committees, and initiatives
- Assist in program planning and development
- Ensure the club is meeting its stated goals and objectives
- Serve as an official representative, advocate, and spokesperson for the club
- Work closely with the club advisor to maintain the goals of the club

VICE PRESIDENT

Duties include:

- Run meeting in the President's absence and assume presidential duties
- Ensure the club is meeting its stated goal and objectives
- Serve as an official representative, advocate, and spokesperson for the club
- Work closely with the President to provide assistance with projects, events, and meetings
- Assume additional responsibilities as needed

TREASURER

Duties include:

- Maintain responsibility for all financial transactions of the club
- Maintain current and accurate records and reports of the club's financial matters

SECRETARY

Duties include:

- Record all activities and events of the club
- Maintain membership information and related paperwork
- Contact members about club updates and meeting information
- Maintain club website

Committees Members for club projects and event planning

Events will be a vital part of your club and each event will need a committee to plan and organize the events. The committees can include club leaders as well as at large members.

Raise Your Voice Club Logistics

- **First:**
Review and refer to your school administration's specific rules and policies on clubs.
- **Pick a Meeting Location:**
You will want to choose a meeting location that is accessible and visible, which also offers some level of privacy and confidentiality. Try to arrange the room so that it is comfortable and allows everyone to talk face-to-face (i.e. small circle of chairs).
- **Meeting Frequency & Duration:**
Each club should decide how often and how long the group should meet each month. We recommend either meeting once per week or every other week. After your club decides on a schedule, create a calendar that you can share with all members (See sample calendars on pages 11 - 12).
- **Meeting Promotion:**
Once you have a location and schedule of meetings, you have to spread the word! Think about how you best receive information in your school. It may be a combination of school bulletin announcements, posters, social media, morning announcements, flyers, etc.
- **Member Orientation:**
To become a member of Raise Your Voice, it is recommended that each student reads and signs a copy of the Student Code of Conduct. There is also a parent notification form that can be sent to all club member's parents.
- **Meeting Format and Agenda:**
Brainstorm and imagine how you would like your meetings to look for the club. Consider the following questions:
 - What is the overall purpose of each meeting?
 - Who will lead meetings and create agendas?
 - How would you like to begin/end each meeting?
 - Will it be more lecture-styled or group-discussions?
- **Running a Great Meeting:**
Each Raise Your Voice club has the flexibility to run their meetings in their own way. Here are some tips on how to run a successful meeting:
 - Read through group values at the start of the meeting
 - Set the agenda and go over in the beginning of the meeting
 - Leave time for questions or comments at the end of the meeting
 - Create an anonymous question box for suggestions/concerns/questions

- **Stay in Touch:**
Help your club members stay in touch with each other by creating some sort of community Facebook group or group-text app (such as WhatsApp) for updates. This can help you spread information about projects, events, and meeting reminders. Additionally, you may be able post meeting agendas and minutes for members to see. This group forum can also be a great place for members to share articles and other resources.

Schedule of Meetings

With your student leaders and administration, decide the schedule frequency of your club. For example, the samples below target two options. One is a weekly meeting schedule and one is a bi-monthly meeting schedule. These are just samples to determine your meeting frequency.

Sample WEEKLY schedule for a month

Week 1: General Meeting (i.e. member updates, upcoming events, discussions, etc.)

Week 2: Projects (i.e. paint night, book club, etc.)

Week 3: Guest Speaker with Q & A

Week 4: Project Committee Meetings

Sample of a BI-MONTHLY schedule for a month

Week 1: General Meeting (i.e. member updates, upcoming events, discussions, etc.)

Week 3: Projects or guest speaker

****Event planning committees can meet on week 2 and 4**

SAMPLE Template ANNUAL Meeting SCHEDULE

As stated previously, it is up to your club to decide on meeting frequency. However, when you choose a schedule for the semester, it is important to stick to it. Recognize that if your group is working on a specific project, you may need to increase project committee meetings.

TIP: This is something for student leaders and advisors to work on together. Think realistically about hours needed to do events.

September	<ul style="list-style-type: none"> • Meet and greet • Sign paperwork • Go over mission statement and values • Begin planning for Mental Illness Awareness Week • Fundraise and advertise October NAMIWalk • Recruit and advertise club • If new club select officers (if established this would be in Spring)
October	<ul style="list-style-type: none"> • Mental Illness Awareness Week (First full week of October) • Coordinate with a Bandana Project for Awareness Week or a school-wide Movie Event. • Plan NAMIWalk event (Each affiliate has different dates for this) • Discussion on Halloween and how mental illness is negatively portrayed, using a positive Halloween party and discussion
November	<ul style="list-style-type: none"> • Create care packages for families in need • Create a movie library to share with students • Invite a Guest Speaker to talk at December meeting on “holiday blues”
December	<ul style="list-style-type: none"> • Have a Guest Speaker speak on “holiday blues”/tips for good mental health • Have a holiday celebration • NAMI Say it Out Loud program
January	<ul style="list-style-type: none"> • State Advocacy Toolkit, NAMI Smarts program (how to talk to community leaders) • Depression awareness campaign for teens • Yoga and stress management
February	<ul style="list-style-type: none"> • Art therapy • Feelings Poster Contest • Paint Nights with Van Gogh, Starry Night (video https://www.youtube.com/watch?v=oxHnRfhDmrk) • Discuss Seasonal Affective Disorder
March	<ul style="list-style-type: none"> • Collaborate with NAMI On Campus Group • Field trip to campus • Check out college resources • Talent Show/Spoken Word for school-wide event
April	<ul style="list-style-type: none"> • Schedule Ending the Silence presentations for 9th grade health classes and/or club presentation • Organize May Mental Health Month events for school-wide awareness • Attend NAMI Action on the Square
May	<ul style="list-style-type: none"> • Hold officer elections for the next school year • End of the year celebration • Plan for transition of board members • Update resources

Projects & Special Events

A successful Raise Your Voice club will have a variety of projects and special events throughout the year to increase awareness and education surrounding mental health. Events and awareness campaigns are a great way to engage and cultivate new members. We suggest planning at least one school-wide event per semester, along with one club-specific event (i.e. guest speaker, book club, movie, spoken word, other activities, etc).

In the Projects and Special Events section, page 35 - 49 you will see many suggested projects or events. It is important that you pick awareness projects and special events that fit your school's culture and needs. If you have an event that is successful please share that information with us so we know what works and can share it with other RYV clubs. We want all clubs to be successful! You can share a successful event at our website: <https://www.namiwisconsin.org/raise-your-voice-1>

Here are some steps for working toward a successful project and/or event:

1. DISCUSS & BRAINSTORM

Have an open discussion to brainstorm or vote on what the club members would like to see that semester.

2. OBTAIN APPROVAL

Gain permission to carry out the project through your club advisor and/or school administration.

3. ESTABLISH A COMMITTEE (optional)

Establish a project chair and committee to delegate roles and responsibilities. The committee should develop a planning timeline to keep everyone on track.

4. BUDGET & FUNDRAISE

Decide how much you can afford to spend on the event. If necessary, find ways to raise additional funds to support the project (Donations or fundraising).

5. ADVERTISE

Spread the word throughout the school through emails, school announcements, flyers, social media, etc.

6. EVALUATE

After the event, be sure to create some sort of evaluation form/discussion so the group can gather feedback to improve for the next time.

Marketing Guidelines

Sticking to identity guidelines helps ensure professionalism and quality throughout all NAMI Wisconsin Raise Your Voice publications and content. Identity tells anyone instantly who your organization is. Every branding decision we make regarding logo, fonts, and language helps shape that identity.

Here are some resources to help you give your materials the NAMI Wisconsin Raise Your Voice look and feel. These logo, colors and fonts will be the same for all RYV clubs in WI.

OFFICIAL LOGO:

OFFICIAL COLORS:
Pear Green and White
OFFICIAL FONTS:
Franklin Gothic Museo Slab (or Roboto Slab as an alternative) Proxima Nova (or Open Sans as an alternative)

**Contact NAMI Wisconsin to access more logos for printing

Writing Guidelines for Raise Your Voice

Just like colors, fonts, and logos, writing and language are part of an organization's brand. Writing and speaking about mental illness can often be difficult. Choose words that eliminate stigma and reflect an understanding of mental health using the tip sheet to guide you. Help others see that people living with mental illness are just people. This simple but caring approach may encourage someone in need to reach out for support.

TIP: There are times you will write a letter, blog, newspaper post, or even make posters, and being aware of **what** is said and **how** it's said is very important. This is an opportunity for students to take a leadership role in public relations.

Advertising/Blog Writing:

NAMI has a checklist you should utilize to help you frame a writing piece. When you're writing, keep in mind your audience and consider the reader's state of mind. Always ask yourself the following questions before writing:

- Why am I writing this?
- Who is my audience? (is it your community, school, or the club?)
- What outcome do I want this piece to achieve?
- Did I give the reader the opportunity to take further action?

Voice and Tone:

It is important that your Raise Your Voice Club is a friendly group for peers in your school, who can lead the reader through difficult and intimidating topics. This is why it is important to keep a voice that is casual and conversational.

- Authoritative but not condescending
- Friendly but not patronizing
- Casual and conversational but not sloppy
- Helpful but not overbearing
- Positive but realistic

There's a difference between voice and tone. You always speak with the same voice, but your tone can change. You might speak in one tone to your closest friends and family, but in a different tone to your teacher. Your tone also changes depending on the emotional state of the person you're addressing. You wouldn't use the same tone of voice with someone who's upset as you would with someone who's laughing.

Writing Guidelines for Raise Your Voice Continued

Recovery is possible for anyone with a mental health condition. Choosing words that acknowledge a person's resiliency, strength, and courage in the face of challenges breaks down negative stereotypes, encourages connection, and gives people hope.

Tip: This could be a great tool for creating a discussion about language for a general meeting topic.

It only takes one person to make a difference. Be that person by leading by example.

Language Tips	
SAY	INSTEAD OF
Person living with a mental health condition	Consumer or patient
My sister has Bipolar Disorder	My sister is bipolar
Lives with or has	Suffers from, afflicted with, or mentally ill

Talking About Suicide	
SAY	INSTEAD OF
Suicide attempt/attempted suicide	Failed suicide or unsuccessful attempt
Died by suicide/suicide death	Successful or completed suicide
Took their own life	Committed suicide
Died as a result or self-inflicted injury	Chose to kill him/herself
Disclosed	Threatened



JOIN Jefferson's RAISE YOUR VOICE CLUB!

Raise Your Voice Club (RYV) focuses on raising mental health awareness, empowering students, promoting mental health resources, developing advocates and leaders, and creating an overall greater dialogue for mental health and wellness. RYV is a welcoming, supportive, and safe environment **open to ALL** students, whether you live with a mental illness, know someone with mental illness, or have a general interest in advocating for mental health. Join us to fight the stigma and raise awareness about mental health.

RYV OBJECTIVES

1. **Host school-wide event(s) and/or project(s)** to raise awareness for mental health
2. **Create a safe environment** for students to advocate for mental health
3. **Provide resources and information** pertaining to mental health for students and staff

Please note: Raise Your Voice is **NOT** a support group, a place to get diagnosed, or about labeling others. If you are seeking individual support or therapy, it is important to seek help through school or community mental health resources.

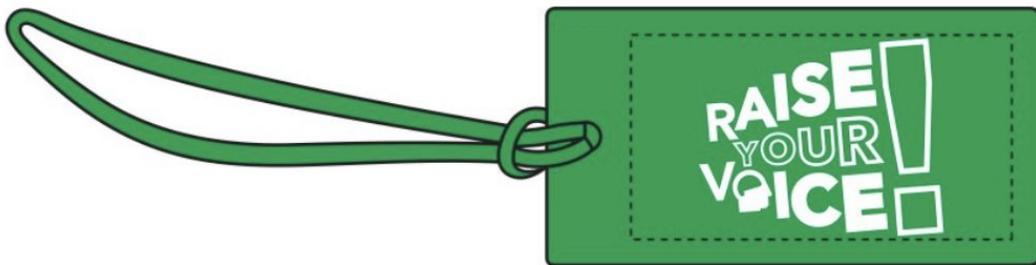
DAY:

TIME:

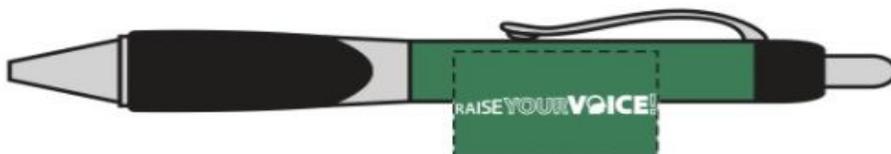
ROOM:

SEE YOU THERE!!!

RYV T-SHIRT & SWAG



ACTUAL SIZE





Raise Your Voice Advisor Guide

Raise Your Voice Advisor Guide Overview

Included in this section is information specific for the club advisor(s). This is a quick review of many very important topics. Please feel free to reach out to your NAMI affiliate, NAMI Wisconsin, or your school psychologist for more information if you feel uncomfortable with any of these topics. The advisor section has 4 parts as listed below.

1. Confidentiality and Mandating Reporting

Please familiarize yourself with your district's rules concerning mandating reporting. You should review mandated reporting when students sign the the Students Code of Conduct form and with the students at the beginning of the semester.

Tip: It is a good conversation piece to have as a topic for a club meeting.

2. Training for Advisors

This section provides a list of some trainings available in Wisconsin that may be helpful for the advisor(s) leading a youth mental health group. These are suggested options, however, there are many conferences and resources out there and we encourage advisors stay current on mental health issues. We also recommend RYV clubs have two advisors. This can be difficult in smaller districts but provides many benefits.

- Reduces one person's obligation and burnout
- Provides coverage if a student needs one-on-one conversation during a meeting or event
- Allows opportunity for students to connect with two staff/adults
- Provides an advisor with another adult viewpoint

3. Risk of Suicide

This list is an overview of suicidal risk and a standard response taught in many suicide prevention courses. Please review this and if this is new to you, please review frequently. As a mental health club, this topic will potentially come up inside the club and in the school community. If a suicide occurs in your school community please see the link provided on best practice for responding to suicide in your school.

4. Forms for Club:

There are 3 forms that need to be sent or signed at the beginning of the school year. These forms will be available on our website in a word document that you can adapt for your school. Please send Parent letter (if needed for your school) and have students sign the Student Code of Conduct and keep a copy in a club file.

- a. **Parent Letter** - You may send a letter to the parents of students interested in the club. We have provided a sample letter and your district may have a standard letter. Also, if you plan to post blogs, facebook photos, or articles in the school newspaper, be sure the parents have signed a photo release form. This is commonly done by many districts at the beginning of the year.
- b. **Student Code of Conduct** - We require all Raise Your Voice club students to sign a Code of Conduct form. The advisor should keep this letter in a file to review if problems arise. The topics covered in this club will require that students firmly abide to the privacy portion of the code of conduct, notably in relation to social media. This topic should be emphasized and reviewed frequently in club meetings and as you read the group values.
- c. **Memorandum Of Understanding** - This is an agreement between NAMI Wisconsin, the affiliate and school administrators. Please sign and mail or email a scanned copy of this signed document.

Confidentiality and Mandated Reporting

As an advisor for a club, your school may have rules concerning designated reporting. Be sure to follow your district's specific mandated reporting expectations. If you are aware that a student is in harm's way, considering harming others, a victim of sexual or physical abuse, or considering suicide, you must report this to appropriate authorities. If you are not an employee of the school, please talk to your district concerning mandated reporting requirements.

Requirements of Wisconsin's Mandated Reporting:

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. sec. 48.981(2)(a)16m. In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter, Wis. Stat. sec. 118.07(5). Initial training of all public school employees must occur no later than June 9, 2012, in order to comply with Wisconsin Act 81. Employees are considered to be anyone who receives an annual statement of wages for tax purposes (W-2 form) from the school district. Some school districts contract with a Cooperative Educational Service Agency (CESA) or other organizations for different kinds of services. In such cases, school districts may wish to consider requiring these contracted personnel to participate in the required training, if they work with students (e.g., school psychologist, physical therapist, special education teacher, bus driver).

The following are documents from Wisconsin's Department of Public Instruction website. We encourage you to read through the policies and access the website links included.

<http://dpi.wi.gov/sspw/pupil-services/school-social-work/contents/child-abuse>

Training Opportunities for Raise Your Voice Club Advisors

The role of the Raise Your Voice advisor comes with some unique responsibilities. While this is NOT a support group we do expect many of the students interested in joining this organization will come with their own diagnosis, have family members and friend may be more likely to live with a mental illness. We strongly suggest you reach out to your NAMI affiliate and other local organizations that provide training or could provide information on where you could get some training for this role. These are suggested trainings and there are many more available, however, NAMI is a non-partisan, secular organization that acknowledges there is not one cure for mental health diagnosis but promotes education, advocacy and an array of diverse resources.

Here are some suggestions with websites to find out when and where trainings are held.

QPR: Safe Communities provides many trainings on mental health knowledge and an hour and a half long course called QPR (Question, Persuade, Refer). Their website is:

<https://safercommunity.net/contact-us/> Based in Madison but will travel around the state.

Honest, Open, Proud (HOP): WISE has a program called Honest, Open, Proud (HOP): It is a workshop for small group discussion on how to tell your story about how mental illness has affected your life. Workshops are available for both adults and youth. Sharing your story is the best way to reduce mental stigma surrounding mental illness. <https://wisewisconsin.org/honest-open-proud>

Mental Health First Aid: Mental Health First Aid is an eight hour course that teaches participants how to help someone who may be experiencing a mental health or substance use challenge. The training helps you identify, understand, and respond to signs of addictions and mental illness. You can find a course all over the United States, and one focuses on adults and another on youth:

<https://www.mentalhealthfirstaid.org/take-a-course/find-a-course/>

NAMI Wisconsin Annual Conference: NAMI Wisconsin hosts a conference each year in the Spring and it provides a wealth of information on research, coping skills, treatment, advocacy, and current topics in mental health. To register or find more information, visit the website:

<http://www.namiwisconsin.org/annual-conference>

Mental Health and Behavior Conference: This two day conference provides strategies and techniques to assist with behavior management and mental health issues in the school setting, the website: <http://mhb.cesa5.org/home>

Follow newsletters in the state about mental illness and courses and conferences.

<http://www.namiwisconsin.org> - membership required

<http://www.wimentalhealth.org>

<http://www.mhawisconsin.org>

DHS Youth Engagement Toolkit: This is a newly released toolkit from Wisconsin DHS to help adult facilitators engage young people to become leaders in programs that serve them:

<https://www.dhs.wisconsin.gov/publications/p02250.pdf>

Trauma Informed Care:

Many teenagers are a victim of traumatic experiences. Trauma can have a huge impact on the mental health of teenagers and should be an important part of an advisor's knowledge concerning youth mental health. Please see the links listed below and use these resources to increase your knowledge and provide dialogue to your students on trauma and how it affects one's mental health.

There is a lot of information about trauma informed care on the Wisconsin Department of Health Services website. <https://www.dhs.wisconsin.gov/tic/resources.htm>

Wisconsin DHS has webinars you can watch: <https://www.dhs.wisconsin.gov/tic/webcasts.htm>

YouTube Ted Talk on childhood trauma and mental health:

<https://www.youtube.com/watch?v=95ovIJ3dsNk&feature=youtu.be>

Abuse and mental wellness resource information links:

<http://www.endabusewi.org/FileStream.aspx?FileID=1011>

Mental Health America offers a toolkit on trauma and how it affects mental health. You can download the toolkit from this link: www.mentalhealthamerica.net/back-school

This is a great toolkit with fact sheets about trauma, depression, anxiety, psychosis, and suicide prevention. It includes posters for use in the school and social media. It includes sample articles for school newspapers. <https://www.dhs.wisconsin.gov/publications/p02250.pdf>

Language and Words:

Become aware of common terminology and a glossary of terms used for mental health -

<http://www.mindyourheadyork.org/wp-content/uploads/2016/03/MYH-Glossary-of-terms.pdf>

This Powerpoint discusses language in the context of mental health:

http://mentalhealthsf.org/wp-content/uploads/2014/12/16IHC-A1_C5-Language-Matters.pdf

An explanation about person first language:

<https://www.disabilityrightsca.org/system/files?file=file-attachments/CM0201.pdf>

A simple language lesson on mental health:

<https://www.psychologytoday.com/us/blog/the-recovery-coach/201706/ten-commandments-how-talk-about-mental-health>

NAMI College Guide This guide has great information about mental health that targets college-age students.

<https://www.nami.org/About-NAMI/Publications-Reports/Guides/Starting-the-Conversation/College-Guide>

Children's Mental Health: Common Beliefs, Assumptions, and Science

From: Wisconsin Office of Children's Mental Health Annual Report, 2016

Belief: Children should be held accountable.

Assumption: Children should know right from wrong and behave accordingly, if they don't, they should be punished.

Science: Making children accountable for their actions should focus on strategies that create strong relationships, focus on social and emotional learning, and build executive brain function and self regulation. Policies such as "zero tolerance" focus on mandatory punishment for certain behaviors which results in targeting children with impulse or emotion regulation control problems - issues that are not solved by punishment. To reduce the negative effects of arrests and disciplinary action, some communities work explicitly to bring down the number of arrests, suspensions, and expulsions by replacing them with responses such as restorative discipline/justice.

Belief: Most adult treatments can be adapted to serve children.

Assumption: Children's mental health needs are not inherently different than those of adults. Providers trained in adult interventions can meet the needs of children when no other resources are available.

Science: Successful child therapy requires working effectively with, and providing consultation to, parents and the other support people in a child's life, e.g., early learning, school employees, pediatricians. Childhood is a formative period and mental health issues are developmental in nature, thus children's mental health treatments, programs, and policies depend on greater understanding of the social, mental, and emotional development of children, as well as the interplay of genetic predispositions and environmental stressors.

Belief: Families are solely responsible for their children.

Assumption: Parents need to do a better job of raising their kids. If a child has a mental health issue, fix the parents, i.e., "the apple doesn't fall far from the tree."

Science: Mental health issues are the result of genetics, biology, environment, and life experiences. Family members have an important role in support and recovery. Children are also influenced by schools, mentors, peer groups, and neighborhoods. Research indicates that when a child's environment is improved, mental health problems decline and, conversely, when the most resilient children are placed in chronically stressful environments, the outcomes are often not good.

Belief: Mental health issues are caused by a disease or illness located in the brain.

Assumption: Mental illness is caused by a chemical imbalance which is largely the product of genes. Genes are immutable making prevention implausible. Medication becomes a logical response, even for very young children.

Science: Emotional and behavioral difficulties do not have biomarkers or laboratory tests to verify chemical imbalances. Research in the field largely of children's mental health has identified numerous factors impacting mental health and well-being. The field of epigenetics considers how relationships and the environment can influence neurobiology. We can impact a child's "destiny" by increasing resilience, decreasing exposure to toxic stress, and ensuring services are available at the right time. There are many types of supports and therapies used to help children and young people and good physicians use great care when deciding whether and how to start a child on medication. Best practice is to couple medication with therapy and to closely monitor the child over time. Childhood is a formative period and mental health issues are developmental in nature. With this understanding, "prevention" is practical and necessary to ensure the well-being of future generations.

Belief: Making changes to how we address children's mental health necessitates additional funding

Assumption: We can't change our practices because of limited resources.

Science: There is no doubt that a financial commitment is needed to ensure that supports and services are available. There is also room to consider that long-held beliefs and assumptions may block or interfere with clear and creative thinking about children's mental health delivery and funding.

Belief: We need to differentiate bad behaviors from mental health issues.

Assumption: Punishment or behavioral modification is the best method to deal with behavioral problems. A mental health approach should be used with children who have diagnosable mental health issues such as depression, bipolar disorder, and anxiety.

Science: Toxic stress can have negative effects on a child's brain development leading to what appears to be "bad" behaviors. For example, a child who has been abused or neglected may misinterpret a teacher's neutral facial expression as anger, which may cause the child to become aggressive toward the teacher. In this instance, early abuse has led the young person to perceive safe situations as threatening and thus set off a flight or fight response. Traditional approaches to eliminate challenging behaviors include time-outs, detentions, suspension, and spankings. These approaches are not recommended for young people with trauma histories as these strategies don't work to build executive functioning nor do they enhance relationships.

Belief: Children will grow out of it.

Assumption: If we ignore the behavior and distress, it will go away.

Science: Because children's brains are still developing, they are particularly receptive to the positive influences of youth development strategies, social and emotional learning, and behavioral modeling. Through greater understanding of when and how fast specific areas of children's brains develop, we are learning more about the early stages of a wide range of mental illnesses that appear later in life. Helping young children and their parents manage difficulties early in life may prevent the development of disorders. Once mental illness develops, it becomes a regular part of your child's behavior and more difficult to treat.

Belief: Talking to parents and youth about trauma will be too uncomfortable and may cause problems.

Assumption: People who learn about ACE's will be triggered and may need support and treatment services that are unavailable.

Science: Understanding the science can help to reduce shame and stigma as people come to view their history in terms of coping with and adapting to toxic stress, rather than as a story of personal failure. Learning more about the effects of adversity on development commonly produces a mix of validation (e.g., "this helps me understand what I encounter every day") and a new understanding of the sources of challenging behaviors.

Belief: If we closely monitor young people with mental health issues, we can prevent most acts of violence

Assumption: People identified with mental issues are more violent and dangerous.

Science: Studies suggest that violence by people with mental health issues, like aggression in the general population, stems from multiple overlapping factors interacting in complex ways. These factors include family history, substance use, stressors, poverty, and homelessness. Less than 5 percent of violence in the U.S. is caused by people with mental health issues and a young person with these struggles is more likely to be a victim of violence – at four times the rate of the general public.

***Until we are able to examine and correct outdated beliefs about children and families, many of our policies and practices will be undermined by well-meaning, but misinformed, stakeholders, leading to an unnecessary cumulative toll on our young people, families, economy, and society.

Identifying Risk of Suicide

As an advisor it is important to understand the risk of suicide and the difference between a suicidal threat and suicidal ideation. Many people live with suicidal ideation as a part of their mental illness. They may express the feelings of not wanting to be alive without actually having intent or a plan to act on those feelings. If a student makes a suicidal threat, an immediate action of assessing the risk needs to be taken.

Know the Warning Signs

1. Threats or comments about killing themselves, also known as suicidal ideation, can begin with seemingly harmless thoughts like “I wish I wasn’t here” but can become more overt and dangerous
2. Increased alcohol and drug use
3. Aggressive behavior
4. Social withdrawal from friends, family, and the community
5. Dramatic mood swings
6. Talking, writing, or thinking about death
7. Impulsive or reckless behavior

Any person exhibiting the following behaviors should get care immediately:

8. Putting their affairs in order and giving away possessions
9. Saying goodbye to friends and family
10. Mood shifts from despair to calm
11. History of suicide attempts or self harm behaviors.
12. Planning, possibly by looking around to buy, steal or borrow the tools they need to complete suicide, such as a firearm or prescription medication.

If from your assessment the person seems at risk for suicide, the best thing to do is ask direct and caring questions. It has proven to be the most effective way to help someone who is considering suicide.

You can open the conversation by sharing specific signs you’ve noticed, like:

“I’ve noticed lately that you {haven’t been sleeping, haven’t been interested in soccer, were posting a lot of sad things on your facebook page}” and then follow with the direct questions.....

First: Current Suicidal Thoughts

You would ask, “Are you thinking about suicide?”

- When did these thoughts begin?
- How persistent are they?
- Can you control them?
- What has stopped you from acting on these thoughts?

Second: Presence of a Suicide Plan

You would ask, “Do you have a plan? Do you know how you would do it?”

- Is there a specific method and place?
- How often do you think of plan?
- Is there a timeframe for taking your life?

Third: Access to Means

You would ask, “Do you have the means to carry out your plan?” (firearms, drugs, etc....)

If the answer is “Yes” or if you think they might be at risk of suicide, seek help immediately!

Managing the Risk

In consultation with the person, decide the next steps to be taken to maintain safety. First, remove any potential means such as medication or weapon. Then, contact:

- *Their therapist or psychiatrist/physician or other healthcare professional who has been working with the person*
- *Their parents or caregivers*
- *National Suicide Prevention Line at 1-800-273-8255 or 911*

DO: Stay calm, listen, and provide support and reassurance. “You are not alone, I’m here with you.” “I’m concerned about you and I want you to know there is help available to get you through this”.

DON'T: Promise secrecy. Don’t debate the value of living and say suicide is wrong. Don’t try to handle the situation alone or single-handedly resolve the situation. Please remember, a suicide threat or attempt is a medical emergency, requiring professional help.

Follow Up

We suggest you follow-up with the individual the next day.

You Can Only Do So Much

No matter how desperately you may wish otherwise, there is only so much you can do to stop another person from dying by suicide. You cannot monitor a family member or friend every second of the day. You cannot remove all means for suicide entirely from their world. Although you can talk with them about their suicidal thoughts, you cannot read their mind if they choose not to share them.

Even professionals are not fully able to prevent suicides. [One study](#) found that almost 1 in 5 people who died by suicide had seen a mental health professional within 30 days of their death. That means that in the United States, [with almost 43,000 people dying by suicide in 2014](#), more than 8,000 of them had recently seen a mental health professional.

Need someone to talk to?

- Warmline Inc 414-777-4729
- Wisconsin Hopeline: Text HOPELINE to 741741
- Solstice House: 608-244-5077
- Iris Place: 920-815-3217
- Trevor's Project (LGBT youth): Trevor phone life line 866-488-7386, Text Trevor 202-304-1200

Each School has counselors, advisors, and social workers. Please enter a page or list their names and contacts here for quick reference:

School Social Worker:

Name:

Phone Number:

Email:

School Psychologist:

Name:

Phone Number:

Email:

School Counselor

Name:

Phone Number:

Email:

This is a guide on how to respond to a suicide that has occurred in your school:

<https://www.schoolcrisiscenter.org/wp-content/uploads/2018/02/guidelines-death-by-suicide.pdf>

This is a NAMI guide on handling a crisis called: "Crisis Guide by NAMI":

https://www.nami.org/About-NAMI/Publications-Reports/Guides/Navigating-a-Mental-Health-Crisis/Navigating-A-Mental-Health-Crisis.pdf?utm_source=website&utm_medium=cta&utm_campaign=crisisguide

Jefferson



Club

Sample Parent Notification

Dear < school name > Guardian(s),

This year, <school name> is starting a new club called Raise Your Voice, which will focus on raising mental health awareness, empowering students, promoting mental health resources, developing advocates and leaders, and creating an overall greater dialogue for mental health and wellness.

This club is NOT a therapeutic support group, but it is:

- A place to learn about mental health and wellness
- An inclusive club—everyone is welcome!
- A group of young people passionate about creating a safe and supportive environment
- A group that works to reduce stigma on campus by being role models of acceptance and supportive behavior towards others

The goals of Raise Your Voice are as followed:

- Promote student support services for mental health
- End stigma surrounding mental illness by raising awareness
- Empower students and peers to seek the help they need

Raise Your Voice is NOT a support group, a place to get diagnosed, or about labeling others. If students are seeking individual support or therapy, it is important to encourage them to seek help through school or community mental health resources. Be assured that the club is supported by advisor(s) and must follow all school rules and policies. <students name>, <school name> would appreciate your support of your child's participation in the Raise Your Voice Club.

Please feel free to contact your school or <advisor name(s)> if you have any concerns or questions.

<Advisor(s) names>

Phone:

Email:

Jefferson



Club

Student Code of Conduct

Student Code of Conduct

Raise Your Voice is built around the principles of mutual trust and respect among participants and leaders. In order to foster a supportive experience, this Code of Conduct extends to all Raise Your Voice club activities and outlines expectations for both club leaders and participants.

What we ask of all Raise Your Voice club members:

- Attend meetings with an open mind and open heart
- Maintain the confidentiality of all members by not discussing personal information and conversations outside the club
- Help foster a safe and respectful environment for all members
- Understanding that the club advisor(s) will follow mandated reporting guidelines
- Remain accountable for your own behavior and keep personal opinions and actions separate from those made as a representative of your school district, NAMI, and Raise Your Voice club

By signing below, I agree to the Student Code of Conduct.

Name (Printed): _____ Date: _____

Student Signature: _____

Advisor Signature: _____

MEMORANDUM OF UNDERSTANDING AMONG RAISE YOUR VOICE CLUB CONTRIBUTORS



As part of a statewide initiative launched by NAMI Wisconsin, Raise Your Voice, partners (organizations and schools) are coming together to empower youth to create a new conversation about mental health through peer support and education, leadership development, and civic advocacy. Youth leaders will emerge who serve the critical function of linking their peers with school and community based mental health supports.

Partners herein include: NAMI Wisconsin, NAMI Wisconsin; NAMI Affiliate < > School District, < >, Wisconsin.

WHEREAS the partners listed above have agreed to enter into this Memorandum of Understanding (MOU) to set forth the responsibilities to be provided by the collaborative.

WHEREAS, NAMI Wisconsin withholds rights to the Raise Your Voice club content and materials.

WHEREAS partner schools have full access to Raise Your Voice club content and materials and retain the right to adapt and supplement content to meet the needs of youth in their school.

Roles and Responsibilities:

1. < > School District will:
 - a. Provide facilities to host club activities and supplemental programming (if applicable). For example, NAMI Ending the Silence, NAMI Basics, etc to support the advancement of mental health awareness within the school community.
 - b. Designate an employee, agent, or representative to serve as primary contact and advisor for the club.
 - c. Distribute materials to all teachers to publicize Raise Your Voice clubs.
 - d. Facilitate completion of Raise Your Voice club surveys in order to support and promote club sustainability and funding. Survey will be sent to advisors in the Spring.

2. NAMI Wisconsin and NAMI < > County will:
 - a. Designate an employee, agent, or representative to serve as primary contact.
 - b. Provide start-up club manuals, materials, and handouts.
 - c. Provide programming support for Raise Your Voice club activities and events, trainings, and materials as needed and financially feasible.

Signed for and on behalf of:

< > School District Representative

Signature: _____ Date: _____

Name & Title: _____

< > High School Raise Your Voice Advisor (if different from above)

Signature: _____ Date: _____

Name & Title: _____

NAMI < >Affiliate

Signature: _____ Date: _____

Name & Title: _____

NAMI Wisconsin

Signature: _____ Date: _____

Name & Title: _____



Raise Your Voice Website

Visit our website for more information and updates. We also would love to have your input and feedback on events that were successful in our Projects and Special Events Sections. Please find our digital copy of the guide with weblinks.

- T-shirt, bag tags, and pencils available
- Digital copy of guide with weblinks
- Projects and Special Events Sections
- Word documents of sample template pages so you can adapt them to your school
- Other resource links for information and training

Visit us at our website:

<https://www.namiwisconsin.org/raise-your-voice-1>





Projects and Special Events Section

Project/Event NAME (Template)

Find template and offer suggestions on website

Description:	
Estimated Budget:	
Planning Time Needed:	
Materials/Resources Needed:	
Number of Volunteers Needed:	
Other Notes:	

BANDANA PROJECT

Ongoing activity

Description:	<p>The Bandana Project is a program designed to spread awareness of resources for those with mental illness. The lime green bandanas, to be distributed across campus, are attached to students' backpacks. This indicates that they are a safe individual to approach with mental health-related issues, that they know where resources are, and that they hold a few resource cards with outlets to get help and support in times of crisis such as National Crisis Lines. Resource cards are the size of business cards and will be distributed by those with bandanas.</p> <p>Not only does the program give tangible resourcefulness to an individual, but provides invaluable unspoken support. If someone sees a lime green bandana on the backpack of a stranger, it is a sign of stigma-free, quiet solidarity. They will know that they are not alone in their struggle.</p>
Estimated Budget:	N/A Depends on how many bandanas and resource cards are needed, bandanas are free (see link below) and resource cards are the size of business cards and can be printed in large batches at minimal cost.
Planning Time Needed:	2 - 3 months prior to kick-start
Materials/Resources Needed:	Lime Green Bandanas & Mental Health Resource Cards
Number of Volunteers Needed:	4-5 members on committee to kick start initiative
Other Notes:	<p>Free green bandanas can be ordered through WISE:</p> <p>https://wisewisconsin.org/order-bandannas/</p>

ART SHOW & EXHIBITION

<p>Description:</p>	<p>Request art submissions for an art show. This can be only those living with a mental illness or can be art with a focus on mental health. At NAMI Wisconsin we do something called the “Healing Art Show” and all artists that submit art are those living with a mental illness. We accept 50 pieces of art by 50 artists. You can define the art however it suits your school. Accept submissions, approve submissions, hang submissions in a predetermined location (Library, mall, coffee shop, hallway). Include name of artist and title of art. Be sure to post a label of the art show as being by or about mental health. You can sell art or just display. We display our art at a coffee shop for a month. We make a booklet with photos of the art and the artists story. Define and design this project to serve your needs. NAMI Wisconsin has an opening reception night where artists and their family and friends come to support them. We provide the opportunity for people to do art at the opening reception (one time we made beaded keychains, one year we did a visiting artist “paint-night”, one year we did paint by number art).</p>
<p>Estimated Budget:</p>	<p>To display art in library or coffee house is free. Our cost is determined by the art event we add to the evening. When we had visiting artists we paid them to do a “paint night,” but otherwise we covered cost of simple art events (paint night, making keychains from beads, paint rocks, whatever art project you add to the evening).</p>
<p>Planning Time Needed:</p>	<p>Requires someone marketing and promotion of the Art Show. Requires someone be in charge of collecting art, coordinating with location, hanging the art, labeling art, making flyers about art show, arranging art event at opening reception, and taking down art.</p>
<p>Materials/Resources Needed:</p>	<p>Flyers or advertisement for event, items to hang art, items needed for any art event that is included at the opening reception.</p>
<p>Number of Volunteers Needed:</p>	<p>Lead volunteers: Advertise event, collect and approve art, someone to hang and display art, someone to lead art event. Overall need 5 - 6 volunteers.</p>
<p>Other Notes:</p>	<p>NAMI Wisconsin usually sells the art. We have done the art show at the Lakeside Coffee shop the last two years who allow us to hang and display the art for a month. We elect to do this in October which is Mental Illness Awareness Month. At the end of October we remove the art and those that have purchased the art come by and pick up their art.</p>

SPOKEN WORD EVENT

<p>Description:</p>	<p>Spoken Word event. This can be a moving event that includes those affected by mental illness including family or friends. It can be rap, poetry, song, or beat-knick rhythm. It resembles more of a talent show where the focus is on spoken words about mental health. Advertise the event and take submissions of spoken word. Accept or deny submissions. Have a rehearsal the night before and time each speaker. Best to keep this event under two hours with a 15 minute intermission, which could be an opportunity to sell baked goods. Need a Lead Presenter or DJ that introduces each person. Background music is always good between acts. Will want to monitor closely what will be “spoken.” Library, Auditorium, Open Air theater are all locations to host such an event.</p>
<p>Estimated Budget:</p>	<p>The cost is minimal and includes advertising flyers and if you elect to do concessions or baked goods for the intermission.</p>
<p>Planning Time Needed:</p>	<p>Time to advertise event, review submissions, arrange practice run-through, arrange stage manager for timing and event planning, handout if needed or programs, set up microphone, speakers, music and then follow up on feedback about event.</p>
<p>Materials/Resources Needed:</p>	<p>Flyers to advertise, time to review submissions, location to do event, speakers, and microphones.</p>
<p>Number of Volunteers Needed:</p>	<p>4 - 5 volunteers. One to advertise, one to determine submissions, one to set up practice and timing, and one to coordinate concessions.</p>
<p>Other Notes:</p>	

MOVIE EVENT

<p>Description:</p>	<p>There are many movies that are available to show and discuss in a small event or larger school discussion. For a small event, the movie and a group discussion led by advisor is sufficient (Closure time should be left for positive resolution of emotional content. Usually includes breathing, yoga, laughter yoga, something uplifting to end the showing).</p> <p>For a school-wide event, could include a panel discussion including psychologist, police officer, social worker, teacher, and someone living with a mental illness. After movie a discussion of how “real” the movie is and what the effect of the media can have on the discussion of mental health.</p> <p>Is this a movie for just club? If so, then planning is much smaller. If for school/community-wide, much more planning is required.</p> <p>*Can movie be R or PG-13 rated? Would you need parental permission slips?</p> <p>Suggested movies: Inside Out, Silver Lining Playbook, Beautiful Mind.</p>
<p>Estimated Budget:</p>	<p>Budget would include acquisition of movie, location for movie, if it requires a fee, advertisement</p>
<p>Planning Time Needed:</p>	<p>If a school event: Time commitment includes advertising a month prior. If pre-selling tickets, pick a movie and approval from administration. Will there be a concession stand?</p>
<p>Materials/Resources Needed:</p>	<p>Flyers, posters, movie, food for concession, tickets if used</p>
<p>Number of Volunteers Needed:</p>	<p>If a school event: 2 - 4 for planning. Night of event 8 - 10 to help seat people, collect tickets, sell snacks if having concessions.</p>
<p>Other Notes:</p>	<p>An added event to the movie is a round-table discussion. This could include a mental health professional, someone living with a mental illness and a teacher. This would be after the movie and would require a moderator and guided conversation.</p>

MAY: MENTAL HEALTH MONTH

May is Mental Health Month

Description:	<p>Mental Health Month is a time for awareness (Think of pink and breast cancer). What can your club do to bring awareness to your school about mental health in the month of May?</p> <ul style="list-style-type: none"> ● Bandana Project ● Sell T-Shirts ● Make posters and place around school ● Hand out resource cards or bag tags ● Go talk to middle school students ● Bake Sale with resource guides attached to cookie or cupcakes at lunch every Wednesday of the month. ● Paint positive sayings on rocks and hide around school ● Post positive messages on the school social media page ● #(school name)mental health month along with photo of whatever your club is doing ● Wednesday concerts at lunch <p>This is a month long event so pace yourself and keep the word spreading all month long.</p>
Estimated Budget:	All of these, of course, depend on the event you pick for all these areas.
Planning Time Needed:	
Materials/Resources Needed:	
Number of Volunteers Needed:	
Other Notes:	

MENTAL ILLNESS AWARENESS WEEK

This is always first full week of October

Description:	<p>This is an awesome time to do a big community event.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● Paint Rocks with positive sayings and put around school ● Have a big event (art show, talent show, walk/run) ● Do a spaghetti dinner ● NAMI Wisconsin always has an event. Feel free to reach out and find out what we are doing. ● Stickers, bumpers stickers, window clings to give to people ● Volleyball (or baseball, basketball, etc) game staff vs students or seniors ● Movie event ● Talent show
Estimated Budget:	Again depends on what event you pick. Keep your club's name out there for the week.
Planning Time Needed:	
Materials/Resources Needed:	
Number of Volunteers Needed:	
Other Notes:	

NAMI ENDING THE SILENCE

Description:	<p>NAMI Ending the Silence is a NAMI Signature program. It is a one hour presentation given by your NAMI affiliate at either a school-wide event or to individual classes (psychology classes or health classes). It is best provided in a classroom setting with no more than 30 students.</p> <p>Contact your NAMI affiliate to see if they (or a nearby affiliate) can provide this program to your school. If they do not provide this program, please contact the state office (NAMI Wisconsin) to see if they could provide the presentation to your school.</p> <p>This is a presentation provided by a two people, an adult presenter and a youth adult presenter. It is a frank discussion with information and resource cards provided to students. It increases students' knowledge about mental illness and focuses on reducing the stigma to help encourage students to seek help if they are suffering and to be sympathetic and supportive to friends who may need help.</p>
Estimated Budget:	This program is provided by NAMI free of charge.
Planning Time Needed:	This requires a lead person to coordinate with the affiliate, the teachers, and/or administration. It can be a one time event or provided to all the "health classes" in one day.
Materials/Resources Needed:	Provided by NAMI
Number of Volunteers Needed:	Requires a lead person to coordinate with the NAMI Ending the Silence presenters and the NAMI Affiliate. No more than two.
Other Notes:	If your local affiliate does not offer this program please contact the state office 608-260-6000 to see if they can find local presenters willing to come to your school. Or email nami@naiwisconsin.org

NAMI WISCONSIN'S ACTION ON THE SQUARE

This is on the State Capital Square

Description:	Once a year in the Spring, NAMI Wisconsin hosts an event called Action on the Square. It is an event that provides constituents the opportunity to speak with their state representatives and includes a rally that is held on the steps of the state capitol. This also includes a breakfast, a session on how to speak to your legislators, and information about current legislation that is of interest to people living with a mental illness and their families.
Estimated Budget:	The event does include a fee to cover the cost of the breakfast and venue hosted. In past this has been \$10 per person. There would also be the added cost of buses to and from the capitol.
Planning Time Needed:	If your club plans to attend Action on the Square, the deadline to apply is typically a month prior to the event. Please contact NAMI Wisconsin in January or February to discuss registration or check the website for more information. www.namiwisconsin.org/action-on-the-square <ul style="list-style-type: none"> ● Get approval from your administration to attend. ● If your school requires parental permission slips for field trips, this would be added to the planning for this event. ● Coordinate bus with school administration
Materials/Resources Needed:	Resources and signs will be provided by NAMI Wisconsin
Number of Volunteers Needed:	The advisor(s) would need to be the primary organizers of this process due to the amount of coordination with the administration and buses. One or two students could help coordinate this event.
Other Notes:	

WALK / RUN FOR AWARENESS

Look for local NAMIWalks, runs, bike rides

<p>Description:</p>	<p>Inquire with your local affiliate if they or a nearby chapter has a NAMIWalk, run, or bike ride. Not all affiliates host these large events but if they do you may join the event as a team.</p> <p>NAMIWalks is an event that is held at different times throughout the year at various affiliates. Some host bike rides while others have fun runs.</p> <p>Most provide the opportunity to join as a team and help raise funds for NAMI. Your “team” can wear matching t-shirts, hats, or bandanas. Besides raising funds there is a public awareness component to the Walk so the louder and prouder you are, the better. Your club would coordinate attending the event through the host affiliate. Register at least 6 weeks in advance and attend as a group. This is a great way to plan a fun event with your club. Most of the walks are on Saturday or Sunday.</p>
<p>Estimated Budget:</p>	<p>Items that might require funding: Bus, t-shirts, posters to advertise</p>
<p>Planning Time Needed:</p>	<p>Planning 2-3 months prior to walk is vital. You will need to sign your club up, recruit members to attend, have members solicit donations to participate in the walk, coordinate transportation to the walk, parental permission slips if required, and purchasing of t-shirts if desired.</p>
<p>Materials/Resources Needed:</p>	<p>Parental permission slips, posters to advertise, t-shirts if desired</p>
<p>Number of Volunteers Needed:</p>	<p>2 - 3 student leaders would be best to coordinate this event.</p>
<p>Other Notes:</p>	

BLOG / SCHOOL NEWSPAPER

Description:	<p>Have a “club journalist” or communications director. This could be viewed as a leadership role or the secretary of the club. Approval from school editor and administration would be required. Talk to your school newspaper, and for each publication write a blog or post an article that pertains to mental wellness. This could be about current events (celebrities, events in the news, local news), a personal story, a movie or book review, or an observation about the stigma of mental illness. Consider sending to a community newspaper for Mental Health Awareness week or month.</p> <p>Any writing should follow the Writing Guidelines as posted starting on page 14 in the RYV Guide. Also, have an advisor always review writing before publishing.</p> <p>If writing a blog, post on your club’s website/facebook page so it can be shared and viewed by more people.</p>
Estimated Budget:	No cost.
Planning Time Needed:	If one person is doing the writing this can be time-consuming. A monthly article or blog would require some commitment. This task of course could be shared. Give yourself two hours per blog or article.
Materials/Resources Needed:	Access to computer and maybe printer and of course approval from administration.
Number of Volunteers Needed:	One minimum but many people can participate in writing.
Other Notes:	

Sporting Event: Staff vs. Students

Description:	<p>Assembly or an evening event. Pick your sport (volleyball, 3x3 basketball, baseball, badminton). This could become an annual event if done well. Publicize the event, get t-shirts with the logo for participants.</p> <p>Assembly: Event would be a school-wide event during your usual assembly time, invite a guest speaker to talk for 10 -15 minutes about mental health, and have resource cards for the students to take. Either students or just seniors take on the staff in a sporting event. Proceed to play event for 30 minutes and end with a positive statement for students to reach out to get help or help a friend if they need help.</p> <p>Evening: Event would require more work and would include inviting the community. This could be a match with any two groups (Fire Dept. vs Police Dept.). Planning would require more coordination with community, advertising, and potential for fundraising. You could include concessions and do a split raffle event. Have a guest speaker talk about mental wellness for 15 - 20 minutes and then proceed to a longer sporting event. Have resource cards or flyers with info to hand out.</p>
Estimated Budget:	<p>Assembly - t-shirts</p> <p>Evening - t-shirts, concession food, flyers, potential evening fee to rent gym space, water bottles for athletes, officials</p>
Planning Time Needed:	<p>Assembly - less time but coordinate with administration and invite speaker and get players, official, sound system set up. At least 1 month planning time ahead.</p> <p>Evening - Much larger and longer planning needed. Administration approval, reserve gym space, ask participants, find speaker, officials, set up sound system advertise in community, planning 3 - 6 months prior to event start.</p>
Materials/Resources Needed:	T-shirts, flyers to advertise, resource cards, water for athletes, approval from administration and reservation of space. Sound system and sports equipment (ball, net).
Number of Volunteers Needed:	A lot! This would be all hands on deck. Would need students at each door to hand out cards, cover concessions, coordinate with speaker, coordinate athletes, coordinate officials, coordinate speaker equipment.

Painted Rock Event - #RaiseYourVoice (schoolname)

Description:	<p>Painted Rock project can include a social media aspect or not. Purchase lots of flat rocks, about 4 - 5 inches long, and paint them with positive sayings (Be Happy, Breathe, You Rock, Beautiful Mind Beautiful Life, Be Kind, Love is around You). Be creative with color and add butterflies, flowers, rainbows, waves. Place the rocks around the campus or even the community. When people find the rock you can encourage them to take a selfie with the rock with #RaiseYourVoice (schoolname)</p> <p>Good for Mental Illness Awareness week or month.</p>
Estimated Budget:	<p>\$100. Purchase rocks from craft store or hardware store. Permanent paint and brushes from craft store. Posters.</p>
Planning Time Needed:	<p>This can be an event that the club does as a group. All paint 10 - 15 rocks and then go in pairs to place rocks on campus or community. Put a posters up with a selfie and a hashtag so students are aware to watch for the rocks.</p>
Materials/Resources Needed:	<p>Rocks, paint, brushes, posters. See if you can get donated or bring from home.</p>
Number of Volunteers Needed:	<p>Best if all participate. One person to get supplies and the entire club then participates in painting rocks and adding to their social media.</p>
Other Notes:	<p>Put article in school newspaper, hang posters in school, submit to local newspaper, encourage all to hashtag selfies.</p>

Voice of Lived Experience - Survey for Club

Survey from Office of Children Mental Health

Description:	<p>The office of Children’s Mental Health (OCMH) highlights the voices of those who have lived experience with children’s mental health. OCMH wants to hear from young people about what is working and what needs improvement in child and adolescent mental health. The purpose of this activity is to give voice to young people interested in bringing positive change to mental health and mental health issues.</p> <p>Complete this survey as individuals and then use your answers to facilitate a group discussion, collect information, and highlight common themes for any of the questions in survey below. Responses should be sent to Andrea Turtenwald at andrea.Turtenwald@WI.gov</p> <ol style="list-style-type: none"> 1. How many participants in your group identify as having a mental health issue? 2. When you hear “Mental Health” how do you define it? 3. What do students struggle with most at school? 4. What supports have been helpful for you and your classmates? 5. What are your recommendations for how policy makers and service providers can make improvements in addressing mental health? 6. What prevents you from getting what you need for your mental health issues? 7. How can adults who are trying to help young people do a better job engaging you and your friends around mental health issues? 8. Why does your voice as a young person matter? 9. If you could make one change to how people with power address children’s mental health, what would it be? 10. How does your school/community currently support you around mental health and mental health issues? 11. How could your school/community support you more around mental health and mental health issues? 12. Have you heard of Trauma-Informed Care? If so, what is your understanding of Trauma-Informed Care? 13. What do you wish decision-makers knew about... 14. What do you wish someone would ask you about mental health and mental health issues?
Estimated Budget:	N/A
Planning Time Needed:	One to two months: allow a session for the group to brainstorm thought and recommendations, and then an additional session to draft and approve the document for submission.
Materials/Resources Needed:	Access to computer to send responses.

RAISE YOUR VOICE