

Supporting Your Peers



A Teen Guide to Addressing Mental Health in Your School/Community

*by the NYLC Youth Advisory Council
2021-2022*

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INTRODUCTION

Informed by research and experience, this mental health handbook is designed to engage teens across the country to create change. The impact can be profound. The experiences are often emotional. The lessons are often unforgettable.

For more than three decades, NYLC has empowered young people to lead initiatives that make measurable differences in their schools, their communities, and beyond. NYLC uses a service-learning approach that embeds the issue area more deeply within a school or after-school program's culture, and connects to academic goals.

To learn more about this youth-led approach to addressing community needs young people identify as critical, visit nylc.org.

WHO IS THE "YAC"?

"The Youth Advisory Council is a team of servant-leaders recognized for their dedication to youth leadership, service-learning, diversity, and educational achievement for all. The YAC advises NYLC on its programming and brings valuable youth perspectives to the organization's work. They work across the United States, demonstrating how young people can contribute today."

Ava Vankeulen



Ava Vankeulen is a sophomore at DeLaSalle High School in Minneapolis, Minnesota. Her interest in mental health and education equity stemmed from the pandemic and how that affected her education, mental health, and well being in general. For her, the pandemic caused a lot of anxiety, stress and disengagement with her education, which is why she is passionate about this topic. She feels that students need access to outlets and reliable sources to get the help they need, especially within school. Her goal is to help students that are struggling with mental health during this time no matter what school they go to or where they live.

Sophia Ghafouri



Sophia Ghafouri is a junior at the Potomac School in McLean, Virginia, where she first began noticing the effects of the pandemic on students' mental health. Inspired to make a difference in this growing issue among adolescents, she has worked on multiple mental-health related initiatives, growing more passionate about working to solve the struggle around mental health today.

Lucia Colwell



Lucia Colwell is a junior at Polytechnic School in Pasadena, California. Lucia is passionate about mental health as she has struggled with anxiety herself, and noticed the clear effects of pandemic isolation on her local community and national media coverage. Having witnessed the effects of lacking mental health resources on schools in her community and nationwide, Lucia is impassioned to encourage youth advocacy as federal initiatives and local resources fail.

Henry Xie



Henry is a senior at Naperville North High School near Chicago, Ill. As a member of the Youth Advisory Council, he works with a talented team of youth to assist NYLC's outreach and programming. He is passionate about equity in mental health services because of the importance of mental health to educational outcomes.

YAC's "Why"

According to the NASP, children who are mentally healthy prove to be more successful in school and in their larger lives. It is therefore necessary to ensure support for students struggling, and allow them to thrive despite any mental health issues they may be suffering from. If existent mental health issues are not addressed, students can suffer from academic and behavioral problems, affecting them beyond the classroom and into their long-term development.

According to the U.S. Department of Health and Human Services, one in five children experienced mental health struggles during their school years. Despite this ever-growing need in students for support, great disparities exist in access to mental health services between high- and low-income communities. Schools provided less funding are unable to afford services such as counseling, thereby greatly diminishing most students' chances at finding help. In 2021, 3.8 million adolescents from 12-17 suffered from a depressive episode, with a mere 40% receiving assistance.

As of 2022, 23 states require that schools provide a counselor for students, with the American School Counselor Association recommending a school counselor-to-student ratio of 1:250. Despite this recommendation, most states maintain ratios far from it. Georgia and Virginia, for example, hold a ratio of 1:450 and 1:500, respectively. This means that, even in the less than 50% of states requiring a counselor, counselors are largely unable to provide adequate assistance for the number of students they are responsible for.

Today's Mental Health Crisis

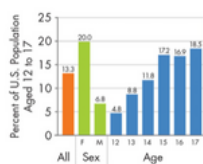
The social and emotional tolls of pandemic isolation, coupled with the pressure of social media and the structure of America's higher education system, have had a universally detrimental impact on the mental health of students and children. A dramatic uptake has occurred in mental health disorders including anxiety, depression, OCD, ADHD, and eating disorders. The stress from general isolation, economic uncertainty, or grief from losing a loved one, even if not treated or diagnosed as a disorder, can produce overwhelmingly negative impacts on the mental health of students. Nearly two out of every three young people in the nation have reported feeling down or depressed during the pandemic. And while things are beginning to return to "normal", the negative and traumatic effects of experiencing these disorders can have lifelong impacts.

America is, no doubt, in the midst of a national mental health epidemic. Medical organizations such as the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children's Hospital Association have declared a national youth and adolescent mental health state of emergency. Because of the newness of this crisis due to the pandemic, programs such as the Substance Abuse and Mental Health Services Administration have not been permitted or required to work in schools or with youth or adolescents.

Some federal funding has been directed towards youth mental health initiatives, however; the American Rescue Plan (ARP) has been directing funds and resources for many such programs. The funds are directed specifically towards the social and emotional needs of students and communities most negatively impacted by the pandemic. In some areas, these programs have looked like developing counselor training programs or hiring additional wellbeing staff. These funds have not reached all areas, however, and the mental health epidemic is still growing. That's why students sometimes have to take matters into their own hands.

COVID-19

1 IN 6 YOUTH AGES
12-17 EXPERIENCED
A MAJOR
DEPRESSIVE
EPISODE IN 2020.



YOUTH MENTAL
HEALTH IS
IMPORTANT
75% OF ALL
LIFETIME MENTAL
ILLNESS BEGINS BY
AGE 24



YOUTH MENTAL HEALTH

OVER 60% OF YOUTH WITH MAJOR DEPRESSION DO NOT RECEIVE ANY MENTAL HEALTH TREATMENT

[over 60% of youth with major depression do not receive mental health treatment]

WARNING SIGNS:

- Lose interest in activities that they used to enjoy
- low energy
- Have difficulty sleeping or eating
- Spend more time alone and avoid social activities
- Excessively exercise, diet, and/or binge eat
- Harm themselves (e.g., burning or cutting their skin)
- Use alcohol, tobacco, or other drugs
- Engage in risky or destructive behavior
- Have thoughts of suicide
- Think their mind is being controlled or is out of control or hear things other people cannot hear

MOST COMMON MENTAL HEALTH DISORDERS IN YOUTH:



Anxiety disorder 32%
of ALL 13-18 year
olds: feelings of
“excessive uneasiness,
worry, and fear”

Depression (around 13%
of all 12-17 year olds:
“depressed mood that
affects thoughts, feelings,
and daily activities,
including eating, sleeping,
and working”

ADHD (Attention-deficit/
hyperactivity disorder) around
9% of all 13-18 year olds -
“characterized by continued
inattention and/or
hyperactivity-impulsivity that
interferes with daily
functioning and development”

Eating disorders around
3% of all 13-18 year olds:
“extreme and abnormal
eating behaviors, such as
restricted or excessive
eating”

Source:
National Alliance on Mental Illness
World Health Organization
US Department of Health and Human Services, National Institute of Mental Health, and Center for Disease Control and Prevention

STARTING A

PEER-LED MENTAL HEALTH CLUB

at your school



Even without the help of adult-provided mental health resources, there are many paths you as a student can take in order to improve the mental health of your community -- one of those being creating a peer-led mental health club or program.

By starting a club at your school, using the guidance provided in this handbook, you can begin to erase the stigma around mental illness, promote open conversation in a safe space, empower your peers, and spread awareness about the importance of mental health support in schools.

Why Create a Mental Health Club?

A mental health club can:

1. Increase awareness of mental health within your school.
2. Build welcoming, conducive and stigma-free environment to discuss mental health.
3. Provide a bridge between community mental health resources and your school community.
4. Give an opportunity to lead projects based on mental health and focused on reducing stigma.

As a related study states: "Student peer organizations' activities can improve ... student mental health attitudes and perceived knowledge and significantly increase helping behaviors. Such organizations can complement more traditional programs and play an important role in improving the campus climate with respect to mental health."

[https://www.jaacap.org/article/S0890-8567\(18\)30224-7/fulltext](https://www.jaacap.org/article/S0890-8567(18)30224-7/fulltext)

Your Adult Advisor



To ensure the safety of attendees and avoid liability concerns within your institution, it is necessary to involve a faculty member in club meetings.

Reach out to a trusted staff member at your school and ask them to oversee for your club, outlining the below expectations.

What should you ask of an advisor?

- Attendance of each club meeting and event;
- Quiet observation of meetings in order to ensure the safety of attendees;
- Assistance for students whose mental health struggles have reached a point of danger ;
- Serving as a trustworthy and reliable adult students can turn to;
- Assistance for club leaders as necessary or requested.

What Should Club Meetings Look Like?



It is first necessary, using information collected through the "investigation" stage of the service-learning IPARD process, to understand the specific needs of your community. Based on what you discover, you can modify the below ideas accordingly in order to create a club tailored to the specific needs of your school. (See pages 19-24 for more on IPARD.)

EDUCATE

Using reliable sources, present attendees with educational, conversation-starting forms of media related to specific mental health issues—whether articles, current events, videos, or art. Allow time for reflection and open up conversation for students to discuss take-aways, what they may have learned, how this may relate to their personal situations, or whatever they may find appropriate and constructive.

CONVERSE

Sometimes, all someone may need is a place to talk about what may be troubling them and find students to relate to who may share similar struggles. Support students sharing whatever may be on their mind.

ENGAGE

With club attendees, work together to plan various school-wide events that fall within the bounds of your school's rules and expectations. Based on your investigation, plan educational activities, reach out to speakers, and hold open conversations that would best benefit the needs of your larger school community. Through this, work to create a larger group of individuals passionate about mental health and ready to make a change.

GETTING STARTED

Creating A Team

The best thing you can do to build community awareness of any issue, both in and outside of schools, is to create a team that includes community members as well as students. With a strong team, outreach will be exponentially more effective. There are three steps to follow in order to create a strong team.

Step 1: Recruiting Adult Partners

To help provide guidance for your project, it is critical to find adults who share your interest. Adult partners can be teachers, parents, student activities advisors, counselors, administrators, or community partners.

Below are questions that can help you build a quality youth-adult partnership team. Review and discuss these questions as a group to create consensus.

- What type of assistance is needed from each partner?
- What are the different expectations for each partner?
- How often will you meet?
- When and where will you meet?
- For how long will you meet?
- Who is responsible for scheduling meetings?
- How will you decide what to discuss at meetings?
- Who is responsible for keeping meetings on track?
- What is the best way to contact each partner?
- If problems arise, how will they be solved?
- Are there any concerns either partner would like to discuss/resolve?

GETTING STARTED

Step 2: Recruiting Other Young People

Recruit a diverse team of young people who are excited to work on the issue. Social media outreach, flyers, daily announcements at school, even school newsletters can help. Be sure to obtain basic contact information like email addresses and phone numbers. Here are some examples of the types of team members that might be helpful:

- People from different grades
- People from different schools or after-school programs
- People with different skill sets (writers, graphic artist, videographer, etc.) because you will need help with event planning, club communication, marketing, etc.
- People from different clubs (academic, athletic, etc.)

Step 3: Holding Your First Meeting

Find a convenient time for everyone. Online tools like Doodle polls are great for coordinating dates and times. Often, it's best to choose a time every week (or every other week) when all are available to meet. Be sure to include all partners. Following are general guidelines for the meeting.

Running Effective Meetings

- Icebreakers and Energizers: these activities help you laugh and get comfortable with your team.
- Team-Building: these activities help teach how to work together to solve simple or complicated tasks. They also aid in building trust.
- Self-Exploration: these activities help you learn more about yourself, the areas where you excel, and your areas for growth.

More on Running Effective Meetings

Service-learning is all about shared youth-adult decision-making, planning, and program implementation. Consider using these tips at the first meeting:

- Meet in advance of the meeting to develop an agenda and assign roles.
- Set ground rules, expectations, and norms. Establish agreed upon expectations for behaviors (norms) during the meeting. Consider brainstorming these norms during the first meeting and posting them in a visible location for the duration of the project.
- Develop a meeting agenda. If adults are participating in the meeting, have them get involved as well. Consider inviting experts or guest speakers who might have something to share about mental health or the community. A skills-building section on communication platforms or approaches that will help the team create messages geared toward the community is also important.
- Always add a final reflection or wrap-up. This step is important to review the learning, consider next steps, and build continued connections with the group. This can be as simple as asking: "What do you know now that you didn't know before?"
- Follow-up. Determine who will follow-up with anyone who has volunteered to work on something before the next meeting. This builds commitment and a sense of group responsibility.
- Consider processes for decision-making/consensus-building. Be aware of the importance of hearing from all group members. In a cross-age meeting, be sure to listen to student opinions and concerns. Well-intended adults can often too quickly voice their opinions, inadvertently discouraging young people.

GETTING STARTED

Meeting Notes Template

Taking notes is important to keep your group organized and on the same page, to keep a record of the work done and decisions made by your group, and to follow up on ongoing projects. Be sure to capture:

Date:

Convened by:

Attendees:

Topics:

Goals:

Discussion/Notes:

Next Steps (next meeting date) & Roles:

Icebreakers, Energizers, & Team-Builders

To make a change in a school or community, there must be opportunity for relationship-building among the leadership team. One of the best ways to do this is by starting sessions with icebreakers, energizers, and team-builders. These activities help people learn about each other and break down barriers. Ask participants if they know some activities that they can lead. These are just a few to get you started.

SILENCE IS GOLDEN ICEBREAKER

Optimal Number of Participants: 10-30

Materials: Space for standing in a circle

Directions: Welcome everyone to the session and let them know that each session will begin with a warm-up. The goal is for others to contribute their favorite warm-ups later in the program.

Note that for each game, the facilitator introduces themselves and names the game, then gives directions and asks if anyone has questions. After the game, reflection questions help the group process the experience.

Have everyone stand in a circle and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order, according to their first names.

Once done, have everyone say first names to ensure that the order is correct. A second round can be done on birthdays, again with no speaking. A good challenge is NOT to have participants share their birthdays aloud ahead of the line-up.

Reflection Questions:

- Why do we do this? Have you done this in other ways? Who wants to lead an activity at our next meeting?

GETTING STARTED

Icebreakers, Energizers, & Team-Builders (con't.)

HEALTH NAME GAME ICEBREAKER

Optimal Number of Participants: 10-30

Materials: Space for group of 6-30 to stand in circle

Time: Approximately 15 minutes

Directions: Because the focus of this name game is health, ask that each person first say their name, and then think of a word that relates to health and begins with the same letter as their first name. For example, if your name is "Miguel" you might say "marathon." If the group is new to the topic, start with a brainstorm of what good health and well-being means to them.

Reflection Questions:

- What did you notice during the game?
- Did anything surprise you?

(Be sure to have a strategy to reclaim the attention of the group. Often saying "If you can hear my voice, clap once!" starts getting participants' attention, followed by "If you can hear my voice, clap twice!" Three times should gather everyone's attention. Or use some sort of noise-maker.)

SNOWSTORM ENERGIZER

Number of Participants: 10–30

Materials: Paper, writing utensils

Time: 10 minutes

Directions:

- Have participants stand in a circle.
- Ask everyone to write down one thing that's going well, and one area where they need help.
- Have everyone crumple their papers and toss their "snowballs" to/at another person.
- Have one person start by reading what's on their snowball. Try to provide answers to the questions as a group.
- Then have the person who wrote that question read their snowball.

Reflection Questions:

- What have we learned?
- Where do we need to do some work?
- What can we celebrate?

GETTING STARTED

Icebreakers, Energizers, & Team-Builders (con't.)

ONE-ON-ONE INTERVIEWS TEAM-BUILDER

Number of Participants: Any even number, to ensure that everyone has a partner

Materials: Paper, writing utensils

Directions:

1. Give everyone a pen/pencil and a piece of paper.
2. Then, brainstorm as a group 3-5 questions that everyone will ask of the other. They might be questions like: Where were you born? What's your first memory of a doctor or health care provider? What's the worst thing about a doctor visit? What's the best?
3. Have everyone find a partner. Have each pair pick one speaker for the first round to be interviewed by the other person.
4. The interviewer should ask questions about the person for a minute straight while taking notes on things they thought were interesting about the other person.
5. Once the minute is over, have them switch roles and do the same thing.

If time, have partners introduce each other, highlighting the most memorable parts of the interviews.

Reflection Questions:

- What was your first impression of your partner?
- What made you have that impression?
- How has your impression changed based on your interview?

SKILLS INVENTORY

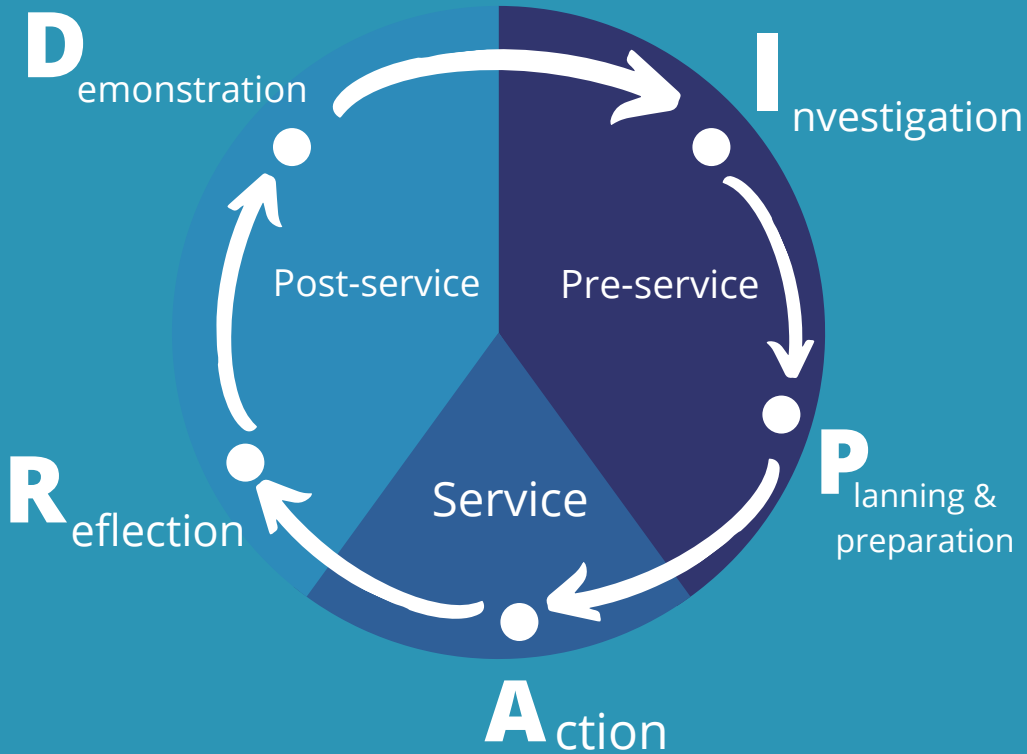
“Know What You Know”

To figure out who does what, it is helpful to start by identifying what you already know or would like to learn out of this experience. Think broadly about all your areas of expertise, and use the space below to record them. Have each team member do the same. Maybe you love social media. Maybe you're a great note-taker. These skills can be the building blocks of your project plan. Star those areas you'd be most interested in offering the project. Rank your level of experience on a scale of 1 to 4, 1 being relatively inexperienced and 4 being very experienced. Hang onto these sheets as they will help in the planning process.

Skill Area	Can Do	Can Teach	Experience Level
Languages (be specific)			
Sports (be specific)			
Public Speaking			
Mentoring			
Computer Skills			
Photography			
Videography			
Event Planning			
Budgeting			
Writing			
Other (be specific)			

WHAT IS THE

IPARD PROCESS?



How Can You Use the Service-Learning Process to Help Your Community?

1. INVESTIGATION

It is important to understand the specific needs of your community in order to be effective as possible. Ask yourself: What already exists in your community? Are there any school programs or individuals that I can and utilize? Reach out: What do other young people say? What do adults and faculty say? Research: What are the mental health related statistics in your school, city, or state?

2. PLANNING & PREPARATION

Prepare in a way most appropriate for how you plan to take action. This could include organizing the information you have collected, gathering necessary materials, and reaching out to any other individuals you may need to take the action you plan to. (See pages 21-23 for more planning tips and forms.)

3. ACTION

There are many ways you can take action to improve the mental health of your community. This could include creating a peer-led mental health club at your school, spreading awareness through presentations, flyers, podcasts, articles (detailing what is mental health, why is it important, what are the needs in the community, etc), making important information more accessible (like suicide hotlines, where youth can go for support in school, what to do in a crisis, warning signs and symptoms, etc.) It all depends on your investigation and what your community needs. Be sure to document your work!

4. REFLECTION

Reflect on your work and the impact you have made throughout the process. What did you do best? How could you have improved/created a bigger impact? How can you continue to create change? What did you take away from your experience? What still needs to be done? (See page 26 for more questions.)

5. DEMONSTRATION

Be sure to share your achievements and discoveries with the community! (See pp. 27-28 for more ideas.)

THE SERVICE-LEARNING PROCESS

INVESTIGATION

A key aspect of this service-learning experience is identifying potential community partners -- both those who can help the project and those who need the information.

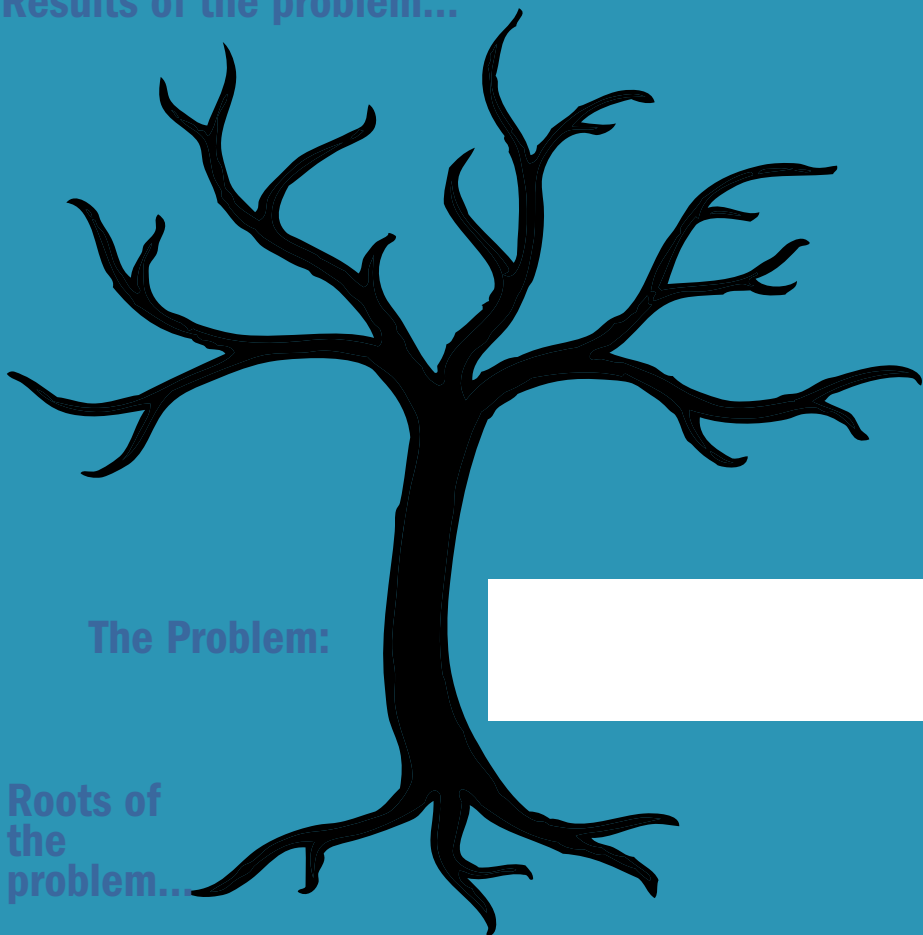
This diagram includes sectors of the community worth considering. Use the diagram to brainstorm possibilities.



Analysis of Root Problem

From the information you've gathered, analyze what you now see as the core problem and write that in the center box. Add what you understand to be the causes of the problem, and list those along the roots of the tree. In the branches of the tree, list what you understand are the results of the problem.

Results of the problem...



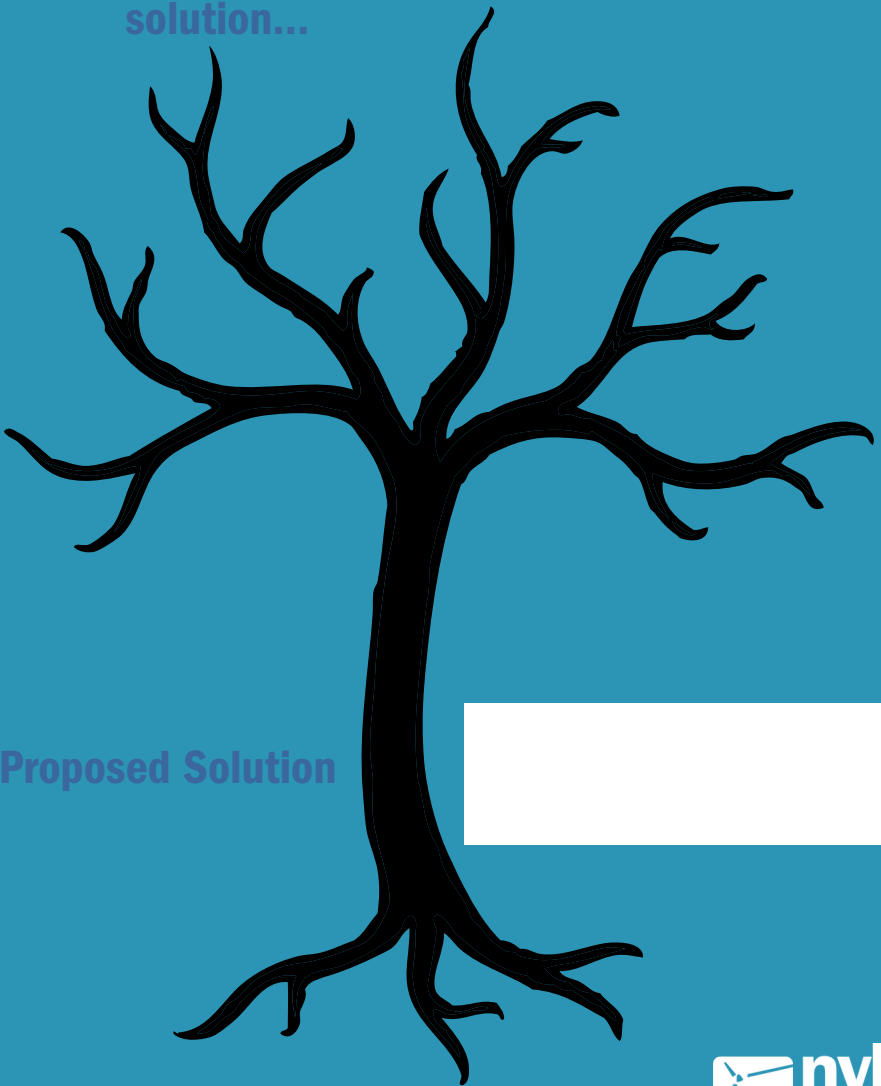
The Problem:

Roots of
the
problem...

Analysis of Possible Solution

On this version of the tree, write your proposed solution to the problem in the center box below, then list the ways you intend to address the problem in the roots of the tree. Add the anticipated results in the branches of the tree.

Expected results of the solution...



Proposed Solution

THE SERVICE-LEARNING PROCESS

PLANNING & PREPARING

Using the completed solution/problem tree analysis, it's time to plan and prepare for your project.

STEP #1: Create S.M.A.R.T. Goals

It's important to set manageable short-term goals in to guide the team toward achieving the bigger goal: the solution.

S.M.A.R.T. goals help identify the most important aspects of a service-learning project, as well as clarity on who does what by when.

As you may know, SMART Goals are:

Specific:

- Include details about what you will do, who will help, and how you will do the task.
- These tasks should be clear to anyone reading the Action Plan.

Measurable:

- How will you know you've accomplished your goal?
- What is your timeline for doing so?

Attainable:

- Is the short-term goal something that can be done?
- Is other assistance needed?

Relevant:

- Do you have the needed resources, knowledge, and time?
- Will the short-term goal get you closer to the end goal?

Timely:

- Does the timeframe for action seem realistic?
- What other steps will be happening simultaneously?

THE SERVICE-LEARNING PROCESS

PLANNING & PREPARING

Step #2: Develop an Action Plan

Building on your S.M.A.R.T. goals, break down your project step-by-step. Consider both the natural strengths and interests of your group (as identified in the "Know What You Know" Skills Inventory on page 18) when deciding who does what. Check these responsibilities against the deadlines so that everyone has a role and no one has too much to do.

Task/S.M.A.R.T. Goal	Team Member(s)*	Due Date	Status

PLANNING & PREPARING

Step #3: Developing a Budget

To keep finances under control, you should know all the supplies and resources you may need when you action-plan -- including their status. (Are they secured or not?) Below are questions to consider:

- What resources do you already have? (They can be listed as "in-kind".)
- What additional resources to you need?
- How will you secure these additional resources?
- Who can help or might consider a donation?

Description of Expenses	Estimated Cost	In-Kind Donation	Status

Total Expenses

THE SERVICE-LEARNING PROCESS

ACTION

it's time to launch your work! All the ideas, planning, phone calls, meetings, and preparation for your project are about to pay off.

This step is all about you and your team, based on the project you developed. Be sure to document the experience, as this will provide valuable information for reporting and for future projects. By recording what was done in a number of ways participants have materials to draw from for articles, community impact statements, and letters to the editor – for example.

Writing

Keep a journal or learning log, writing about each time you participate in a service action. These logs can be invaluable sources accounting for the time invested, daily activities, and records of what worked well and what needed adjusting.

You may also want to ask community partners to keep a log of their activities, recording their own observations.

Data Collection

Keep track of relevant data, for example: how many sessions were held? How many participants attended? How much money was raised and/or spent? Did participants report feeling supported?

In some cases, it's appropriate to ask participants and community partners to fill out evaluation forms. When students compile the results, this is a powerful form of reflection.

Multimedia Recordings

Take photos and/or videos to document memorable moments in the process. These are also powerful forms of reflection and help when sharing the story.

Drawing

Sketches, charts, and diagrams can also assist in describing service-learning events and outcomes.

THE SERVICE-LEARNING PROCESS

REFLECTION

Before, during, and after your initiative, it's important to think critically about your actions. Be honest about what you experienced. You may do this individually or as a group.

S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats) Analysis

This analysis will help you identify the positive and negative factors in your project that may either support or prevent success.

Goal: What was the goal of your service-learning action plan? What did you hope to accomplish?		
	Helpful to achieving your goal	Harmful to achieving your goal
Internal qualities of you/your group	Strengths What did you do well? What resources did you have? What did others perceive as your strengths?	Weaknesses Where did you struggle? What could you have improved? What could you have avoided?
External qualities of your environment	Opportunities Where are the opportunities ahead? What trends are you aware of? Who else could help you achieve your next step goals?	Threats What obstacles did you face? Are there other groups that you might be competing with? What would you do if you have trouble securing additional resources?

MORE REFLECTION QUESTIONS...

- What was the most effective part of your project? What are you most proud of?
- What was the least effective part of your project? What are you disappointed in?
- What new understandings have you gained about the issue you addressed?
- What questions do you still have?
- What have you learned over the course of the project?
- How does what you learned in this project connect to other learnings?
- How has what you learned changed your thinking?
- Think about the people you encountered during your service. What actions or words from them are the most memorable to you?
- What do you think the people you worked with learned from you? What did you learn from them?
- How did the members of your team work together? What did you learn about each other in the process?
- How do you think about your community differently as a result of this project?
- What would you do differently next time?
- What follow-up work is needed?
- What are some possible next steps?

THE SERVICE-LEARNING PROCESS

DEMONSTRATION

Showcase your impact and all you have accomplished!

Demonstration is necessary to show stakeholders, partners, and others that it is possible to promote good mental health. It also offers opportunities to expand interest in the next stages of the project.

You can demonstrate your success in many ways. The best demonstrations use information, artifacts, stories, and data to tell the story of the project. Use the following ideas to share your experiences more broadly with your local, national, or global community.

Events

Events can range from formal informative gatherings to large celebrations or parties. Use these as opportunities to both showcase what has been accomplished, and to encourage attendees to support future efforts. Of course, there are many logistics to consider when planning (food, space, entertainment, budget, prizes, etc.)

Portfolio or e-portfolio

A portfolio is a comprehensive report on the project; they can be created individually or as a team, online or as physical documents. A webpage makes a great portfolio because it allows your team to share their story, give live updates on the project, and share with visitors how to get involved.

THE SERVICE-LEARNING PROCESS

DEMONSTRATION, CON'T.

Traditional Media

Sending a press release to television, radio, and newspaper outlets addresses the "What? What? Why? When? How?" of your story. These outlets are always looking for "good" news, so be strategic when contacting them.

Social Media

Of course, this may have been the heart of your outreach. But there is no reason to stop now! Summary photos and videos -- even of celebrations -- are great ways to increase involvement and grow the project to a new phase.

Community Leaders

Specific outreach to those who make decisions related to the issue is always beneficial. If they have not already become involved in the project, share the outcomes with them. Set up meetings with politicians to help grow interest in the next phases of the project.

Conference Presentation

Conferences offer wonderful opportunities to demonstrate to new audiences the work your team has done. It is important to remember that submission deadlines for workshops are often many months ahead of the event. Be mindful of their timelines. One relevant conference is NYLC's annual National Service-Learning Conference. For more info visit nylc.org

Resources

National Suicide Hotline: (800)-273-8255

National Sexual Assault Hotline: (800) 656-4673

National Child Abuse Hotline: (800) 422-4453

Black Mental Health Alliance: (410) 338-2642

Domestic Violence Hotline: (866)-331-9474

Eating Disorder Hotline: (800)-931-2237

General Crisis Text Line: Text SUPPORT to 741-741

General Mental Illness Hotline: (800)-950-6264

LBTQA+ Hotline: (866)-488-7386

National Substance Abuse Hotline: (800)-622-2255

More resources can be found at:

<https://www.nami.org/NAMI/media/NAMI-Media/Images/FactSheets/2021-Resource-Directory.pdf>

CONGRATULATIONS!

YOU HAVE COMPLETED YOUR
PROJECT!

But you are not necessarily done,
yet...

There is always another need --
another way to tackle your
community's most critical issues.
The world awaits your talents and
passions!