



chapter foundations **workbook**





workbook created by

Active Minds Staff & Interns, with insight rooted in reports, feedback, and ideas that we have gathered from Active Minds student leaders all over the country.

Special thanks to Megan Larson (UCLA) and Dana Sauro (Loyola University, Maryland), Active Minds Student Advisory Committee Members and National Interns, for their invaluable and immense contributions to this workbook.

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about

Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for young adults. Each year, nearly 16,000 young adults join an Active Minds chapter located at more than 550 high schools, colleges, and universities nationwide. Through education, advocacy, and outreach, young adults are empowering a new generation to speak openly about mental health, support each other, get help when needed, and take action for suicide prevention.

Join the Active Minds movement to change the conversation about mental health.

activeminds.org

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We encourage the dissemination of this guide.
Please provide credit to Active Minds.

Published May 2020

dear student leader,

Over the years, Active Minds National Staff has been listening to and learning from the phenomenal student leaders from around the country who are making change and creating positive conversations about mental health on their campuses everyday. We listen to the profound successes that ripple through the network, and we hear about the common challenges that students are facing.

Our goal is to elevate and amplify the stellar work that you are doing, and to support you in overcoming and preventing challenges in every way that we can.

With that in mind, welcome to the Active Minds Foundations Workbook! We're happy you're here. :)

This book offers context, information, and ideas based on what we've learned are best practices in changing the conversation around mental health. We've incorporated student feedback, real-life examples of programs and chapter activities, and our own lived and learned public health expertise to bring you a comprehensive workbook that will help guide you towards an effective and sustainable chapter. It is designed to support new, developing, and established chapters, and new and seasoned leaders, alike.

Two critical tips, as you embark upon your year with Active Minds:

- 1) "Know thy resources" as a wise professor once said to me. Active Minds is chock-full of phenomenal resources that are freely available to you and your chapter. From FAQs to student forums to [program ideas](#) to [downloadable kits](#). Know what's available to you from the get-go. (You can learn all about them in your Chapter Hub.)
- 2) Connect with other Active Minds chapters and National through your Chapter Hub, [Slack](#), and social media. We love to elevate your work, and ensure that all of our thousands of student mental health change-makers are learning from one another. Use the hashtags **#activeminds** and **#HereForYou** when you post so that our National Office will see it, and possibly share it out!

Be sure to keep this book handy, and pass it along to your chapter leaders to come! And, remember that we're here for you. We anticipate that this workbook will help to answer a lot of questions that you may have (and even some that you may not have thought of yet), and, you can always reach out to us at chapters@activeminds.org.

With love and solidarity,

Active Minds National Staff

P.S. Keep in mind, you are enough and you are not alone. Any conversation you start, no matter how big or small, is profoundly important.

section I

chapter
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BACKGROUND

about active minds

Welcome to Active Minds! Active Minds (www.activeminds.org) is the nation's premier nonprofit organization supporting mental health awareness and education for young adults. Through award-winning programs and services, Active Minds is empowering a new generation to speak openly, act courageously, and change the conversation about mental health for everyone. All of you have different levels of familiarity with Active Minds starting off, so to begin, here is our story.

Active Minds was founded by Alison Malmon when she was a junior at the University of Pennsylvania, following the death by suicide of her older brother, Brian. Brian, also a college student, had been experiencing depression and psychosis for three years but had concealed his symptoms from everyone around him. In the middle of his senior year, he returned to the family's Potomac, Maryland home and began receiving treatment for what was later diagnosed as schizoaffective disorder. A year and a half later on March 24, 2000, as Alison was wrapping up her freshman year at UPenn, Brian ended his life.

Recognizing that few UPenn students were talking about mental health issues, though many were affected, Alison was motivated to change that culture on her campus. She wanted to combat the stigma of mental illness, encourage students who needed help to seek it early, and prevent future tragedies like the one that took her brother's life. After searching unsuccessfully for existing groups that she could simply bring to her campus, Alison created her own model and formed what was then known as Open Minds.

After a great first year, Open Minds at UPenn gained enough support that it expanded onto other campuses. The constant growth continued, and the National headquarters was established in Washington, DC during the summer of 2003. The new non-profit organization, and all of the affiliated campus chapters, was then renamed Active Minds, to reflect the progressive nature of this form of student advocacy in the mental health movement.

Today, there are Active Minds chapters on more than 800 campuses with a thriving network of over 16,000 student chapter members throughout the United States and Canada. Our peer to peer mental health messaging reaches more than five million people. In addition to chapters, Active Minds' signature programs, Active Minds Speakers and Send Silence Packing, have touched hundreds more campuses and communities with mental health messaging and stories of resilience.

To sum it all up in a nice, concise elevator pitch for when you're tabling and don't have time to tell the whole story:

Active Minds is a national nonprofit that empowers students to change the conversation about mental health and suicide prevention. We raise awareness, share resources, and inspire action. We are dedicated to saving lives and to building stronger campus communities.

active minds' impact



This year,
more students,
campuses, and
communities
benefited from
Active Minds
than ever before.

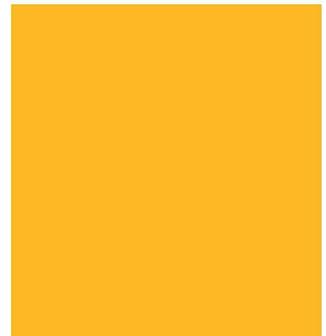


7,809
events
held to change the
culture around
mental health nationwide



105
campuses
have enacted
policy changes
using Active Minds tools

277,726
social media followers
on national accounts



what it means to be a chapter

An Active Minds chapter is a student-led mental health group that works to raise awareness about mental health, raise funds for critical mental health education and resources through Active Minds, promote positive mental health and wellness, educate students and educators about the signs and symptoms of mental health disorders, and encourage students who are struggling to reach out and seek help.

Like most student groups, chapters consist of an executive board, a staff or faculty advisor, and general members. While Active Minds requires all chapters to have at least three student leaders (executive officers), there is no minimum requirement for the number of general members. Most Active Minds chapters have between 12-25 active chapter members.

Active Minds chapters spread awareness about mental health through a variety of campus-wide events, programs, and initiatives. These include Active Minds national programs, as well as a host of innovative events and activities designed by our individual chapters.

It is common for chapters to experience ebbs and flows of their membership, leadership, and overall activity. That's ok! The Active Minds chapter model is designed to support students at any point in their development and life cycle.

LAUNCHING, EVOLVING & SUSTAINING

active minds

ON YOUR CAMPUS

GET STARTED



Students who are passionate about mental health

- With 3 or more students and an advisor, you are eligible to register as a chapter and gain access to Active Minds' resources and materials for best practices to change the conversation about mental health on campus.

FOUNDATIONS



Focus on the Foundations

- Using Active Minds' comprehensive Chapter Foundations Workbook, students focus on five areas that are essential to being an effective chapter: Membership, Leadership, Collaboration, Programming & Fundraising

SUPPORT



- Learn from Active Minds National Staff and from fellow student leaders

CHECK-IN



Stay in touch with National!

- There are many benefits to staying in touch with National. Through your Chapter Hub and quarterly inventories, let us know what you're up to so that we can tailor support and acknowledge your great work!

TRACKS



Mental Health Advocacy
& Lasting Change

- Active Minds offers resources for specific advocacy tracks, designed to support students who are interested in policy change, large-scale programming, and more.

RESTART



Life Cycle of a Chapter

- As students come and go, it's common for a chapter to experience lulls in activity. Don't be discouraged! Start and end every year with your Foundations workbook, and seek support where you need it.

are chapters recognized for their work?

Yes, absolutely! We appreciate the hard work of all the Active Minds student leaders throughout the network, and we love to specifically acknowledge those who are going above and beyond. All registered chapters who remain in contact with the Active Minds National Office will maintain their status as a chapter.

Those that accomplish the Chapters Foundations Checklist ([see Appendix 62](#)) are eligible for "Outstanding" and "Exemplary" Chapter status. Outstanding and Exemplary status chapters are awarded with a certificate, national recognition, first consideration for outside opportunities, honors, grants, and scholarships, and more.

chapter agreement

We ask chapters to revisit the chapter agreement every year. The agreement is an important illustration of our values as an organization and the expectations on all Active Minds chapters.

Please take a few minutes to familiarize yourself with our mutual agreement with student leaders.

Name and Branding

- The chapter will be called “Active Minds at [your full school name].” Abbreviations or nicknames are acceptable for your programming and promotion on campus.
- Active Minds maintains several key trademarks including the name of the organization, the tagline (Changing the Conversation Around Mental Health), program titles (Stress Less Week, Send Silence Packing, etc.), and the logos. Chapters are encouraged to use the logo for their promotional purposes and are required to adhere to the official Active Minds Brand Guide.

Affiliations

- Active Minds at [your school] is affiliated with Active Minds the national 501(c)3 nonprofit organization, and is bound by all policies and rules of Active Minds.
- Active Minds is not financially responsible for Active Minds chapters.
- Active Minds must be an officially recognized, registered student group at [your school] and abide by all the rules and policies of said educational institution.

Purpose

Active Minds is established for the expressed purpose of:

- Increasing the awareness of the students, faculty, and staff at your school about the following:
 - Issues surrounding mental health
 - Symptoms related to mental health disorders
 - Mental health resources available both on campus and in the surrounding community
- Reducing stigma surrounding mental health disorders so that students will feel more comfortable openly discussing mental-health related issues and seeking help when it is needed.
- Supporting peers to find the skills and resources they need to increase healthy coping techniques that promote personal wellness.
- Providing a forum and building an open environment for all students to speak up about mental health.

chapter agreement

Membership

- Membership in Active Minds shall be open to anyone who is affiliated with your school in an official capacity (i.e. students, faculty and staff). All members must welcome anyone affiliated with your school to attend general body meetings of Active Minds.
- Only active chapter members are eligible to fill officer positions.
- Active Minds and all of its affiliates, including Active Minds at your school, do not discriminate based on race, color, sex, gender identity, gender expression, age, religion, national origin, sexual orientation, source of income, personal appearance, matriculation, political affiliation, marital status, familial status, family responsibilities, mental or physical disability, status as a veteran, or any other legally protected characteristic.
- There are no dues associated with being a member of Active Minds and chapters are not permitted to mandate dues from their membership lest it create a barrier to membership for any individual.

Officers

- All elected officers will be currently registered students at [your school]. The officers should form an executive board.
- The executive board should be responsible for leading the chapter and ensuring the sustainability of the chapter by understanding Active Minds messages, fulfilling title responsibilities, and representing Active Minds.
- Officers should be chosen to serve on the executive board from active membership of the chapter through a process outlined by the chapter.
- The executive board shall consist of at least 3 officers.
- Additional officer positions can exist on the executive board to fulfill additional responsibilities as decided upon by the chapter.
- Although each officer has specific responsibilities, officers and members are encouraged to work together to complete tasks so that no single member becomes overwhelmed at any given time.
- Active Minds does not provide counseling or any form of clinical mental healthcare, and an Active Minds chapter is therefore not, nor will ever form, a peer counseling or support group.

SMART goals

Setting chapter goals is about creating a plan, or roadmap, for where your chapter can go in the next month, academic term, or school years to come. As you work to solidify and sustain the foundation of an Active Minds chapter on your campus, it helps to take time to think strategically about the things you want your chapter to accomplish, and construct a plan for how you will get there.

Once goals are set, put them through the SMART test - ask yourself if your goals meet each of these criteria:

- *Specific* – Does your goal pinpoint specific things?
- *Measurable* – Do you know when you’ve reached the goal?
- *Action-oriented* – Can your goal be broken down into tasks?
- *Realistic* – Is it possible to achieve your goal? (i.e. Do you have the time and capacity to complete the goal? Is it tangible enough that you can achieve it within the timeframe that you set?)
- *Time-bound* – Does your goal have timelines to be met? (i.e. Set some reasonable deadlines and milestones that you can be sure to meet!)

Think about both long-term and more short-term goals. Here’s another way to think about goals:

SMART Goals	(Rethinking) SMART Goals
S pecific	S mall, specific, sustainable
M easurable	M eaningful and memorable
A chievable	A ims for the agile zone <small>(the zone where you're able to remain flexible)</small>
R elevant	R elevant to outcome goals
T ime-bound	T weakable

chapter development grant

Need funding for your awesome program idea? The National Office is here to help! Apply for funding through the Chapter Development Grant. The Chapter Development Grant is offered on a rolling basis throughout the year. Be sure to plan ahead and apply early!

active minds student slack network

Slack is a comprehensive platform that gives you the ability to ask questions, provide ideas, share successes, and overall build a more cohesive network of Active Minds mental health advocates and activists!

Several people from Active Minds National are part of the Slack team as well, and we look forward to Slack-ing with you!

- Learn: Learn from the experts — you!
- Share: Share your experience.
- Connect: Connect with other chapter leaders and national staff and interns.
- Question: Have questions? Get answers.
- Celebrate: Celebrate an occasion.
- Think: Think about what's going on in the field of mental health and build your knowledge as an advocate.
- Join: Join our community of Active Minds chapter members by signing up [here!](#) You can also email us at chapters@activeminds.org to get an invitation to the Slack team.

opportunities

We have a host of amazing opportunities for students to get involved in, such as Active Minds National Conference, Healthy Campus Award, and Student Advisory Committee.

National Conference

The Active Minds National Conference is an opportunity to connect with other chapter leaders, interact with Active Minds National Staff, and learn about the latest trends and cutting edge research in the field of mental health.

Healthy Campus Award

This prestigious award, launched in 2015, recognizes and celebrates U.S. colleges and universities that are prioritizing health and making significant progress toward creating a campus that promotes the mental health, physical health, and well-being of its students.

Student Advisory Committee

The Student Advisory Committee (SAC) is comprised of up to 20 Active Minds chapter members who have shown exemplary leadership and dedication to Active Minds and mental health advocacy on their campuses. The SAC serves as an advisory body to the national office staff and brings the student perspective to organizational decision-making.

be there for...

Ever struggled to know how to support yourself or a friend? Check out our [Be a Friend resources!](#)

be there:

FOR MYSELF

FOR A FRIEND

FOR A FAMILY MEMBER

FOR YOUR STUDENTS

"I've noticed you haven't been acting like yourself lately. I'm worried about you, is something going on?"

What are you experiencing?
What does it feel like?

Can I help you find someone to see about your concerns?

Have you been having thoughts about trying to kill yourself?

"Do you want me to walk with you to the counseling center?"

"What can I do to help?"

section II

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LEADERSHIP

leadership 101

A strong leadership team is the key to a strong chapter. You don't have to (and probably shouldn't) run your chapter all on your own. You've got an advisor who is a faculty or staff member at your school to back you up on campus and you've got other students around you who are just as passionate, motivated, and excited to help lead your chapter as you are; you just need to find them and help unlock your team's potential. There are leadership teams with as few as 3 people and as many as 40 people; there's no wrong way to build a strong team!

building leadership

An effective and strong leadership team is one of the most important keys to a successful chapter that thrives for years to come. Every chapter's leadership team looks different, and sometimes leadership teams can look very different year to year; that's okay! It might make sense for your leadership team to meet separately from your general membership once or several times per term to check in on how you're working together, ways that you can streamline communication or delegation, and how everyone's availability is looking for the coming term. This might be a standing agenda item for your executive board meetings, or this might look like having a team "retreat" once a term or once a year. Retreats don't need to be big, weekend-long productions; it can look like ordering some pizza and finding a comfy spot on campus for a few hours too. See what your team thinks might be best!

Checking in and setting mutual expectations of one another is a key way to make sure that you're all on the same page and feeling good about what's being done and how it's being done. It might be important to know that one person on your team doesn't go on Facebook very much or another person doesn't read their emails constantly, so a group text message would be a better option than an email chain or Facebook group message. Having a similar conversation about leadership roles and responsibilities can also help set mutual expectations. If one person on the team thought it was the secretary's responsibility to send notes from chapter meetings out via email within a week but the secretary thought their responsibility was to save notes in the shared google drive there can be frustration and misunderstanding. It's easier to nip conflict in the bud before there's an issue than after.

some things to think about with your leadership team

- Why did everyone get involved in Active Minds and what kinds of goals or hopes do they have for the coming term?
- What's the best way to get in touch with everyone? Will everyone agree to a particular timeline for responding to messages from the group (2 days, a week, something else?)
- What does everyone's term look like? Does someone have a time intensive lab or internship that might make it harder for them to attend events or be responsive? Is someone having a particularly light term and can take on additional responsibility?
- What should people do if they're having trouble fulfilling their responsibilities? You're all humans with mental health to maintain and, above extra-curricular activities, you are students. How can people get help from the team if they're struggling to maintain a balance?
- Whose job is what? Making sure everyone has a clear list of their responsibilities and tasks can solve a lot of conflict or misunderstanding before it begins. Don't have a list of responsibilities yet? Spend some time fleshing those out together.

Chapters are welcome to develop their team, titles, roles and responsibilities, and structure to match their goals and what makes sense for their team members. Below are some common positions and a few action words that can help define different folks' responsibilities:

- **Chapter President/Co-President:** Lead, direct, delegate, manage
- **Vice-President:** Reinforce and back-up Chapter president functions
- **Secretary:** Observe, communicate, disseminate
- **Outreach Chair:** Partner, collaborate, connect, program
- **Communications/Social Media Chair:** Publicize, post, message
- **Treasurer/Fundraising Chair:** Budget, plan, fundraise, design, coach
- **Community/Campus Liaison:** Partner, connect, collaborate, streamline (with campus organizations, Active Minds National, local governing entities, and more!)

some things to think about with your leadership team

It is vital to strive for diversity and representation on your leadership team. Diverse perspectives and ideas enrich everything we do and foster inclusion and responsiveness in our outreach efforts. If your team is feeling like they can use additional perspectives, check out the “Collaboration” section of this workbook to get ideas about reaching out to new folks.

But, what if it's just me?

First, don't get discouraged. All it takes is one person, one voice, to start a conversation. You know that you're passionate about mental health and now you get to share that passion with others. See the “Membership” section for strategies and tips on getting other students on board. Once you have a couple of people, begin forming your team. And don't forget to talk with your advisor; they might have great ideas on how you can make the most out of rebuilding your team and can bring invaluable experience to the table!

Advisor

Role of a Chapter Advisor

There's no one right way to advise an Active Minds chapter. Some chapter advisors are very hands-on: attending most meetings and events, working closely with the executive board, and taking an active role in advocating with administrators or other stakeholders. Some advisors are very hands-off: meeting with a few members of the executive board once or twice a term, signing any forms needed for budget requests or space reservations, and being responsive to questions or concerns from chapter leaders.

The right balance is for chapter leaders and advisors to decide and might vary term to term but, for all advisors, we recommend some of the following elements be involved in their role:

- Meet with or otherwise openly communicate with the chapter executive board
- Help navigate the university processes and policies for space reservations, budget requests, or other needs
- Aid in the leadership transition process to assure smooth chapter operations year-to-year
- Mediate concerns or issues that arise within chapters or among chapter members or leaders
- Support students in setting goals for growth, programming, fundraising, and more

Who should be an advisor?

A chapter advisor can be any faculty or staff person employed by your school. Often, chapter advisors are staff from the Counseling Center or Health Center but there are other people on campus who might make fantastic advisors and co-advisors.

- Counseling or Health Center staff (like counselors or other clinicians), health promotions people, health educators, and administrative staff
- Faculty with background or academic interest in mental health like Psychology, Social Work, Nursing, or other “helping profession” fields
- Other campus professionals with a vested interest in student mental health such as Admissions Counselors, Academic Advisors, First-Year Experience Coordinators, Student Retention Officers, etc.
- People with lived experience or personal interest in mental health. Mental health affects everyone, not just one area of study or type of background. Think about faculty members or staff that you and your peers interact with who have been supportive of student mental health or have shared their own experiences, and think about all of the unique things someone with a different background might bring to your chapter!

A note on dual relationship concerns

Depending on the size and makeup of your Counseling Center, there may be concerns about counselors serving as advisors and having dual relationships with students they work with in a clinical setting. For some Counseling Centers with a larger staff, counselors are able to switch clients to another clinician if a student becomes involved in Active Minds, but many Counseling Centers might not have the ability to transition care to another person.

If your advisor is a staff member at the counseling center they should work with their supervisors to balance their responsibilities as an advisor and a counselor, and work with your chapter leadership to establish clear boundaries and expectations. We also highly recommend a co-advisor system if one of your advisors will be from the Counseling Center so your advisors can work together to make sure your chapter's needs are met without compromising clinical relationships or confidentiality concerns.

leadership transition

Leadership transition planning should start from the moment a new team takes office and always be top of mind as you move throughout the year.

As student leaders, you have the power to make invaluable changes to campus culture, institutional policies, and people's lives! Students' time on their campus moves quickly, though, as you work your way to a diploma in two, four, six, or more years. In order to maintain all of the great energy and engagement you have on your campus once you graduate, you need people who will be on campus in the coming years who are ready to step into leadership roles and pick up where you're leaving off. There are some easy things you can do to make your inevitable leadership transition easier on everyone.

leadership transition

Tips:

- Strive to incorporate people at different stages of their time on campus as much as possible, so that the leadership transition is staggered rather than needing a whole new team at one time.
- Think about what students are consistently attending events and meetings and who are volunteering to support the chapter. How can you offer them greater responsibility or support them as an emerging leader?
- Are there complicated processes or intensive steps at your school that student organizations need to go through to be granted budgets, requests rooms, or host certain kinds of events? Write them down! In [Appendix \(Page 52\)](#) there are some suggestions about information to pass on to your new leaders, but if there's anything you wish you would have known about sooner, be sure to make a note of it so your new leaders don't have to spend as much time as you did to figure it out.
- Is there a place you can keep all of your materials (virtual and physical) so it's easy to pass down information and resources? This might look like a cabinet in the Counseling Center, a Student Activities Office, a shared Google Drive or Dropbox folder, or a binder of information.
- Consider less traditional executive board roles based on people's interest such as a Social Media Manager, Student Veterans Liaison, or Media Spokesperson.
- Try a less traditional leadership structure. Committees, for example, are an easy way to involve even more people in planning events and initiatives and are a great way to tap into potential leaders for the future. You can create a committee for a single event, like Stress Less Week, or for a year-long fundraising or marketing initiative.
- Think about when to hold elections or transition your leadership. Consider bringing on new officers at the end of the fall or winter term instead of waiting until the end of the academic year. This will give outgoing officers a chance to mentor the new team and set them up for success and for new officers to ask questions of outgoing leaders to make sure they have all of the information they might need in the fall.

If you're thinking about and planning for your leadership transition from the beginning of the year or your term on the executive board, and are actively supporting emerging leaders through all of your activities, it will leave you in a stronger position when it comes time for you to graduate or step off of your leadership team.

section III

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MEMBERSHIP

membership 101

Members are at the core of every student organization. Your members are students dedicated to the mission of Active Minds and you need them to help your chapter fulfill your mission, but every single student organization struggles with membership at one point or another. Remember, membership growth should be a shared responsibility, so your entire chapter leadership should be involved.

membership recruitment

Recruiting new members is an ongoing, ever-evolving process. Luckily, it's also something that's easy to keep top of mind in everything that you do as a chapter. There's no exact formula for recruiting members to your chapter and though some students might be easier to bring on board because of their academic interests (psychology, social work, or other helping profession students), mental health affects everyone and strong members come from all majors, sub-populations, and interest areas. Think broadly when thinking about where and how to recruit new members!

To successfully engage others in your chapter's work, you must first be clear on what your mission and goals are as well as what it means to be a member of your chapter.

Be sure you know the answer to the following:

- Purpose and mission of Active Minds
- Examples of your chapter's past successes
- Examples of chapter activities
- Your chapter's future plans
- Expectations of members
- Benefits to members

Tips:

- Have a sign-up sheet available at all chapter activities.
- Always have contact information for your chapter on hand. Make sure you have the date, time and location of your next meeting or event so you have something concrete to invite interested people to.
- Post flyers, send out emails, and have active social media accounts so potential members can see what you're doing in as many ways as possible.
- Relationships are more compelling than information. Ask each chapter member to identify a few people to reach out to who they know and invite to your next event.
- Make sure the Active Minds logo and branding is always prominent - people will then come to recognize your logo and want to be part of your cohesive group.

membership retention

Membership retention is just as important as recruitment, and takes time and care. The most important thing to remember is that you are building a community within your chapter. Make every effort to create an organization where people feel welcomed, needed, and appreciated.

Tips:

- Students are busy. Make Active Minds worth people's time by organizing compelling programs and only holding meetings when necessary.
- Provide incentives for coming to meetings and programs.
- Follow up with individual members – every single person counts and is important, treat them accordingly.
- When new members join, make sure to find time to meet with them face to face to get to know them better.
- Use members' strengths when assigning tasks – make sure you are building on people's interests and talents.
- Team-building is crucial. People join groups because they are looking for connection. Take the time to plan social events, team-building, and retreats. Spending time together and reflecting is guaranteed to make your organization stronger.

And, above all: Listen. Listen to feedback, ideas, and concerns and listen to why people are getting involved with your chapter or other student organizations on campus. For some people, professional development and networking is important, for others having an opportunity to socialize with like-minded peers is most important. Ask people what they would like to get out of their experience with Active Minds and do your best to listen and make that a reality.

meetings

Running Your First Meeting

Before the meeting:

- Create an agenda and allocate a certain amount of time for each item. If you are planning the meeting with the help of other students, delegate responsibilities for the meeting ahead of time. Check out the sample agenda for your first meeting in [Appendix \(Page 51\)](#).
- Try not to hold your meeting in the Counseling Center. While this is often an easy and inexpensive meeting venue, students-- especially new members--may feel uncomfortable meeting there. Find a location that is open and accessible for as many people as possible. The purpose of Active Minds is to make mental health seem relevant and important to everyone and not just something that is only addressed behind counseling center doors.
- Arrange the meeting room so members face each other in a circle or semi-circle to create an open environment.
- Make sure the room is equipped with what you'll need (table, chairs, technology etc.)

During the meeting:

- Greet everyone and make them feel welcome.
- ALWAYS ask people to sign-in and provide their name, anticipated graduation year, and email address.
- Have snacks and beverages if possible. They are a great icebreaker and free food is a great incentive.
- Start on time. End on time.
- Stick to the agenda. If there's time at the end, address things that weren't on the agenda that people wish to discuss.
- Encourage group discussion to collect opinions and ideas.
- Allow time for students to ask questions and be prepared to answer them.
- Be sure to leave the group with the next steps of action and the date and time for the next meeting.

After the meeting:

- Add the attendees' e-mail addresses to your chapter's listserv or e-mail list.
- Follow up! Make sure to thank everyone for their participation. Summarize key points and include details about when the next meeting will be held and any steps members can take in the meantime. Let people know who they should contact if they have any questions.
- Discuss any problems or issues that came up with the other students who planned the meeting and discuss possible improvements for future meetings.
- Give recognition and appreciation for all those who helped make the meeting successful.
- Follow through on any decisions that have been made.

meetings

Running Effective Meetings

- Define the purpose of the meeting. Never have a meeting just for the sake of meeting.
- Create an agenda and share it with your chapter. Need a starting place? Take a look at the sample first meeting agenda in [Appendix \(Page 51\)](#).
- Share any relevant materials, documents or information people may need to discuss at the meeting.
- Stick to the agenda. If there's time at the end, go back to things that weren't on the agenda that people wished to discuss.
- Encourage group discussion to get all points of view and ideas out. You'll make better decisions if everyone's voice is heard. Try to come to a consensus. People will be more likely to follow through with their responsibilities if they agree with decisions that are made.
- Listen: Show interest, appreciation, and confidence in your members and other leaders.
- If a conflict arises and you cannot resolve differences of opinion, ask a third party (e.g. your club advisor, internal peer mentor, or student advisor) to step in and mediate.
- Summarize decisions made, and delegate next steps to members.
- Set a date, time and place for the next meeting.
- Send out minutes from the meeting within the week. Make sure to thank everyone for their participation. Quick follow-up reinforces the importance of meeting and reduces errors of memory.
- Follow-up with any necessary people so that they understand and carry-out their responsibilities.
- Discuss any problems, issues, and possible improvements from the meeting with other officers.
- Put unfinished business on the agenda for the next meeting.
- Conduct a periodic evaluation of your chapter's meetings. Note any areas that can be improved for more productive meetings in the future.
- Meetings should be fun!

meetings

Meeting Ideas

- *Neural Networks*

Break into small groups or pairs and discuss a specific topic. Have questions ready. Topics can include self-care, recent news articles, works of art dealing with mental health or mental illness, game, trivia, etc.

- *Present*

Provide a mental health 101 or present on a specific topic.

- *Think, Share, Compare*

Break into pairs and brainstorm program ideas, then come together and share out.

- *Break the Ice*

You can find dozens of fun ice breaker activities online. This will help build a sense of community and keep members coming back.

- *Guest Speaker*

Invite someone from your campus or local community to speak. Many chapters have had members of the counseling center talk about self-care of mindfulness or have brought in professionals from their community to talk about their work in the field.

- *Student Story*

Have a student share their story of hope.

Important Note: There are a lot of safety considerations to take into account when having folks share their personal stories. There are techniques for sharing a mental health story that will help mitigate the potential for harm to those who are listening. Be sure to check out our resources on story-sharing events and discussions in the Appendix to learn more about ways to frame stories, prepare storytellers, and make it a safe environment for people listening ([Appendix, page 61](#)).

To find more ideas, check in consistently with the [Chapter Hub](#), an evolving resource for chapters!

section IV

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COLLABORATION

collaboration 101

Collaboration with other campus or community partners is a great way to diversify your programming, educational campaigns, and advocacy efforts. Working with other campus groups brings different perspectives to the table and will allow you to reach new audiences. Establishing working relationships with other student or community groups can expand your reach and enhance your advocacy efforts. It is important to remember that both groups should benefit from a collaborative relationship.

● Counseling Center

We strongly encourage chapters to work with their campus counseling center. This can be a mutually beneficial relationship: Active Minds provides resources, including information about the counseling center, and the counseling center supports the work of Active Minds in return. The counseling center has knowledgeable allies, resources, and people power. Be sure to think creatively about how your chapter can help the counseling center, and how the counseling center can help you. Suggest tabling to bring awareness about the resources available at your counseling center and including resources from your counseling center at your programs and events. When possible, provide people power to the counseling center. In return, you may ask that a member of the counseling center staff be present at some or all of your events, or promote your events. Be sure to know how you can benefit the counseling center and what you want from them when seeking a partnership.

● Diversity and Inclusion

Diversity and inclusion are important components of an Active Minds chapter. It is important to reach out to all members of your campus community, whether that be different academic departments, various resource centers, or the many ethnic and cultural groups present on your campus. Be aware that while we all have mental health, it is talked about and treated differently in different subgroups. Knowing this, address the different mental health needs of different subpopulations. This may include partnering with another department, resource center, or organization to provide a perspective relevant to the particular subgroup you want to address, or providing a variety of resources.

● Collaboration Partners

Collaboration partners not only help your chapter expand its reach, but they also allow you to look at mental health from multiple perspectives. Some natural collaboration partners may come to mind, while others may feel like unexplored territory. Don't fret! If you haven't worked with a particular partner in the past, be sure to set up a meeting so you can discuss what would meet the wants and needs of both your chapter and your collaboration partner. Collaboration partners may include academic departments and organizations, counseling centers, LGBTQ+ groups, athletic organizations, sororities and fraternities, resource centers, service organizations, religious groups, and multicultural groups. Knowing your chapter's goals will help you make the most out of your partnerships.

Active Minds National fosters partnerships with several other nationwide student organizations and with that, there are often perks and benefits that come with the association!

Check out [activeminds.org](https://www.activeminds.org) to see if any of our national partners are on your campus.

sub-populations

When thinking about ideas for programs, consider addressing subpopulations within your campus community. These populations may be great collaboration partners or great target audiences for your programs. Some subpopulations face different mental health challenges and have different attitudes toward help-seeking; these may serve as discussion topics when looking at intersecting identities.

● Sexual Assault

Sexual assault can have short and long-term effects on a survivor's mental health. Many survivors of sexual assault experience feelings of shock, confusion, shame, and guilt. Sexual trauma can increase the risk for depression, PTSD, eating disorders, anxiety, and substance use disorders. Discussions can take place around content warnings, campus and community resources, and appropriate language.

● Veterans

When veterans return home and begin attending school, these students face unique challenges. They recognize they are no longer service members, but might be unable to feel they are a student like their peers. Student veterans often feel a "disjointed" identity--they are no longer in the service, but don't yet feel at home on campus. Though two out of three veterans using VA education benefits go on to receive a degree or training certificate, the remaining one third may leave school due to the challenges of transitioning from a service member to student. Common concerns among student veterans include: developing a new identity, feeling safe on campus, forming relationships with traditional students, and finding importance.

● LGBTQ+

Students who identify as part of the LGBTQ+ community may experience mental health disparities. These students more frequently face marginalization and discrimination which negatively impacts one's mental health. LGBTQ+ students often describe the fear of coming out and how that contributes to anxiety, depression, substance misuse, PTSD, and suicidal ideation. The prejudice that many LGBTQ+ students face due to their sexual orientation or gender identity may be compounded with the stigma around mental health. This often leads to increased difficulty in discussing mental health struggles and reduces help-seeking.

● BIPOC Students

BIPOC students frequently report mental health disparities concerning education, treatment options, and availability of support. Students from different ethnic or cultural backgrounds may face higher levels of stigma within their home environments due to different cultural awareness and treatment of mental health. Perceptions about seeking mental health care are affected by religious beliefs, historical barriers, distrust, and a lack of identification with counselors.

● First Generation Students

First generation students face unique challenges on campuses. As the first in their family to attend college, first generation students often feel a lack of support and understanding from their families, and also have difficulty connecting to their peers. This leads to a sense of isolation. These students may feel stuck between two cultures, that of their home and that of their campus, but feel they belong to neither. Making connections with other students from similar backgrounds and exposing first-generation students to sources of support can help them succeed.

section V

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PROGRAMMING

introduction

Programs lie at the heart of what Active Minds chapters do. Programs vary from campus to campus and look different every year. While there may be some events that your chapter does annually, you also get creative and think of new ways to talk about mental health. Innovative programming can be small or large-scale, cost no money or require a lot of funding, it all varies. Though there is no “right” way to plan and host a program, there are certainly tips that make it easier.

planning a program

Ideas

A great way to gather ideas is to set aside some meeting time to break into pairs or have a small group discussion about what kind of program you’d like to see. This can be an activity you’d like to see, a topic you want to address, anything. Once you’ve got an idea, run with it and build it out into a full-fledged program. Every program starts with a creative idea, and this is a great way to get general members involved in the planning process.

Partners

Now that you know what topic you want to address, think about who you may be able to collaborate with. Outline what you’d want from your partner and how working with you will benefit them, too. Set up a meeting to discuss collaborating and incorporate their feedback—you should be planning the program together. If you need speakers for your program, who will they be? Make sure to reach out and confirm speakers well in advance.

Objectives and Structure

Think about what you hope to achieve through your program. This will not only help in the evaluation process, but will serve as a guide during the planning phase. Knowing what your objectives are and being able to describe your program will be helpful in designing marketing materials. Once you have your idea, collaboration partners, and objectives set, think about how you will structure your program and what you will need to execute it. If you plan to have a discussion, how do you want the room set up? Do you need a projector for a presentation? Will there be an activity? Consider what will meet your wants and needs for your program and plan accordingly.

planning a program

Resources

Now that you know what your program is going to look like and what you plan to do, think about what you will need in order to host your program. Be sure to contact all the necessary people to have what you need.

Possible Needs

- Projector, audio, microphone, adapter
- Tables, chairs
 - What kind? How many? Set-up?
- Materials for any activities, presentations
- Counseling center information, educational resources
- Giveaways, gifts, thank you notes
- Food, catering
- Sign-in sheets
- Room/outdoor space reservation
 - Where is the ideal location? On-campus housing? Classroom? Outside?
 - If outside, what will the inclement weather plan look like?
- Funding
 - Grant? Cash advance? Requisition? Apply for funding?
- Counselor, volunteers
- Flyers

Tasks

Delegating tasks is one way to engage general members and build leadership capacity. If members feel that their contributions are valued and they have responsibilities and buy-in, they will be more involved, will bring friends, and continue coming back. Create a to-do list and decide who is doing what, and by when. Consider what resources you need. Check in with everyone consistently to make sure things are going smoothly and everything is getting done on time. This also helps to ensure the work is spread out and doesn't fall to one person.

Marketing, Publicity, and Messaging

Marketing is crucial to the success of your program. In order for people to attend, they have to know about it! There are several ways to go about marketing and publicizing your program.

Mental Health Messaging Best Practices

There are a handful of best practices around mental health programming and messaging that you and your chapter leaders should be aware of. Words are powerful and we never know who might be struggling so it's worth being intentional and making sure to avoid unintentionally triggering or stigmatizing language. Here are some of our top suggestions and common pitfalls:

- Avoid using words like "crazy," "schizo," "insane," etc. Similarly, do not use mental health terms inappropriately (eg. "The weather is so bipolar.")
- When discussing suicide, use the phrase "died by suicide" rather than "committed suicide." "Committed" connotes a crime.
- "Suicide survivor" or "survivor of suicide" refers to the family member or friend of the person who died by suicide. "Suicide attempt survivor" is the person who attempted suicide.
- While it is best practice to recognize and openly talk about a death by suicide, avoid sensationalizing or memorializing those lost. Others who might be struggling may attempt suicide in similar ways after seeing notoriety, mourning, or media attention for those who have died. In public health, this is called the "contagion effect."
- When talking about suicide and self-harm, it is best not to mention specific means used to harm oneself to avoid triggering people who may be struggling or have struggled.
- When we talk about eating disorders, we stay away from using any numbers, including those related to weights, calories, clothing sizes, etc. Those struggling with an eating disorder can be triggered by these numbers. Also, we want to avoid mentioning specific eating disorder behaviors as these can give ideas to those currently struggling or trigger those not yet dealing with an eating disorder.
 - *Eating disorders are not only about food. Healthy and wholesome meals are important to strong mental health, but eating disorder programming or messaging should not be based around healthy cooking or eating.*
- Provide sources for any facts stated. Sometimes numbers can be a powerful way to demonstrate a point, however public health best practice tells us to stay away from using statistics like "22 veterans a day die by suicide," "1 in 4 people have a diagnosable mental illness," or "1,100 college students die by suicide each year." These kinds of statistics can normalize people's experiences but can sometimes lead to people feeling like their experiences are minimized or that they're just part of a statistic.
- Use person-first language (eg. "person with anorexia" vs. "anorexic").
- When possible, use gender neutral terms such as "friends" or "folks" and use gender neutral pronouns like "they" if you don't know what a person uses. You can also model sharing your pronouns during introductions or other activities to make sure people can share the pronouns they use.

planning a program

Marketing

Use strategies to directly interact with and attract public attention.

- Tabling
 - Give away free swag with information about your program attached
- Technology
 - Create a Facebook event page
 - Publish your event on your school website
 - Send emails to different listservs
- Flyer
 - Flyer on a main walkway and answer questions
 - Place flyers in mailboxes and under dorm doors
 - Chalk the campus



Publicity

- Write an Op-Ed
- Write a Letter to the Editor
- Use social media
- Pitch a story to campus and local newspapers, radios, and television stations
- Write a press release
- Create a photo opportunity

budgeting

Having a budget will help you plan for your events and ensure your activities reflect your chapter's goals and priorities. You will also know what you can afford and where to save. Your chapter should establish a budget each school year, and may further break it down by academic term or program/event. You should start planning your budget one academic terms ahead so you're prepared to start fundraising and requesting funds right away. Consider your chapter's priorities, goals, and objectives.

Planning Your Budget

- What is the time period in which you are working (a quarter, semester, or full year)?
- What are the things you want to accomplish in that time (how many events, what kinds of events and initiatives?)
- What can you realistically accomplish in that time? It will help to have an outline of your chapter's planned events and initiatives for the upcoming year.
- How much do you think it will cost to get these things done? This might require some simple research online.
- Where is the money going to come from (departments, Office of Student Activities, fundraising, grants, last year's budget, etc.)?

Process

- Record needed expenses for each individual event and initiative. This should include all aspects of planning and implementation, including advertising, rentals, printing, supplies, speakers, food, etc.
- Determine and record fixed available funds (e.g. carryover balance from previous years, money that has already been granted to your chapter).
- All your projected expenses should fit into 5 or so general categories. This will help you organize your overall yearly budget.
- Have some process in place for the chapter president and/or board to approve the budget.

Managing Your Budget

- Once prepared and approved, your budget should be closely managed by your chapter's Treasurer or other designated officer.
- Keep an accurate written log of financial transactions – all income and expenses. Save receipts, invoices and copies of checks.
- Formulate general policies and procedures needed to achieve your chapter's objectives while providing internal control (e.g., allow only approved expenditures, determine a protocol for unexpected expense needs?).
- Review and judge actual costs in order to establish your priorities for next year's budget.

evaluation and reflection

Evaluation and reflection of programs is essential to further your planning skills and leadership qualities. Reflecting on a past program and evaluating the program can become a bonding activity for your leadership team, but is also extremely insightful regarding ways to improve in the future or in regards to what you got right! There are many aspects of a program that can be evaluated: date/time/location, publicity, quality of materials, budget, attendance, the attitude of participants, or progress towards learning new concepts are just a few. Constructively criticizing the programs that you create can help your leaders plan more effective programs in the future and learn details about programming that can help to increase your impact and attendance later on. That said, it's important to have guidelines on how to give feedback to each other and the kind of feedback that is helpful that way people don't get bogged down or frustrated by things that might not be able to change or things you wish you would have done.

After reflecting and evaluating your program, you can use this information to create evidence-based (or data-driven) programming. Evidence-based programming includes the use of programs that have been successful in the past as well as the evaluation of programs to determine whether or not they were successful and share these findings with others. Three main components are present in evidence-based programming: *research and evaluation, knowledge and expertise, and preference and values*. For more information about how to go about creating evidence-based programming, see [Appendix \(Page 56\)](#).

Not only can you reflect upon and evaluate programs, but you can do so for your chapter as well! It is great to have a conversation with leadership team members at the end of each term or year wherein the members provide constructive criticism regarding your chapter and leadership. Topics of discussion can include communication, delegation, morale, conflict resolution, group cohesion, meetings, adherence to mission, planning process, educational value, campus visibility, or even leadership transition. Overall, reflection and evaluation make your chapter better and more equipped as leaders and members of a cohesive group.

active minds programming and tracks

Active Minds chapters do all kinds of programming and initiatives, large, small, and everywhere in between. Chapters can opt-in to one of the tracks below to help them set goals and focus on particular initiatives or growth areas.

Foundations

Whether you are a brand new chapter or a chapter that's been on campus for a decade, the Foundations are an annual and ongoing focus point - leadership, membership, collaboration, fundraising, and programming. From there, based on their capacity and interest areas, chapters have access to a series of action-oriented tracks that they are invited to pursue any or all of.

Leaders

Chapters participating in the Leaders Track focus on growing their chapter sustainability and foundations by participating in awareness campaigns, creative programs, and tried and true fundraising like a "portion of proceeds" restaurant fundraiser. They're working on building a strong leadership transition plan and making themselves known on campus.

Innovators

Chapters on the Innovators Track are planning and implementing larger-scale programs and fundraisers. Large scale doesn't necessarily mean thousands of people or giant day-long festivals; it's up to the chapter what that looks like on their campus. For example, maybe it's hosting a program each day for Stress Less Week, creating an annual story-sharing event, or planning their first 5K fundraising walk.

Transformers

Transformer track chapters are working to build lasting, campus-based, institutional change. This might look like creating student mental health commissions, advocating for the allocation of student fees for mental health services, or incorporating Counseling Center or mental health information into course syllabi.

Advocates

Chapters participating in the Advocates track are focusing on high-level policy advocacy at system, local, state, and national levels. They're writing grants, speaking to large media outlets, and learning how to use their stories to affect change.

For examples of how chapters are working on these tracks and some of their accomplishments, see [Appendix \(Page 58\)](#).

campaigns and initiatives

Active Minds has a variety of programs ready-made for chapters to adapt to their campuses and thrive. Some of these are free, low lift programs you can download right now while others can take months to plan and fund. You can see more details about all of these programs [on our website](#).

Suicide Prevention Month

While suicide prevention is every day, we take the opportunity to highlight it during the month of September. Chapters engage in programming such as vigils, awareness campaigns, and Send Silence Packing displays to remind students in their community that they are loved and that the world needs them here. Let students know they are valuable with our The World Needs You Here bracelets. The Active Minds #HereForYou campaign helps spread the message that there are people around who will be there to support you when you are struggling. It's a message that lets someone know there is a safe place to go when they are ready to talk, even if that isn't right now.

National Day Without Stigma

Active Minds National Day Without Stigma works to erase the stigma, discrimination, and fear surrounding mental illnesses and mental health as a whole. The educational campaigns and programming ideas provided by Active Minds aids in creating an environment that promotes helping a friend, help-seeking, and support.

Stress Less Week

Stress Less Week occurs leading up to and during exams, when students are under immense stress and often forgetting about self-care. Stress Less Week spreads awareness about the effects of stress and anxiety (mentally and physically) and creates a supportive environment where students feel comfortable asking for help and engaging in stress-relieving activities.

V-A-R®

V-A-R is Active Minds' everyday guide to everyday challenges. The three letters of V-A-R correspond to three steps: Validate-Appreciate-Refer. The steps are easy-to-understand, easy-to-do, and easy-to-remember. They provide a guide to listening and responding effectively. When someone confides in us they are struggling, we validate their feelings, appreciate their courage, and refer them to appropriate skills and support.

You Good?

Active Minds' "You Good?" initiative reminds us to ask those around us the simple question of, "You good?" We are so accustomed to being asked how we are doing and shrugging it off with a simple answer that doesn't convey what's going on. At Active Minds, we want to challenge us all to take the time to ask, and genuinely listen, to how people are doing. We all have things we worry about and ruminate over, and by asking this simple question we can help someone close to us unload some of what they're going through and remind them they are not alone.

Transform Your Campus

Transform Your Campus (TYC) is an Active Minds program that has been created to aid students in creating structural and policy change on their campuses. The Transform Your Campus toolkit provides a comprehensive set of resources designed to aid college student leaders in creating lasting changes to policies and structures related to mental health on their campuses.

Your Voice is Your Power

Active Minds' Your Voice is Your Power campaign is a call to action that prioritizes BIPOC student mental health and encourages young adults to create change in their campus communities. We encourage students to build a coalition with their campus administrators, multicultural offices, and other student organizations to help establish a campus culture of caring and support for BIPOC students nationwide.

Postvention

["After a Campus Suicide: A Postvention Guide for Student-Led Responses"](#) was created to help guide students through the difficult task of responding to a fellow student's suicide. Many schools, but not all, are familiar with the concept of postvention and have protocols in place for when the campus is affected by a student's death. These policies and procedures, however, are primarily guided by the perspectives of campus staff, faculty, and administrators. Including the voice and perspective of students makes perfect sense. Students compose the largest percentage of a campus population, and so can powerfully support their campus's postvention plans, if there is one, or fill the gap if none exist. Student leaders are well-positioned to engage the entire student body in thoughtful and forward-looking responses. Because many students feel most comfortable speaking to peers about mental health, this guide includes effective and safe suggestions on how to encourage help-seeking.

PostSecret U

PostSecretU, endorsed by Frank Warren, the founder and curator of the popular PostSecret blog. PostSecretU is adapted from the original, on-going community art project started by Frank Warren, who invited strangers to anonymously mail him their secrets on postcards. Using submitted secrets, these live displays spark conversation, bring to light hidden issues that impact the community, and provide direction for future programming, advocacy, and change.

signature programs

Send Silence Packing

Send Silence Packing is a nationally recognized traveling exhibition of over a thousand donated backpacks. The program raises awareness about suicide and the impact it has on others and connects students to mental health resources at their school or in the community. Send Silence Packing is a suicide prevention campaign that works to inspire action and discussion about suicide prevention on college campuses and in communities of college-aged individuals.

Active Minds Speakers

Our professional speakers provide engaging, encouraging, and safe mental health education that's tailored for students, young adults, educators, professional groups, parents, and other audiences. These speakers intertwine key educational learnings and research with their personal stories, and are trained to do so in a way that increases awareness, decreases stigma, and encourages help-seeking.



section VI

chapter foundations workbook

FUNDRAISING

fundraising 101

We often hear from students that fundraising for the national Active Minds movement is a challenge. With so many organizations and events on campus, it can be difficult just to get someone to take a flyer or stop by a table for a minute or two, so how do we take these lower-level engagements to the next level and fundraise? It's important to remember why you are so passionate about mental health advocacy and what you are fundraising for to get buy-in and support from others. When asking for donations or participation in a fundraiser, keep in mind that those you are approaching want to hear where their money is going and why you think it's important they choose for it to go to your cause. Depending on your audience, you may want to mention the types of events you've done on your campus, our RAND data that shows the impact of an Active Minds chapter on campuses, or a personal anecdote about why you care about Active Minds. How can your chapter support the national movement?

You and your chapter are part of a national mental health movement, united by Active Minds. Together we've reached more than 5 million people with messages of hope, help, and assurances that "the world needs you here," and every dollar raised is crucial to our collective success and impact. All chapters that work to raise funds for the Active Minds National movement each year not only continue to support invaluable, life-saving resources and programming, but are rewarded and recognized for their success every step of the way.

Fundraising Ideas

Fundraising happens in all sorts of ways including online through the Active Minds website, on social media, during fundraising events, and through partnerships. The right ways to fundraise will vary on your school, connections, and other factors but you don't have to host a large scale walk or benefit to fundraise effectively!

Donation Jar (Active Minds at Slippery Rock University)

Active Minds at Slippery Rock University capitalized on previous programming to fundraise. They added a donation component to existing stress-less programming, combining mental health awareness, resource sharing, and fundraising.

Social Media Asks (Active Minds at Denison University)

Active Minds at Denison University had their leadership and members share their Chapter Donation form on social media along with stories of why Active Minds was important to them and the impact they had on campus. By sharing a way for people to donate they were able to raise over \$1,000 in just a few weeks!

Mental Health Coloring Book (Active Minds at Loyola University, Maryland)

Active Minds at Loyola Maryland created a mental health coloring book to provide education about mental illness while also providing a stress-relieving activity. Each page features a non-stigmatizing depiction of a different mental illness. These coloring books were sold to students and community members.

Walk and Concert (Active Minds at Franklin & Marshall College)

Active Minds at Franklin and Marshall College paired their mental health awareness week with a walk. By hosting a benefit concert with a local artist and raising awareness for their chapter on campus and in the community.

Active Minds Spirit Week

Active Minds Spirit Week is a nationwide call-to-action that you can join at any time. Each day offers a combination of engagement and fundraising actions you and your community can take in support of each of these themes. With our new [fundraising platform](#), it's now easier than ever to start a fundraising campaign, set and track your fundraising goals, and ask friends and family to support you!

Planning Your Fundraiser

You can plan your fundraising much like you'd plan any other program or initiative: set a goal, evaluate your resources, delegate tasks, follow through with your plans, and evaluate your efforts.

If your chapter has a large and engaged membership, maybe a social media campaign would be an effective way to spread the word widely and solicit donations. Even if someone isn't able to donate, they'll still receive information about Active Minds and your goals and you can encourage them to pass the message on to their friends, teams, families, or others. If your chapter has a particularly strong collaborative partner, engage them in fundraising opportunities; often student organizations need to have some kind of community service element (especially greek life groups or athletic teams) and fundraising for Active Minds in a creative way is an impactful way of engaging people in your work. Think broadly when considering how to raise funds and don't be afraid to make a fundraising ask; the worst thing that can happen is someone says no but the best cases end up with you succeeding in deepening a relationship, developing your advocacy skills, and raising vital funds for mental health!

Where Does the Money Go?

The vast majority of the money raised for Active Minds goes directly back to our programming efforts so we can open more chapters, create new and improved programs, and engage more people in conversations about student mental health. (The little that doesn't go directly towards programming is what we use to keep the lights on at our office in Washington DC!) Active Minds is recognized as a "Top-Rated Nonprofit" by Great Nonprofits for several years based on our financial transparency and commitment to our cause. In 2018, new chapters were launched on 85 high school, college, and university campuses, and chapter fundraising is a key part of maintaining the momentum!.

Fundraising Incentives

Every dollar counts. We want to help you set ambitious and achievable fundraising goals for your chapter. In addition to recognizing your exceptional programming, collaboration, and other advocacy efforts we want to celebrate your fundraising success and thank you with some cool bonuses along the way. We love celebrating your success and appreciating your hard work by giving you cool stuff!

- **\$250+ by June 30 (Standard Swag Package):** Active Minds branded buttons, stickers, pocket guides, give-away items, and more.
- **\$500+ by June 30 (Super Swag Box):** Double the most popular resources in the Standard Swag Box.
- **\$1,000+ by June 30 (Deluxe Swag Box):** All of the above PLUS an additional package of Active Minds merch!
- ***Early Bird Special Bonus:** Raise at least \$250 before December 31 and you'll get a special package of Active Minds swag in January stuffed full of Active Minds branded buttons, stickers, pamphlets, tabling materials, and handouts. This is an extra bonus for your go-getter, early fundraising efforts! At the end of the year, you'll be eligible for additional incentives based on your total fundraising through June 30.

If you raise over \$1,000 by June 30th, be prepared for recognition, adoration, and special perks as a thank you for your efforts and success!

How Should We Fundraise?

Just like with all Active Minds programs and initiatives, you know what will work best for your chapter and on your campus. You can find a list of fundraising examples from chapters in [Appendix \(Page 60\)](#). Brainstorm with your peers on Slack and check out our [fundraising resources](#) to get started. You don't need to set out to host a 5K or benefit concert on day one to be a successful fundraiser (though, if you're up for the challenge, [we can help with that!](#)) Once you raise your first dollar, you'll be surprised how easy it is to scale up your efforts.

Tips:

- Think about what other student organizations are doing to fundraise on campus and why their ideas have been successful or not as successful. What can you learn from them?
- The mission of Active Minds is something people want to support. Don't be afraid to ask if people are willing to donate at events, tables, or when you're talking to your family and friends about the work you're doing.
- Every dollar counts! No matter the scale of your fundraiser or how much money was made, even a few dollars can make an incredible impact.
- Use your community resources to your benefit. Restaurants, businesses, community services, and nonprofit organizations want to support you; you just need to ask.
- Mission driven events and fundraising are not mutually exclusive. Think creatively about how you can incorporate fundraising into programming and see examples in [Appendix \(Page 60\)](#) of creative fundraisers chapters have done.
- Let your passion shine through. You are the best fundraiser for Active Minds since you're the one giving so much of yourself to mental health advocacy. Personal touches like sharing your story, hand writing a thank you letter, or inviting someone who donated to an event can make all the difference in building lasting relationships with your supporters.

fundraising logistics

How do we get the money to Active Minds?

There are a variety of ways to send money to Active Minds and make sure your chapter is credited for your fundraising efforts. If you would like to use a credit or debit card or would like to solicit online donations from friends or family, you can do so online. You can also collect cash or checks in person and then send a check or money order to the National Office.

● **Online**

You can donate via credit or debit card online through the [Chapter Network](#) page on our website. Scroll down to your chapter's name and then click the "Donate" link. Be sure that your chapter's name is selected from the drop down menu above the donation amount.

You can also send people who would like to donate online, or people who are requesting a receipt for their taxes, to this form. Be sure to remind them to select your chapter's name. They will get an email back letting them know their donation has been processed and the information they will need for their tax receipts.

● **By Mail**

You can also send a check or money order to the Active Minds National Office through the mail. We cannot accept cash through the mail so please turn any cash into a check or money order before sending it. [Print out this donation form](#) and fill out the relevant details and on the check or money order, be sure that your chapter's full name (no abbreviations) is noted in the memo area. Our office address is:

Active Minds
c/o Chapter Fundraising
2001 S Street NW
Suite 630
Washington, DC 20009

If people would like to donate to your chapter via check or money order, they can follow the same process as above, being sure to note your chapter's full name. They will receive a letter in the mail with their receipt and tax information once the donation has been processed.

fundraising logistics

I'm being asked for an invoice, W9, or other documentation.

No problem! We can help you get all the paperwork you need so you can collect any donations and we can process them as efficiently as possible. You can download our W9 below and you can email us at chapters@activeminds.org for any other documentation you're being asked about.

A note on using the Active Minds W9 or other nonprofit designation documents:

Active Minds is a national 501c3 organization, which means that we are a tax-exempt nonprofit recognized by the federal government. Our W9 is the document that most organizations or businesses need to make larger donations or make donations that will be associated with their taxes. Since the Tax ID number contained on the W9 is associated with the Active Minds National Office, all funds raised in reference to that number must come directly to the National Office in support of your chapter fundraising efforts. So, if you're having a Portion of Proceeds event with your local Chipotle and they ask for a W9 so they can send the check, you can give them [this downloadable W9 Form](#) and the information on how to mail us a check (making sure that they note your chapter's full name without abbreviations). If you have questions about if you should or shouldn't be using our W9 for a particular fundraiser you can reach out via Slack or email chapters@activeminds.org.

in closing

You've made it through the Foundations Workbook! Look at you go!

This isn't the end of the conversation about your Chapter Foundations; in fact, it's only the beginning. This workbook has given you the basics and some things to think about as you move through the year and grow your chapter, and now it's up to you to make it your own. You're not alone in this! You've got the support of the National Office, your leadership team and members, and thousands of chapter leaders via Slack and social media. We're all here to help you along the way in whatever ways you need.

Next, you'll find additional information in the Appendix, including some information that might be helpful to print and have on hand. Remember, you are the expert on your chapter and every chapter can, and should, look different; these are just some ideas to get you started. You've got this!

appendix

- [Sample Meeting Agenda](#)
- Leadership Transition Worksheets
 - [“From Your Leadership Predecessors”](#)
 - [Checklist for Outgoing Leaders](#)
 - [Checklist for Incoming Leaders](#)
- [Evidence-Based Programming](#)
- [Programming Examples](#)
- [Fundraising Examples](#)
- [Story Sharing](#)
- [Chapter Accomplishments Checklist](#)

sample first meeting agenda

Active Minds at [SCHOOL] First General Meeting--[Date, 4:00 PM-5:00 PM]

3:45-4:00 PM-- Setting Up: ([Name] to bring candy and sign up sheet)

The executive board arrives early to set up the room, put out free candy and sign-up sheet, and greet people as they enter.

4:00-4:15 PM--Introductions and Icebreaker: ([Name] to lead)

Everyone shares their name, pronouns, year, major, and a fun fact about themselves. Executive board members share their title, responsibilities, and why they got involved with Active Minds.

4:15-4:30 PM--About Active Minds: ([Name] to lead)

- Talk about the [Active Minds story](#)
- Show the [Active Minds Organization Video](#)
- Talk about what our chapter has done in the past
- Talk about goals and priorities for the year
- Talk about any leadership team vacancies you have and if there will be an election

4:30-4:45 PM--Tentative Events Planned this Term: ([Name] to lead)

- What events are we planning in the coming weeks that we need logistical support on (people to bake things for the bake sale, people to sit at a table for these times, people to post flyers in their dorms, etc.)
- What kinds of events are coming up this term (Suicide Prevention Month, National Day Without Stigma, Stress Less Week, and other events)

4:45- 5:00 PM--Open Brainstorming Time: ([Name] to lead)

Time to let members discuss what they would like to see out of their engagement with Active Minds. Prepare questions to get feedback on specific things or ideas we have in mind or to increase discussion if it is slow.

- What kinds of events would you like to attend or help plan?
- How can we better use our social media platforms?
- What other groups can we reach out to in order to collaborate better?

Follow Up: [Name] will add new people to our email list and send out highlights from the meeting in addition to the date and time of upcoming meetings and events.

from your leadership predecessor

We recommend that you keep a list, binder, google drive, or some other ongoing document or folder that contains important information about your chapter and campus. This section is for you to fill in based on the specific nuances of your campus and chapter. Below are suggestions of some sections you might want to include but feel free to add or take out things that are relevant to you. *Use this section to impart any wisdom or things you've learned.*

Our Advisor and Counseling Center

Include important information about your relationships with your counseling center and advisor including contact information, formal agreements, projects in progress, or any expectations that need to be filled.

Who's who and how to get in touch with them

Include contacts from your student activities office, campus safety, catering, IT, any outside vendors you work with, the Active Minds national office, and other student leaders that you work in partnership with.

How to update/re-register for student organization status

If you need to re-register your organization every year on campus, include deadlines and a list of requirements.

How to reserve space and equipment for meetings or events

If you need to reserve space for on campus events and meetings, include information on how to book the space, how far in advance it should be booked and if you need particular offices or people to sign off on your requests.

from your leadership predecessor

How to submit a budget request

If you need to submit an annual budget for funding or funding requests for allocations for each event, describe the process and links to any documents or information your school provides. Put your previous year's budget request or funding allocation here as an example.

Important Usernames and Passwords

List login information for any listservs, social media, student activities webpages or vendor services. **Each chapter leader should create their own logins for the www.activeminds.org website to access the Chapter Hub.**

Important campus dates/events/deadlines

Include dates and descriptions of annual events that your chapter normally participates in, like involvement fairs, university-wide festivities, or community engagements, as well as deadlines relevant to student organizations on your campus.

Tentative plans for the upcoming term

Flesh out some ideas for new programs, events, partnerships, themes, meeting formats, policy proposals, and other initiatives for the new board to consider implementing. You can also provide explanations of what did and didn't work during the outgoing board members' term.

outgoing leader checklist

Outgoing chapter leaders must pass on information and resources to the new officers. Below is a list of things to do before your term is up. Feel free to use what works for your chapter.

Recommended Checklist for OUTGOING Chapter President

- Complete "From Your Leadership Predecessors" worksheet for the incoming president. Ask your current officers if they have more information to add.
- Meet with your advisor to debrief your year and make sure that they have all of the information for the incoming officers.
- E-mail membership to announce and congratulate the new leaders.
- E-mail any campus or community contacts (counseling center, psych department, etc.) to provide new leadership info and encourage collaboration.
 - Set up a meeting with the new leader, yourself and contacts to build relationships and discuss ideas for next year.
- Inform the Active Minds national office of the change in leadership through your Chapter Hub.
- Meet with the incoming president at least once. Don't forget to discuss:
 - School year and Active Minds calendar
 - The year's budget and fundraising efforts
 - Advice and suggestions based on your experiences
- Hold a combined meeting between the current and incoming board to review ideas, expectations and goals.

Other officers should participate in the leadership transition process. Delegate some of the above responsibilities and send the checklist below to your executive board.

Recommended Checklist for other OUTGOING Officers

- Pull together any documents and correspondences relevant to your position. This may include:
 - A description of your position, including roles and responsibilities
 - Names and contact information for any campus or community contacts
 - Copies of flyers, emails, or other helpful materials
 - Notes or evaluations from past programs
 - Personal observations and reflections from the past year, including what worked well and what was problematic throughout the year.
- Meet with the incoming officer at least once before the end of the school year. Go over your materials and allow them to ask questions about your position.
- Leave the incoming officer with your permanent contact information in case they have any additional questions.

incoming leader checklist

Congratulations on being selected as the leaders for your Active Minds chapter this year! It's important to make sure you have all the materials and information you need for a successful year. This checklist should help you keep track of what you need to do to get off to a good start.

Recommended Checklist for INCOMING Chapter President

- Complete any necessary paperwork for your chapter to remain a student organization at your school.
- Make sure you have a login account for www.activeminds.org so that you can access exclusive online chapter resources. Each individual should create their own login for the Active Minds website to gain access to the Chapter Hub.
- Meet with your advisor to go over any information they have on the chapter.
- Be sure that your chapter leadership information is fully updated on your Chapter Hub.
- Discuss any initial ideas or your concerns you have for the year.
- Begin setting goals for the coming year.
- Develop a master chapter calendar with meetings, deadlines, programs and events for next year. Include dates from Active Minds and your school.
- Introduce yourself to existing members of Active Minds. Be creative – this could be an e-mail, hosting “office hours” or a meet-and-greet at the final event of the year.
- Get excited for a great year!

Other new officers should also be participating in the leadership transition process. As chapter president, you can delegate some of the above responsibilities. Below is a checklist you can send to your executive board so they can keep track of their tasks, too.

Recommended Checklist for Other INCOMING Officers

- Get in touch with any relevant campus or community contacts to introduce yourself.
- Meet with the incoming/current Chapter President to ensure mutual understanding of your responsibilities.
- Make sure you have a login to activeminds.org and your chapter leadership contact information is up to date in your Chapter Hub. Each individual chapter leader should have their own login to the website.

evidence-based programming

What is Evidence-Based Programming?

Evidence-based (or data-driven) programming includes use of programs that have been successful in the past as well as the evaluation of programs to determine whether or not they were successful and share these findings with others. Three main components are present in evidence-based programming: research and evaluation, knowledge and expertise, and preference and values.

Why Use Evidence-Based Programming?

Using evidence-based programming can help you to make the most impact possible with limited resources, prove that your chapter is just as successful as you think it is (which is very helpful for getting funding), improve and develop your research skills, and enable you to share what you've learned with others so you can expand the literature on mental health and Active Minds.

Planning a Program

Consider these three concepts when planning a program and ask yourself some of the questions below to make informed decisions about what programs your chapter should bring to your campus.

Research and Evaluation

Do research into what has worked for other people in the past. What programs have been successful for other schools? How are those schools different than yours (see preference and values, below)? How can you adapt the programs to be a better fit for your school? If you're basing a program off of one you've done before: How did the program go? What would you do differently?

Knowledge and Expertise

Consider the personal knowledge and expertise that you have as a student mental health advocate. What kind of mental health programs do you want to see at your school? What kind of message do you want to spread? What do you think will be the most engaging and interesting to your peers?

Preference and Values

Take into account the context in which you will be doing a program. Does your campus have a lot of comprehensive mental health resources, but few people actually using them? Making people more aware of these resources or trying to reduce stigma around using them might be helpful. Is mental health a lower priority for your campus? Events that bring awareness and get the conversation started might be more helpful. Knowing the values of your members and your campus will help you decide the best way to reach other students.

This document is based on a presentation given by Matthew Kridel at the 13th National Mental Health on Campus Conference in Sacramento, California on November 4, 2016.

formulating questions for an evaluation

Turn This...	Into This...
<p>Did you think the presentation was good?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>How would you rate the quality of the presentation?</p> <p><input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor</p>
<p>Why? Using the word “good” in the question can influence people to mark yes, even if that’s not how they feel. These are considered “leading questions.” Use neutral language in your question or statements. Giving people more options than just “yes” and “no” also gives you a better idea of how people felt about the speaker and whether there is room for improvement.</p>	
<p>How would you describe your knowledge of campus resources and attitude towards counseling before you saw this presentation?</p> <p><input type="radio"/> Very Good <input type="radio"/> Good <input type="radio"/> Bad <input type="radio"/> Very Bad</p>	<p>How much did you know about the campus mental health resources before attending this event?</p> <p><input type="radio"/> A lot <input type="radio"/> Some <input type="radio"/> Little <input type="radio"/> None</p> <p>If I heard that a friend was struggling, I would recommend that they seek help from the counseling center.</p> <p><input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree</p>
<p>Why? Asking about two different topics (in this case, resources and counseling) in the same question may conflate the response. We won’t know which element they are referring to in their answer. It’s better to break down this question into two different questions. Remember, you want the survey to be as clear as possible to get the most accurate answers.</p>	
<p>How often do you attend Active Minds events on campus?</p> <p><input type="radio"/> Very Often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely</p>	<p>How many Active Minds events have you been to this year (including this one)?</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more</p>
<p>Why? For a frequency question that has a specific range of possibilities, use numbers to get a more accurate answer. You can use number ranges (ex: 1-2, 3-4, 5-6, etc.) or just individual numbers depending on how specific you want the data to be. In this case, everyone who marked a “1” is new to Active Minds events, making it really easy to see how many new people are at an event. Using descriptors such as “very often” is better for things that are harder to quantify such as attitudes towards mental health.</p>	
<p>Have you ever used any of the mental health resources on campus?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Before today, have you ever attended an Active Minds event (general meetings, tabling, movie screenings)?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Which of these events have you attended? Please mark all that apply.</p> <p><input type="radio"/> General meetings</p> <p><input type="radio"/> Tabling</p> <p><input type="radio"/> Movie screenings</p>
<p>Why? It’s helpful to specify what you mean by giving examples. If there’s something that you’re not sure people would think of but that you want to be included (general meetings, tabling, movie screenings, socials) it is helpful to list them as an example. If you want more specific information about which services are getting used you can also use a question that allows people to mark all applicable responses.</p>	

programming examples

Leaders

Mental Health Awareness Week (Active Minds at Riverside City College)

In collaboration with Student Health Services, Active Minds chapter members at Riverside City College hosted a Mental Health Awareness Week in which each day had a different theme. Resources were given out based on these themes which included: self-care, LGBTQ+, depression, anxiety, and mental wellness. Each day featured specific, relevant resources as well as a small activity like a board where students wrote their favorite form of self-care or a photobooth with reasons to smile.

Self-Care Kits (Active Minds at Xavier University)

Members of Active Minds at Xavier University created goodie bags filled with stress-relieving materials. These included small toys and games, coloring pages, stress balls, sleep mask, and mental health information and resources.

Stress Less Week (Active Minds at Phillips Exeter Academy)

Active Minds at Phillips Exeter Academy created a fun and stress-relieving activity as part of Stress Less Week. A board was designed with stressful things written all over. Students were able to throw water balloons at the board and de-stress in the process.

Innovators

Mental Health Monologues (Active Minds at George Mason University)

Campus community members were able to submit their stories to be performed at the Mental Health Monologues. Pieces could be submitted anonymously for others to perform or could be performed by their writer. Performances demonstrated what living with mental illness is like and the hope that can be found in recovery.

LivLive Concert (Active Minds at West Chester University)

The LivLive Concert put on by Active Minds at West Chester University was done in partnership with their local Suicide Prevention Task Force. The event was a coffeehouse style concert that featured performances from students addressing mental health struggles and stories of hope. The concert was used as a fundraiser for their chapter, spread awareness about mental health, and provided resources.

Mental Health Fair (Active Minds at University of California, Los Angeles)

The Mental Health Fair was created by Active Minds at UCLA. It serves to educate students about mental illness, promote awareness about mental illness, and reduce the stigma surrounding mental health through activities. The Mental Health Fair features several stations, each for a different mental illness, and an activity that goes with each. There is a take-away item or prize at each station and an opportunity to learn more through the resources provided.

programming examples

Advocates

AB 2017 Stance (Active Minds at University of California, San Diego)

Members of Active Minds at UCSD's advocacy subcommittee raised awareness about AB 2017. They established their position on the veto of the bill and spoke about their views to other student organizations and news sources.

Contact Senators (Active Minds at Davenport University)

Active Minds at Davenport University encouraged students to email their state senators to express their support for an upcoming bill that addressed the mental health needs of the state.

Day of Advocacy (Active Minds at University of Massachusetts at Lowell)

Members of Active Minds at the University of Massachusetts at Lowell participated in the Massachusetts Day of Advocacy. They participated in their home district and advocated for suicide prevention awareness and resources by contacting house legislators.

Transformers

Mental Health Education (Active Minds at Newburyport High School)

Active Minds at Newburyport High School worked with their administration to ensure all students receive mental health education. These Active Minds members advocated for the implementation of mental health lessons into health class curricula. Additionally, a discussion about mental health and campus resources was added to orientation.

Public Fees (Active Minds at University of Minnesota at Twin Cities)

Active Minds members at the University of Minnesota at Twin Cities partnered with student government to mobilize students. At a forum discussing public fees, a large group of students organized to advocate for increased funding for mental health resources on campus.

Campus Housing Policy (Active Minds at University of Kansas)

Members of Active Minds at the University of Kansas added an amendment to the student housing policy. They worked to better safeguard students struggling with suicidal ideation and self-harm from being removed from campus housing. Active Minds at the University of Kansas also created educational resources for parents and students about mental health.

fundraising examples

Donation Jar (Active Minds at Slippery Rock University)

Active Minds at Slippery Rock University capitalized on previous programming to fundraise. They added a donation component to existing stress-less programming, combining mental health awareness, resource sharing, and fundraising.

Mental Health Coloring Book (Active Minds at Loyola University, Maryland)

Active Minds at Loyola Maryland created a mental health coloring book to provide education about mental illness while also providing a stress-relieving activity. Each page features a non-stigmatizing depiction of a different mental illness. These coloring books were sold to students and community members.

Walk and Concert (Active Minds at Franklin & Marshall College)

Active Minds at Franklin and Marshall College paired their mental health awareness week with a walk. By hosting a benefit concert with a local artist and raising awareness for their chapter on campus and in the community.

story sharing

Importance of Story Sharing

Folks who are struggling, or know someone who is, often find comfort and education in the stories of others. Studies show that hearing the story of someone with a mental health disorder reduces held stigma in people of all backgrounds, including those who have never struggled and don't believe they know anyone who has.

Importance of Actionable Items

Any event in which mental health stories are shared has the possibility of moving people to care more about mental health disorders and want to do something to help. Be prepared to give attendees a way to take action, such as coming to your next meeting or event and offering specific ideas for how to respond when someone is struggling.

Be sure to:

- Talk about what helped you when you were struggling.
- Share concrete ways that friends and loved ones helped you or could have helped you so audience members learn ways they can be there for their loved ones.
- Discuss resources available that can help people who are struggling with something similar.
- Keep the story focused on the goal. What do you want people to walk away from your talk knowing? Thinking about that ahead of time can help you hone in on what details are relevant and helpful, and what things might be less helpful to hear.
- Have a counselor present in case anyone needs additional support.
- Prepare your speakers with this information so you have the most impactful program possible.

Be sure not to:

- Discuss means of suicide or sensationalize suicide by saying things like "they're in a better place."
- Describe techniques of unhealthy coping mechanisms such as self-harm or substance misuse.
- Talk about specific eating disorder behaviors, weights, sizes, calories, heart rates, etc.
- Share too much gratuitous or violent detail about your experiences--you want to stay connected to your audience. Share only what you need to in order to advance your story.

Keep in mind, sharing your story is intended to educate and inspire others toward action, and to provide them with skills and resources for when they or someone they care about is struggling. Your story and your voice are powerful and, when or if you decide to share that story with others, you have the ability to truly impact lives.

Chapter Foundations CHECKLIST



The following is the Active Minds checklist developed in line with best practices to create, maintain, and sustain a thriving chapter. Each campus and chapter is unique and we encourage you to try new things that will best enhance the mental health conversation in your community.

(See next page for details on opportunities for national recognition and exciting incentives!)

Foundations

Leadership, Membership, Collaboration, Programming, Fundraising

- Have three student leaders and one advisor
- Host two or more general interest meetings
- Host two or more national programs
- Fundraise on behalf of the National movement
- Have a leadership transition plan in place
- Maintain a collaborative relationship with Counseling Center
- Have at least one other strong partnership on campus
- Report your work through chapter inventories (three):
 - Fall
 - Spring
 - Summer

Tracks

Moving Beyond the Foundations

Leaders

- 3-4 national programs (Stress Less Week, Suicide Prevention Month, Active Minds for Every Mind, etc.)
- More than one demonstrable partnership with other campus organizations, departments, or clubs
- Two or more creative programs: events that are organized and implemented by chapter members

Transformers

- Conduct a campus-wide research project
- Submit proposal plan for Active Minds Transform Your Campus
- Complete Transform Your Campus policy change

Innovators

- Initiate planning committee for major campus event*
- Commit to implementing event on campus within one year
- Implement event!

*The event must be intended for large audiences and have a fundraising component. This includes Send Silence Packing and Active Minds Speakers Bureau events.

Advocates

- Attend a local government mental health initiative planning meeting
- Participate in local, state, or national mental health policy effort
- Present about your work with Active Minds and mental health advocacy at a professional event such as a conference

Active Minds

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active
minds

A decorative graphic consisting of six circles of varying sizes and opacities, arranged in a horizontal line. The circles are white and light gray, with some overlapping.

changing the conversation
about mental health