

Early Access / Sneak-Peek

Work2BeWell Club Starter Guide

Work2BeWell (W2BW) Club Starter Guide

Welcome to the Work2BeWell Club Starter Guide, we are so excited by your interest in being a key part of our program. In this guide, you will find information about Work2BeWell as an organization, your path to starting a club, as well as optional tools and resources for your success! We are here to support you in every step of the way and can't wait to cheer you and your team on!

Sincerely,

*The Work2BeWell National Student Advisory Council
(W2BW NSAC)*

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SECTION 1: W2BW INTRODUCTION

What is a Work2BeWell Club?

A Work2BeWell Club is a student-led, adult-advised school club that focuses on the Work2BeWell mission and vision.

Mission: W2BW is the trusted source for educational tools and resources to help activate and empower teens, educators and communities through their curriculum and social media campaigns.

Vision: All teens have better mental health support and increased emotional well-being.

Each Work2BeWell Club should:

- Create their own mission and vision based on the needs of their students, school, and community with the organization's vision as the foundation.
- Be a brave place for students to be themselves and to share their journey with mental health and wellness.
- Plan events to raise awareness and decrease the stigma associated with mental health.

What is the difference between a Work2BeWell School vs. Club?

Required elements for	New School Club	W2BW School
Student led/initiated	X	
Engaging and connecting	X	
Based on immediate needs of students	X	
Admin/Educator (initiated by admin in partnership with teens)		X
Open to all students	X	
Meet at least once a month	X	
Plan one all school event per year	X	
Share / teach lessons (curriculum) at each monthly meeting	X	
Making mental health a priority for students	X	X
Making mental health a priority for educators and faculty		X
Every student has been trained in a mental health topic (ECPR)		X
Participating in pre/post surveys	X	X
Communicate & shared successes to support further outreach (i.e., newsletters, social media)	X	X
A place where students can share their voice about mental health and emotional well-being	X	X
Students can apply for National Student Advisory Council Participation	X	X

A Work2BeWell School may be championed by a Work2BeWell Club or Student Advisory Council and commits to the following:

- Making mental health a priority for the students, educators, staff and administrators.
- Activating or identifying an existing student advisory council/student led group within the school to champion the efforts of Work2BeWell.
- Designating a non-student primary contact who will support students in program activation.
- Delivering a minimum of 2 clinically vetted mental health curriculum modules to the student body.
- Participating in pre- and post-surveys with students to measure the effectiveness of the program.
- Helping communicate success with partners, families and community through social media channels to further outreach and activation.
- Connecting with an outside partner to learn more about mental health efforts in your community that can be a resource to students (e.g. YouthLine).

What if we already have a mental health/wellness club and we'd like to incorporate Work2BeWell?

That's awesome that you already have a club! There is no need to change your name unless you'd like to. You can easily incorporate Work2BeWell by using our hashtag (#work2bewell) in social media posts, utilizing our curriculum, planning mental wellness events, and sharing your successes with us.

How will the Work2BeWell National Program support a local school club?

Once we have received your [W2BW Club Application](#), we will send the lead student and adviser a welcome email with contact information for support. You will have access to a variety of resources on [our website](#). We will ensure access to activity ideas, tips and tricks and more throughout the year. We will provide social media content that you can share or post - make sure to follow Work2BeWell.

[Facebook](#) Work2BeWell

[Instagram](#) @Work2BeWell

[Twitter](#) @Work2BeWell

[Tik Tok](#) @providence

Disclaimer

Please add the following disclaimer if you choose to have a social media club account(s) or have a different one approved by the Work2BeWell Program. Please check your school/district guidelines or policies too. We have National Student Advisory Council students ready to help you with your social media, if needed.

Info. shared on this page is for edu. only - not to substitute professional health advice. For support contact Youthline **CALL** 877-968-8491 **TEXT** 'teen2teen' to 839863

Add to Hotline Link to Highlights on IG

Digital / Social Media Guidelines

Work2BeWell supports and encourages the use of social media. We invite you to interact with us in the world of social media. Be the first to know about upcoming events and interact with our followers. Below are the terms and conditions of using Work2BeWell social content. The terms and conditions are subject to change without notice.

The opinions and comments posted by partnering club's various social media sites are not the opinions of Work2BeWell, its officers, employees, staff members, or members of its board of directors. We reserve the right to edit or delete posts if deemed necessary or offensive. Work2BeWell cannot provide patient specific information in responses to posts made about patient status or treatment provided at Providence Health or clinics due to federal privacy regulations (HIPAA).

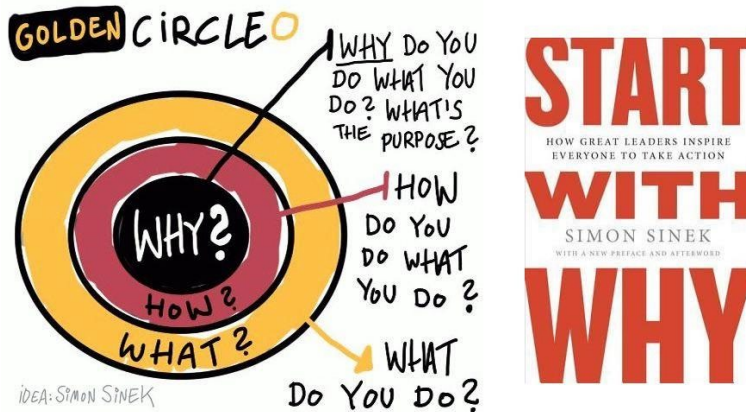
The information posted to the social media sites is not medical advice and should not be taken as medical advice. Please contact your family doctor or healthcare provider if you have any personal medical questions.

By posting information to your club social media site, you agree that you are responsible for the information you posted. You agree to use the social media sites in a responsible manner and will not use the sites to:

- Post offensive comments
- Use offensive language
- Defame or personally attack another person
- For illegal activities
- To harass another person
- To promote organizations or events not related to the content of the site
- To release private information about a patient

Reminder, at any time or point you have questions please remember you can reach out to support@work2bewell.org for clarification or help.

SECTION 2: APPLICATION PREPARATION - WHAT IS YOUR WHY?



What is your why? How do you want the Work2BeWell Club to be defined at your school?

List 2-3 adults that would be great advisers:

What are key focuses and goals for the W2BW Club?

What expectations will you have of your W2BW club members?

What level of commitment and support/resources do you need to be a successful W2BW club?

What challenges do you anticipate starting your W2BW club and how could you solve them?
(Funding, Adult Champions, Finding Members, Time, Location, etc.)

HELPFUL HINT: Use this information when creating your club mission statement.

Please follow this link: [W2BW Club Application](#) on Forms to apply to become a W2BW recognized club or school. (It is recommended to print a blank copy of the application and complete all the answers before readying to submit online, as the online form must be completed in one sitting.)

SECTION 2 CON'T: GETTING STARTED CHECKLIST

- ❖ Find a group of 3-5 (or more) students interested in this club.
- ❖ Find an adult champion / adviser / sponsor for your club.
 - We suggest inviting at least 1 adult champion, potentially up to 3, if possible.
 - School counselor, Health or PE teacher, School psychologist, ASB teacher, etc.
- ❖ Fill out the necessary paperwork to make your club official.
 - Research rules around what it takes to start a club at your school. Your school secretary, administration or Activities Director would be places to start to ask.
 - You may need to create a constitution for your club.
 - [Sample Constitution](#)
 - Use your answers in “What is your Why?” to help create a mission statement. [Sample club mission statements](#)
 - Complete the Work2BeWell Club [W2BW Club Application](#) so that we can make sure that your club is supported and has access to our resources!
- ❖ Host a planning meeting with interested students.
 - Set your first meeting date
 - Create your meeting agenda
 - [Sample agenda](#)
 - Create your leadership structure - officer roles, member expectations, etc. (If you did not already in your constitution above)
 - [Sample structures](#)
 - Recruit and invite students to attend and join your first meeting
 - Plan for success by scheduling the next 2-3 meetings and laying out a 2-3 month plan!
 - Use social media, personal invitations, posters and flyers, word-of-mouth, and your school newsletter to parents, etc. Use your imagination to get the word out!
- ❖ Have FUN sharing Work2BeWell with others and changing the conversation around mental health at your school.

SECTION 3: SAMPLES

CLUB CONSTITUTION

This is a basic example to get you started. Update this as you grow. Your school may have a template that they prefer you use, so check with your Leadership Teacher or Activities Director. A simple Internet search will also give you many examples.

SAMPLE CLUB CONSTITUTION FORMAT

Article I: Club/Organization Name and Acronym (if any)

Article II: Purpose (Clubs may have multiple purposes)

Article III: Membership (This section should include a sentence stating that the club does not discriminate on the grounds of race, color, sex, sexual orientation, national origin, age, or disability)

Article IV: Pre-requisites or Club Dues (Omit if none, however a small club fee may be a great idea to get start-up funds) *be mindful of barriers and promote accessibility while following state and school guidelines

Article V: Officers (Clubs need to have at least two contact people – a student and adult lead.) Position responsibilities or officer roles should also be outlined in this section or in associated bylaws.)

Article VI: Elections/Selection Process for Leadership of the Club and Applications Process for Members.

Article VII: Meetings (Explain when regular and/or special meetings may be held, key contact information, websites, etc.)

Article VIII: By-laws (Bylaws define the articles of a constitution. This section should describe the process required in order to establish new bylaws or to revise established

ones. If there are no bylaws, you can state that bylaws should be established by a majority of club membership.)

A copy of revised constitutions should be submitted to the administration or leadership council as soon changes are made by the club membership.

SAMPLE CLUB MISSION STATEMENTS

_____ (Club Name) works to help create a school environment that encourages open discussion of mental health, empowers its members, utilizes clinically vetted resources, and supports positive coping strategies.

The mission of the _____ (Club Name) is to foster a culture that supports positive mental health and wellness. To encourage students to talk openly about mental health and to support them with clinically vetted resources and tools. To empower students to use their voice to create change where they see a need.

The _____ (Club Name) aims to support school climate and culture through mental health awareness, activism and empowerment using clinically vetted resources.

SAMPLE MEETING AGENDA

This is a basic example of a meeting agenda. We encourage club leaders to plan meetings ahead of time and to follow detailed agendas throughout the meeting in order to make the best use of everyone's time.

Work2BeWell Club Agenda

October 16, 2021

4:00 - 5:00 pm, Ms. Garcia's room (#13)

1. Attendance
2. Check-In
 - a. Rose/Thorn, Two-Words, This/That, High/Low, Question
3. Mindful Minute
 - a. Breathing exercise, meditation, visualization, stretch, dance, healthy reminder
4. Previous Business
 - a. Minutes from last meeting
 - b. Recap past events
 - c. Update on events in progress
5. New Business (A variety of items listed here - can be submitted ahead by members or club leaders):
 - a. New Event
 - b. Lesson / Activity
 - c. Brainstorm ideas for something
 - d. Funding needs
6. Open Discussion
 - a. Time (if available) to bring up items that did not make the agenda.

Action Items: Identify the work that needs to be done, who is accountable, and timeline.

Future Items: Note ideas and updates to be discussed at upcoming meeting.

Other topics that might be on an agenda for a club meeting include:

- Special announcements
- Teaching a skill or lesson
- Team building activity
- Guest speakers
- Open commentary from non-members
- Sharing other valuable and relevant information to help your club to grow and meet your goals
- Don't forget to share meeting notes with all of your membership and save your records.
- We encourage you to establish a consistent structure and/or meetings norms.

SAMPLE ADVISER AND STUDENT ROLES

These are some suggestions for roles and titles for leadership positions in your W2BW Club. This is not required and can be adjusted and modified to meet your club needs. We encourage you to write a few sentence job description of the duties and expectations for each role held in your club.

Traditional Club Roles:

- President
- Vice-President
- Secretary
- Treasurer

Less-Traditional:

- Leadership Team
- Executive Board
- President & Cabinet
- Team Leads / Co-leads

Additional Leadership Positions, As Needed:

- Social Media and Public Relations
- Fundraising
- Advocacy
- Recruitment
- Community Liaisons
- Committee Chairs
- Volunteer Coordinator
- Team Building and Club Morale

Example: W2BW National Student Advisory Council is divided into three teams with a main lead for each team and their focuses are:

- Access
- Education
- Activation

Finding/inviting an adviser:

You must have at least one adult adviser to share the responsibilities of supporting the students in the W2BW club.

Qualities to look for in an adviser:

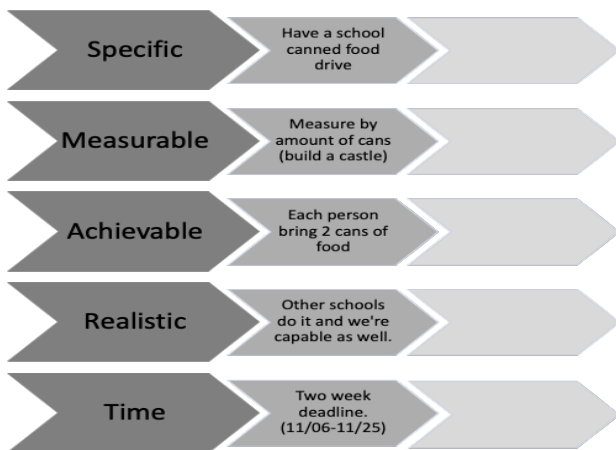
1. A passion for mental health
2. Willingness to give their time to support this club and a clear understanding of time and commitment to support this club and the students.
3. Any additional school-specific requirements that your local district might have for adults who advise school-sponsored clubs.

SAMPLE GOAL SETTING

A strong club will clearly set goals and assess their progress regularly throughout the year. It is also important to debrief after an activity/event and to record any post-event feedback on pros and cons for future reference.

We encourage making SMART Goals for your club and connecting them to your activities and events.

Sample SMART Goal for W2BW:



Specific: Our club will have 20 members by October 1.

Measurable: We currently have 10 members and will know when we get 20.

Achievable: Each current member will ask 2 people to join our club.

Realistic: Other clubs have 20+ members and we can too.

Time: We have 1 month to complete this task and will check in next week at our meeting.

- Grow club membership
- Plan monthly events
- Create a “Break the Stigma” Campaign
- Teach W2BW lessons at your school

Broad Ideas for W2BW Club Goals:

- Plan and host a VOICES assembly
- Talk with counselors and administration about W2BW ideas and get their support
- Apply to be a W2BW school
- Plan and host a W2BW summit

SAMPLE TEAM BUILDING IDEAS

Creating a strong and supportive team is a primary goal for a successful club. We encourage team building throughout the year -- not just once or twice as your group is forming. A few club members and your adviser might even consider taking this on as a role within the club.

- ★ **Host a Club Retreat**

- ★ **Sign up to do a walk or race together**

- ★ **Do a Service project together as a club**

- ★ **Get to Know You / Team-building activities such as:**
 - Human Connection
 - In the Spotlight
 - Boundary Breaking

Human Connection

Instructions to Participants: Ask the participants to form a circle while standing in the middle.

“I will name and describe a group. If you believe that you are a member of that target group, and if you feel comfortable doing so, please move to the center of the circle and acknowledge one another through eye contact. You should then, when prompted look at the people outside the center for a few moments and then you will be asked to return to the original group. How do you know if you’re in the target group? Ask if it had an impact on your life and make a decision that is right for you.”

“This exercise can be very impactful and emotional. People who open themselves more to this experience typically find it very intense. As always, it is important for you to choose what level of involvement feels appropriate to you. Because things may come up for you, please don’t leave the group; don’t leave the room because we would have to stop the exercise. At a minimum, please stand silently and listen to the information that is being shared. Beyond that, you are encouraged to stretch yourself a little bit so that you may benefit from the experience.

I ask that whatever is shared here stays with the people in the room. However, please remember that while confidentiality is expected, it cannot be guaranteed. If you have not made certain things about you known before today, you may want to seriously consider whether this is the right time to do so. For example, if you have an eating disorder or which nobody is aware, this is probably not the appropriate time for you to come out about anything you don’t want known. It is important that you recognize the risks you are taking and then make a decision that fits for you. In other words, I am giving you total permission to lie through your teeth by staying seated. It actually isn’t even a lie, but a choice about how comfortable you are with sharing specific information.

In addition, if you know something about another person, it is not appropriate for you to say, “Hey, get over here!” After today, when you see someone, it is not appropriate to go up to him or her and say, “I didn’t know that about you,” unless you are given permission to do so.

This exercise must be done in silence. Please, no talking, giggling, responding or questioning.

(If at any time, no one moves to the center, the facilitator(s) should do so and state, “I stand here to represent _____ group.”)

****Facilitator**** the questions below are examples – you know your audience and group best, please choose accordingly and based on the time you have available. Usually it’s best to start easy, obvious and ease into more personal or challenging questions.

- If you identify as a female, please move to the center.

LOOK AT THE EYES OF THE PEOPLE AROUND YOU. LOOK AT THE EYES OF THE PEOPLE IN THE OTHER GROUP AND MAKE A HUMAN CONNECTION. NOTE WHAT YOU ARE FEELING RIGHT NOW. PLEASE RETURN BACK TO OUTER CIRCLE.

- If you are from (insert state name), please move to the center.
- If you have ever worn braces, please move to the center.
- If you have pierced something other than your earlobes, please move to the center.
- If you feel that you know very little about your cultural heritage, please move to the center.
- If you are an only child, please move to the center.
- If you have ever felt to be a minority in a group of people, please move to the center.
- If you have ever witnessed the birth of a baby, please move to the center.
- If you consider yourself to be attractive, please move to the center.
- If you are from a rural community, please move to the center.
- If you were raised in an inner city, please move to the center.
- If you have ever been honked or whistled at by someone of the opposite sex which made you feel uncomfortable, please move to the center.
- If you have ever treated someone of the opposite sex with disrespect, please move to the center.
- If you have ever been in love, please move to the center.
- If you have ever had your heart broken, please move to the center.
- If you consider yourself to be too short or too tall, please move to the center.
- If you are a white male, please move to the center.
- If you are fully or partially Latino, Chicano, Hispanic or Mexican-American, please move to the center.
- If you are fully or partially Black or African-American, please move to the center.
- If you are fully or partially of Asian, Pacific Islander or Indian descent, please move to the center.
- If you are fully or partially Native American or from an indigenous tribe, please move to the center.
- If you have ever hit a person in anger, please move to the center.
- If you have ever been bullied, please move to the center.
- If you or someone close to has ever been arrested, please move to the center.
- If you have a religious belief that differs from those of your parents, please move to the center.
- If English is not your first language, please move to the center.
- If you come from a single parent family, please move to the center.
- If you have a disability (visible or hidden,) please move to the center.

- If you or someone close to you has ever conquered an addiction, please move to the center.
- If you or someone close to you has ever seen a counselor, therapist or psychiatrist, please move to the center.
- If you have experienced the death of a parent, please move to the center.
- If you are from a background where money was an issue, please move to the center.
- If you or someone close to you has ever been the victim of a violent crime, please move to the center.
- If you consider yourself Christian, please move to the center.
- If you are Jewish, please move to the center.
- If you consider yourself an atheist, please move to the center.
- If you or someone close to you has ever battled a life-threatening illness or accident, please move to the center.
- If your parents are divorced, please move to the center.
- If there was, or is physical or verbal abuse in your or in someone close to yours family, please move to the center.
- If there is a history of alcohol or drug abuse in your or in someone close to yours family, please move to the center.
- If you consider yourself fat, please move to the center.
- If there is mental illness in your family, please move to the center.
- If you or someone close to you takes medication every day for a medical condition, please move to the center.
- If you or someone in your immediate family has contemplated or attempted suicide, please move to the center.
- If you or someone in your immediate family has been a victim of domestic violence, please move to the center.
- If you or someone in your immediate family has or has had an eating disorder, please move to the center.
- If you or someone in your immediate family is or has been in prison or jail, please move to the center.
- If you or someone in your immediate family has been the victim of a sexual assault, please move to the center.
- If you didn't move to the center when you wanted to or should have, please move to the center.

Now as a way to close this activity, I would like anyone who moved to the center of the circle at any point to do so again.

“Part of what this exercise accomplishes is to acknowledge the oppression and differences in the room. Each of us has the opportunity to learn from this and become allies for those around us. Many people in this room may feel a sense of pride for being a part of a particular group, while others may have a pain that is deeply hidden. We are all here because we are part of the human connection and together, we can find strength to overcome pain and to accept who we are.”

Facilitation Questions

1. What did you see?
2. What did you feel?
3. What did you think?
4. What issues or thoughts came up for you?
5. How did it feel when you stepped out or stayed in the circle?
6. What was it like to see others step out?
7. Was there anything that you saw that you didn't expect to see?
8. What positive things do you see about this exercise?
9. If there is one thing that you will take away from this exercise, what is it?
10. How can you support the people around you? How can you learn more about them?

Tips for the facilitator:

- Don't force anyone to speak.
- Respect silence
- Encourage ground rules by the group
- Be aware that something that is not challenging to most people can rock another person's world and respect where everyone is at all times.
- Let the participants do most of the talking.
- Validate every person's experience.

IN THE SPOTLIGHT

Group Size 5 - 20

Materials: None

Level: All ages

In person put a seat in the center of the room or up front as the “SPOTLIGHT” students sit around
Virtually you can “pin” or “spotlight” the student in Zoom to have them in the “IN THE SPOTLIGHT” and other students unmute to ask questions in a rapid fire way.

Say This: Let’s get to know each other a little better. I am going to ask for a volunteer to go first, who will be on the “in the spotlight”. I’m going to set a timer (hold up phone and show) for 2 minutes - for those two minutes we are allowed to ask the person in the “spotlight” any question we want to get to know them better.

Depending on your group - you can start and be in the “spotlight” or have a student start.

Examples: [Link](#) to a list by a student too!

- What do you eat for breakfast?
- Who do you admire the most?
- What do you like to do in your free time?
- Do you play any sports?
- What’s your favorite TV show?
- What was the last book you read?
- Apple Music or Spotify?
- A misconception people have about you?
- What is a pet peeve you have?
- What is your spirit animal?
- What Superpower would you want?
- Share one of your goals

Say This:

The person in the “spotlight” has 2 options:

1. They can answer it
2. They may pass on ANY question without comment or explanation from them or the team.

We’ll just keep the questions and answers going for 2 min - when time is called, it’s time to move on - even if they are in the middle of an answer.

Then . . . next person in the “spotlight”

This works best when everyone is genuinely curious about one another . . .so let’s get curious!

Boundary Breaking

Boundary Breaking is a whole-group activity to facilitate a way to deeper connect as a group. This activity is effective as a final activity on a retreat or bonding weekend. Similarly, you could use the “set up” of this activity to debrief an event or effort - using the model of “one person at a time” and personal reflections to evaluate your group’s efforts and to celebrate successes.

Set-up: Students sit comfortably in a circle – everyone has to be able to see each other. It’s best to be at the same eye-contact level. It can be on the floor, in chairs (if comfortable). If at a retreat furniture is often moved and students sit on the floor and bring pillows and blankets and about 2 hrs. is allotted. If in a school club or classroom setting, move tables or desks to the side, turn off lights and sit on floor if possible. 45-55 min is often the time frame for these groups and you may do more than once to really get to know each other.

Facilitator Notes: Please be aware that this activity should have an adult present who is a mandatory reporter if needed and to support students who may need to leave or are triggered. The questions listed below are examples and you know your audience best. You should start with lighter questions, work your way to a bit deeper and then come back to lighter again. Make sure to watch the time for a closing / debrief vs. an abrupt ending.

Introduction to read aloud verbatim: You are now going to respond to a series of questions. Every answer you give is absolutely right. No one will question it; simply respond to what you hear. You may say any answer you want, as long as you choose an answer. You may pass at first, and we will come back to you. This is an activity designed to lead to a better understanding of each other when we are through. There will at all times, from here on, be only one person speaking at a time. You may ask to repeat the question or for someone to speak louder. Please try to speak so everyone can hear you. The key to this activity is to listen, if you do, it may change the way you think about the people in this room and the way you think about yourself.

This is a brave place to share anything. We expect anything said in this room will stay in this room and not be shared with anyone unless it concerns your or someone else’s immediate health or safety, we can’t guarantee confidentially as I can’t control the actions of others – but it is our expectation. There is no need to discuss or debate answers, whatever you say is absolutely correct. Stick with your first answer; don’t change to what you may think others want to hear. Please also disregard anything you may have heard about this activity – it is different absolutely every time because every group is different. This is not a sad or dreary, tear-filled activity. In fact, we often learn more from laughter than we do from tears or sadness. This activity is what you make it, and will be different than any other time you may have done it.

You may temporarily excuse yourself at any time, but please do so very quietly and respectfully. If you do leave for any reason, please return as soon as possible. We will begin with a different person each time, and rotate clockwise until everyone has answered. The person who finished answering can decide who starts the next round. Are there any questions before we begin?

1. What comes to your mind first when you heard the word reality?
2. What is the most significant book you have ever read?
3. What is the most honest thing you have ever done?
4. What is the most entertaining movie you have ever seen?
5. What is the most beautiful quality about people?
6. What do you like to do with a free hour?
7. What is the most overwhelming thing you know?
8. What is the greatest problem in your school?
9. What thing makes you feel most humble?
10. If you could choose to be an animal other than a person, what animal would you be?
11. If you could smash one thing, and only one thing, what would you smash?
12. What is the greatest crime one person can commit towards another?
13. Choose a word which best describes your total life up to this moment.
14. When do you sense being most alive?
15. What television show do you like the most?
16. Choose a word which you feel describes old people.
17. What is the biggest waste you know of?
18. What future discovery do you most anticipate?
19. Who do you love most?
20. When you think of children less than three years old, what comes to your mind?
21. What one day in your life would you like to live over?
22. What is the most powerful force in the world today?
23. What three things would you change in your city?
24. What is the worst thing your student council has ever done?
25. What is most valuable about the work your group does in the school?
26. What kind of leadership makes a difference in the world?
27. What is one thing you can guarantee about yourself?
28. Who do you respect the most in your family?
29. What is one thing that drives you crazy about people?
30. What is your first thought in the morning?
31. If you had to pick one physical thing from your room to save from a fire, what would it be and why?
32. In one word, what is your purpose?
33. Who is the cutest celebrity ever?
34. What is your best talent?
35. What is your greatest fear?
36. What makes you most self-conscious?
37. What do you want to accomplish while here?
38. Who is the most influential ethnic advocate?
39. What is your favorite animal?
40. Winter or summer? Why?
41. What is the most awkward first impression you have ever made?

42. What is your most embarrassing moment?
43. If you were going to have lunch with the president tomorrow, what would you discuss?
44. If you could give your principal one piece of advice, what would you offer?
45. What about you makes you most proud?
46. When you are upset, who or what cheers you up most?
47. Favorite vacation spot?
48. What is your long term goal?
49. Who is a new friend you met here?
50. When do kids become adults?
51. What word best describes your age group?
52. What is the benefit in being honest?
53. What emotion is strongest in you?
54. How do you make others feel welcome?
55. What is the best gift you could give to someone in your school?
56. What do you hope people remember most about you?
57. Who would you be most nervous to talk to and why?
58. What time of day do you prefer?
59. What event in the last three months stands out in your mind the most?
60. Country or Rap?
61. What is your biggest achievement?
62. When are you most vulnerable?
63. What is your most feared bug?
64. How do you react when people sing "Happy Birthday" to you in a restaurant?
65. As you age, what physical trait do you wish to maintain?
66. If you could live in any location at any point in history, when and where would you most like to live?
67. When is it OK to lie?
68. What are your plans after high school?
69. If you found out your one year old child was switched at the hospital, would you switch them back?
70. Mountain or Beach? Why?
71. Favorite scent of a candle and why?
72. If you had to give up one of your five senses, which would you give up?
73. Describe your day with no technology whatsoever.
74. What has changed you the most?
75. Is it easy for you to show yourself love or speak kindly to yourself?
76. Describe your identity.
77. What should you know before making a decision?
78. What position do you sleep in?
79. What is a trick you know for calming nerves?
80. What qualities draw you towards someone new?
81. What is the best breakfast cereal and why?
82. If you could restore one broken relationship, which would it be?
83. How would you explain the feeling of music?

84. What makes someone attractive?
85. When do you sing?
86. How do you define respect?
87. Would you rather build something yourself or build something with others?
88. What makes you uncomfortable?
89. If you could spend a day with anyone, dead or alive, who would it be and why?
90. What are dreams?
91. What's the one thing that people always misunderstand about you?
92. How many children are in the ideal family?
93. What is one view others have of you, that you wish you could change?
94. When do you think a person is ready for marriage?

With 5-10 minutes left to go please end on one of these questions to help synthesize the exercise:

- From this experience I learned...
- After this I will change...
- I now know...
- The most valuable thing I will take from this is...
- In the future, I will apply this information to my life by...

Be sure to thank everyone for sharing and remind them that nothing is to be shared from this experience with anyone else.

POTENTIAL ACTIVITIES / LESSONS

Numerous lesson plans, supporting documents and resources are available for free at our website www.work2bewell.org

- Podcasts (Talk2BeWell)
- Movie Screenings
- TED Talks
- VOICES Assembly
- Community Partnerships
- Mindful Mondays
- Wellness Wednesdays
- Kindness Campaign
- Host a book club
- Wellness Week
- Guest speakers
- Collaborate w/ your school counselors
- Teen mentoring program
- Workshops
- T-shirt fundraiser and awareness campaign
- “If You Really Knew Me” wall or activity
- Positive notes around campus
- Take over a bulletin board at school and post monthly tips related to W2BW
- Share helpful information on mental health in school newspaper, newsletter or on social media
- Virtual or in person Wellness Center
- Research local mental health bills and advocate for them.

Important to Note: Make an effort to include your staff, not just your students