



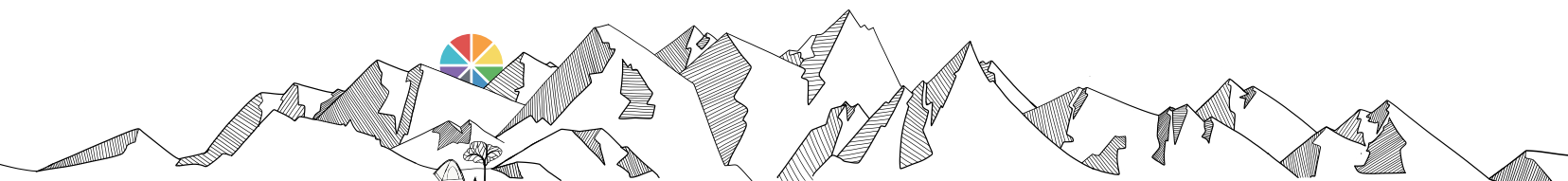
SOURCES OF STRENGTH

SOURCES OF STRENGTH ACTIVITIES IN RESPONSE TO A TRAUMATIC EVENT

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FOCUSING ON HOPE, HELP, AND STRENGTH



SOURCES OF STRENGTH MEETING AFTER A TRAUMATIC EVENT

In the immediate aftermath of a traumatic event pull your Peer Leader team together and attempt to accomplish the following:

Conduct a check-in with Sources of Strength Team

- Ask the Sources team how they are doing. Remind Peer Leaders and Adult Advisors that reactions may vary greatly depending on closeness, previous experiences in life, etc., and not everyone in the school or team will react the same way.
- Ask the Sources team how they feel the school, other students, and staff are reacting.

Share around the Sources of Strength wheel

- Remind the Sources team that during hard times it is important to use our Strengths.
- In the large group ask students what Strengths they have already found helpful.
- In small groups have the Peer Leaders and Adult Advisors share with each other what Strengths they have been using and what Strengths have helped in the past few days.

Encourage Peer Leaders to be Connectors

- Remind the Sources team this is an important time for Peer Leaders to be active as connectors and we want to wrap Strengths and supports around anyone struggling.
- Emphasize that we do not want anyone going through this hard time alone. If Peer Leaders notice someone struggling without support it is important to be a Positive Friend, but also be a connector and make handoffs to appropriate adults.

Encourage Peer Leaders in their Efforts

- A death often makes those involved in suicide or violence prevention feel discouraged or even guilty. Remind the Sources team that it is not within our power to stop every suicide, and it's important to fight against hopelessness.
- Emphasize that we do not always see the impact, prevention, and support we provide and now more than ever it is important to be spreading Hope, Help, and Strength.
- Remind the team that Sources is designed to prevent, but also to respond, grieve, and heal.
- Share examples of reduced traffic fatalities. Point out that rates have reduced dramatically over the past 25 years due to many different injury prevention efforts like road design, airbags, seatbelt laws, DUI enforcement, distracted driver campaigns, etc. Even so it is not possible to stop all motor vehicle fatalities, but we can reduce the fatality rates.

Discuss the Big Three Emotions: Anger, Anxiety, and Depression and What Helps Me

- Discuss how the Big Three Emotions can surface during traumatic events.
- Share with the team that people are more vulnerable right now and in the first couple of days of a loss. It is not uncommon to have a hard time sleeping, eating, feeling distracted, etc, however if this continues for a couple of weeks individuals should engage in supportive help seeking and not go through this in silence and alone.
- Have the team share stories of Strength: What Strengths help them when feeling the Big Three Emotions.

Create Personal Wellness Plans

- Reiterate what help seeking looks like and remind the Sources team of the support and resources available.
- Encourage everyone to create a Personal Wellness Plan/Self Care Card.

Read the Sources of Strength Peer Leader Mission Statement:

- At the bottom of the next page

SOURCES OF STRENGTH MEETING AFTER A TRAUMATIC EVENT

Discuss Next Steps

- Prepare the Sources team to begin a 4-6 week Mental Health Campaign in the school or community.
- Encourage the group to spread the word about a weekly Sources of Strength group that will meet before school, during lunch, or after school for the next 6-8 weeks. Students and staff will meet for 30 minutes to discuss using and growing Strengths. This is not a therapy group, but a group to provide support on Strengths and help the school community lean into Strength in a healing way.

Sources of Strength Peer Leader Mission Statement

We Are Sources of Strength

We are a group of diverse students and adults from many different corners and cultures of our school and community. We believe that life has ups and downs, that all of us will go through good times and tough times. Our mission is to ensure that during the rough times no one gets so overwhelmed or hopeless that they want to give up.

*Our mission is to spread **Hope, Help, and Strength** into every corner of our community.*

*Our mission is to help students and staff turn to their Strengths and their supports that are all around. **We are Connectors to Help and Strength.***

*Our mission recognizes that our voice has great power and we use it to **BREAK the SILENCE** when someone is struggling, and to connect them to the help they need and deserve.*

*We Spread Hope by focusing on stories of Strength, rather than on stories of trauma. We know our most powerful impact comes from our personal actions, conversations, and messages that use our music, our art, our writing, our activities, our social media, our culture, and our voice.
This gives life to our efforts.*

We are Sources of Strength

SOURCES OF STRENGTH GROUPS AFTER A TRAUMATIC EVENT

In some cases after a traumatic event it can be helpful to activate a Sources of Strength weekly group with the focus of growing your Strength and becoming more resilient. This should not be viewed as a therapy group, but a group for a variety of students and staff to gather weekly to share and grow their Strengths, and to help the school community lean into Strength in a healing way.

Step 1: Logistics

- Schedule the group to meet weekly for 6-8 weeks
- Find a meeting space and 30 minute meeting time (before school, at lunch, after school). You may want to offer different options in the first couple of weeks to determine participation levels and availability.

Step 2: Get the Word Out

- Have your Peer Leaders make announcements (PA, classroom, lunchroom) or use social media and posters to let everyone know when groups are meeting and their purpose.
- Make sure the group is advertised as a regular meeting for students and staff to share and be together, connect to supports, and grow Strengths in their life. It is not a therapy group.

Step 3: Create Roles

- Identify an Adult Advisor or school counselor and a Peer Leader to facilitate each group meeting.
- One or two Peer Leaders should greet people either outside the room or as they enter.
- One Peer Leader should be available to greet late arrivers and guide them to a small group once sharing has started.
- One Peer Leader needs to make sure visuals of the Sources of Strength wheel are on the wall or available for each mini-group.
- A Peer Leader and Adult Advisor can do a quick intro and focus for the mini-group sharing.

Step 4: Meeting Format

- **3-5 minutes:** Greet the group, check-in, set theme/Strength focus.
- **1-2 minutes:** Break into mini-groups of 4-6 people.
- **15 minutes:** Share in mini-groups. Adult Advisors and Peer Leaders should be scattered into as many mini-groups as possible to help guide the discussion.
- **3-5 minutes:** Facilitators should ask the mini-groups to share any great examples of using Strengths that were shared. Encourage mini-groups to share powerful and inspirational stories of Strength from their discussion with the larger group.
- **2-5 minutes:** Thank everyone, remind them of the next meeting time, and let everyone know that if they need to talk during the week they can connect with Peer Leaders, Adult Advisors, and counseling staff.

After group, Peer Leaders and Adult Advisors should quickly debrief and determine if a staff member or student needs to be connected to more support during the week.

Additional Supports

The first meeting can focus on all eight Strengths with mini-groups sharing what Strengths have been helpful in the last few weeks. From weeks 2-5 the focused sharing can be on a couple of Strengths each week (Family and Positive Friends, etc.). The last few weeks can focus Strengths on perceived needs of the group.

- Make use of the Check-In Sheet at the start of each meeting for a general sense of how group members are feeling.
- When the groups begin dwindling in attendance prepare some closure activities, or if certain groups have created

SOURCES OF STRENGTH GROUPS AFTER A TRAUMATIC EVENT

a very close bond they can continue to meet weekly at times that work for the members.

- The primary focus of this effort is to increase sense of connection and support for a wide range of students and staff. Inviting, welcoming, and caring follow-up conversations after groups are a key part of this focus.

THREE PHASE MENTAL HEALTH WELLNESS CAMPAIGNS (4-6 WEEKS)

PHASE 1: Mental Health Month: What Helps Me Campaign

This is a 4-6 week Mental Health Campaign around the Big Three Emotions of anger, anxiety, and depression

Purpose of Campaign:

- Normalize the fact that everyone will wrestle with at least one of these emotions in life.
- Name and identify the Big Three Emotions and highlight what helps manage anger, anxiety, or depression using the Sources of Strength wheel to prompt and identify differing Strengths that help.

Key Teaching Points: During times of high stress, grief, or trauma it is very common for us to react in many different ways. None of these reactions are wrong or bad, but if we are getting too angry, anxious or depressed for too long using a mixture of Strengths can help us cope, heal, and find support and balance which helps us manage hard times in healthy ways.

Setting the Stage: Implementing one or two quick messages prior to a whole school interactive event can help set the groundwork for a great campaign. Here are four simple ideas:

- **Posters:** Create a series of posters using pictures of Peer Leaders and Adult Advisors with their stories of What Helps Me. Make sure to maintain diversity and try to have 15-20 different faces. Spread them around the school/community. Have each poster include the heading of What Helps Me with _____ (anger, anxiety depression), a photo of the Peer Leader or Adult Advisor, and a list of three or four Strengths that help them manage the identified emotion (my counselor, basketball, taking a nap, writing music, etc.).
- **Video:** Create a quick two minute video with 4-5 Peer Leaders and Adult Advisors. They should share quick stories about what helps them with a specific Strength. Make sure at least one voice talks about using Mental Health support – a counselor, etc.
- **Social Media:** Encourage the whole Peer Leader team to use their personal social media to get the word out to their friends about the upcoming What Helps Me campaign and encourage their followers to use their Strengths.
- **Announcements:** In the three or four days leading up to a whole school event, have a different Peer Leader share a quick personal example: 'What Helps Me with _____ (anger, anxiety depression) is...' daily over announcements.

Whole School Interactive Event: The whole school campaign centers around the goal of 85-90% of students and staff sharing examples of What Helps Me in managing the Big Three Emotions. There are a number of ways to implement this campaign, but below are different options to consider:

- **Peer Leaders lead a 10-20 minute activity based around the Big Three Emotions and stories of What Helps Me in classrooms, resource periods, or lunch tables.**
 - Point out that life has ups and downs. Explain that none of us get through life without struggling with the Big Three Emotions: Anger, Anxiety, and Depression.
 - Ask the group: How many of you have quick tempers? (Raise your hand to indicate a show of hands). Who, when really stressed out find that it comes out as anger, irritability, aggression? Now ask: How many of you react to stress by worrying, feeling anxious, or feeling like you can't shut the tape off in your head that keeps spinning? How many of you tend to get down, depressed, or hole up in your room when stressed? Explain that none of us get through life without struggling with at least one of these emotions on a fairly regular basis.
 - Share that for many of us it may not just be one of the emotions, but a combination. If our family, friends, work, school, or leisure time gets severely impacted for longer periods of time during these struggles, mental health support can often have some wisdom about using Strengths that help.
 - Share that when we are under normal stress and the anger, anxiety, or depression in our life is getting to be too much we can check the balance of supports in our life by using the Sources of Strength wheel as a personal checklist. Introduce the Sources of Strength wheel.



THREE PHASE MENTAL HEALTH WELLNESS CAMPAIGNS (4-6 WEEKS)

- Invite the group to think about what Big Three Emotions they wrestle with the most and what Strengths help them. Have the Peer Leader share a What Helps Me Story (i.e. When I am feeling angry, I take my dog on a walk to the park and play with him. This helps me feel better.) Ask for several people in the group to share their story of What Helps Me.
- **Bring in a multicolored play parachute with beach balls to explain how important it is to engage multiple Strengths. (If a parachute is not available you can still describe this activity as a metaphor)**
 - “I think of the Sources of Strength wheel like a parachute. Remember the best day in elementary school PE? It was always the parachute, and I have one here! If you are only strong or tethered in one or two areas, is that strong enough? No! Okay, I need one person (call on PL and ask them to identify one area on the Wheel they feel they are pretty strong in right now). Okay, hold on to this parachute with one hand, and try to keep this beach ball in the air (throw in ball). (Person will struggle).
 - “OK - two people who are strong in....Mentors, come up!”
 - “Two people who are really using Healthy Activities, join us up here....”
 - “Two people who are tapping into Mental Health....”
 - “Okay, anyone who just wants to join, come on up!” Let Peer Leaders play for a minute or so, then have them lower it down and return to their seats.
- **Small Group Discussions/Create a What Helps Me Wall Display**
 - Schedule a time for Peer Leaders to lead an activity in classrooms, resource periods, or lunch tables.
 - Have one or two Peer Leaders introduce the Wheel, Big Three Emotions, and key teaching points of the What Helps Me Campaign .
 - Break class/group into mini-groups to share what Strengths help them with the Big three Emotions. Encourage groups to share stories of Strength with the whole class if there is time.
 - Have Peer Leaders collect all cards and create a gigantic hallway display of What Helps Me examples.

Bringing It Home: Capture and share the best of the best What Helps Me Stories. After the whole school event Peer Leaders should be asking students and staff to share any great stories they hear on video, in writing, in art, or in any other appropriate mediums. Share these stories with the whole school in a video, in the school newspaper, or give awards and prizes during lunch/assemblies.

PHASE 2: Option 1: Mental Health Wellness: I am Stronger Campaign

This is a 7-10 day multi-layered campaign designed to show that hope and positive change is possible.

Purpose of Campaign:

- Expose students and staff to examples and stories of positive coping and change. Often students struggling can feel stuck and believe nothing will change, this campaign’s infusion of authentic stories of growth and resiliency is often powerful.
- Focus on putting the Sources of Strength wheel in front of 90% of the students and have them identify which Strength they have grown stronger in over the past year and which Strength they would like to grow stronger in now.

Key Teaching Points: The I am Stronger Campaign focuses on Strengths that you have increased in the last year. This campaign spreads the idea that the Strengths on the Wheel are not static. Just because one area on the Wheel isn’t strong for you now, doesn’t mean you can’t strengthen it in the future. You are not stuck. You can grow stronger in each area of the Wheel.

THREE PHASE MENTAL HEALTH WELLNESS CAMPAIGNS (4-6 WEEKS)

Tips for Creating Campaign:

- **Posters:** Peer Leaders and Adult Advisors can create I am Stronger posters with their face and a quick story of growing in a specific Strength to put up around the school and community.
- **Video:** Teams can film an I am Stronger video made from Peer Leader, staff, and student stories that are authentic and have an emotionally compelling hope component. Make sure some stories involve receiving Mental Health support and doing better.
- **Small Group Discussions:** During a classroom presentation, Peer Leaders and Adult Advisors should first share a few of their own I Am Stronger stories. Then invite other students to share their stories of Strengths in small groups. You can use the Sources of Strength I Am Stronger cards or design your own. The Sources of Strength wheel can be projected onto a screen, drawn on the whiteboard, or displayed on a poster to help other students identify Strengths that have become stronger in their lives.
- **Wall Displays:** Take completed I am Stronger cards and stories and display them in a large colorful art display in the school or throughout the school.
- **Announcements:** Peer Leaders can share their I am Stronger stories through the school PA system during morning/afternoon announcements.
- **Social Media:** You can also spread this campaign on social media by encouraging people to share their stories of Strength and hashtag #IamStronger and #SourcesofStrength

During this campaign the Peer Leaders and Adult Advisors should be on the lookout for especially compelling examples of how individuals have grown in a Strength. Capture that story on video, through writing, in front of groups, and spread those great stories of hopeful change.

PHASE 2: Option 2: Mental Health Wellness: Healthy Activities Campaign (Coping and Calming)

Purpose of Campaign:

This campaign focuses on using specific coping or calming techniques that help manage our body and mind which help us manage our moods.

Key Teaching Points: All of us are different and many of us move toward one activity type or another when we are emotional. This can work really well, but emotional wellness can mean having a few different styles that help. If you always use basketball, but you're stuck in class for hours it can be nice to have a quiet calming technique. If you always use connecting with people, but they are not available for a while it can be helpful to have other things available. If you're depressed and you always go towards being alone or a quiet activity it's possible that you might need to add a physical activity to get Serotonin levels and electrons firing in your brain to counter the depression. We all have our go to's, but growing several activities is usually really helpful in real life.

Tips for Creating Campaign:

- **Classroom Discussions**
 - Peer Leaders show the video "Breath" in different classrooms (the video can be found on the Sources of Strength website or Peer Leaders can show another similar video).
 - Discuss the calming effects of taking the time out to watch the video.
 - After the "Breath" video Peer Leaders can lead a quick classroom conversation drawing out students examples of what works for them to manage their body during emotional times. What strategies or techniques do you use at home, in the classroom, etc.
 - This discussion can be linked with sharing a variety of Healthy Activities from students and staff. Some examples shared will be:



THREE PHASE MENTAL HEALTH WELLNESS CAMPAIGNS (4-6 WEEKS)

- **Calming, quiet, and reflective activities** like painting, reading, writing, fishing, yoga, prayer, petting your cat, sitting outside by a lake, etc.
 - **Energizing and energy releasing activities** like basketball, running, rock climbing, weight lifting, walking.
 - **Connecting activities** like spending time with people we find supportive, comforting, or helpful while we are talking or doing something together (cooking, walking, hunting, etc.)
- Peer leaders can highlight the fact that all of us are different and many of us move toward one activity type or another when we are emotional. This can work really well, but emotional wellness can mean having a few different styles that help. If you always use basketball, but you're stuck in class for hours it can be nice to have a quiet calming technique. If you always use connecting with people, but they are not available for a while it can be helpful to have other things available. If you're depressed and you always go towards being alone or a quiet activity it's possible that you might need to add a physical activity to get Serotonin levels and electrons firing in your brain to counter the depression. We all have our go to's, but growing several activities is usually really helpful in real life.
 - Create a list of activities students can do in the classroom and activities students can do outside the classroom to assist in coping and calming.

PHASE 3: Breaking Silence: Connect to Strengths: Connect Campaign

Purpose of Campaign:

- The purpose of the Connect Campaign is to create positive social norming that breaks codes of silence, secrecy requests, and increases help seeking.
- Create space and opportunities for students and staff to share stories of times they either got connected in a time of difficulty, or connected someone else who they saw was struggling.
- Contextualize and normalize help seeking and the importance of getting connected during difficult times.

Key Teaching Points: Our voices and actions can be powerful especially when we allow ourselves to get connected or connect someone to help. It works with math, sports, video games, and it especially works with tough things and times of rough emotions. There are a lot times in life where we want to break silence and connect someone to more supports, help, and Strengths so they can make it through something emotionally tough. When someone is being harassed and bullied, involved in an abusive dating relationship, feeling suicidal or violent, or becoming an addict they often are feeling alone and are in emotional pain. By not sitting silent, but connecting them to support we can change the course of their life.

Tips for Creating Campaign:

- **Classroom Discussions**
 - Peer Leaders can engage the class and share that they're going to talk about getting and giving help in a lot of different ways. Have Peer Leaders give an example of how another person taught them to do something (cook, skateboard, video games, a sport, math problems, etc) and then ask the group "Would you agree receiving help and giving help is a pretty normal part of life, and really important if we want to learn new skills?"
 - Have Peer Leaders prompt for more connection stories by asking the group, "How many of us had somebody connect us to another person that could show us how to do something or teach us a better way to do it?" Examples can be: has someone ever told you something like, "you should talk to this student about that math problem", or "have that person show you, they know more than I do."
 - Using Connect cards have students write down a story of a time "I GOT CONNECTED" by someone who

THREE PHASE MENTAL HEALTH WELLNESS CAMPAIGNS (4-6 WEEKS)

reached out and provided help or guidance or support. Or, briefly describe a time “I CONNECTED” when they helped connect someone to help, resources, or services. Encourage them to keep stories of connecting others confidential so we are not broadcasting someone else’s difficulty; we can use general terms like “I CONNECTED my friend/brother/another student, etc.”

- Give the Peer Leaders and Adult Advisors five minutes to think about and write this story. Then have them turn to someone next to them or form small groups and share about their connection story. It is important that Peer Leaders are able to internalize the campaigns and the Sources of Strength in their lives, thus making the campaign much more powerful and impactful.
- Have Peer Leaders share that connecting others and getting connected is a big part of living in community. Connection is something that is going on all the time with most families, Positive Friends, schools and communities and it’s what makes us all stronger.
- Share Key Teaching Points with Class: Our voices and actions can be powerful especially when we allow ourselves to get connected or connect someone to help. It works with math, sports, video games, and it especially works with tough things and times of rough emotions. There are a lot of times in life where we want to break silence and connect someone to more supports, help, and Strengths so they can make it through something emotionally tough. When someone is being harassed and bullied, involved in an abusive dating relationship, feeling suicidal or violent, or becoming an addict they often are feeling alone and are in emotional pain. By not sitting silent, but connecting them to support we can change the course of their life.
- **Identifying Where Help Is in the School and Community**
 - Identify through posters, locker and bathroom flyers, announcements, classroom presentations, lunchroom, etc. where help is available for medical and mental health support. List where the resources are in the school and community and provide the **National Suicide Prevention Lifeline number: 1-800-273-8255** and cards to all students.
 - Highlight and capture stories of individuals who got help with anxiety, depression, and addiction who are doing better and stories from students and staff where they express trust and appreciation toward a counselor or therapist. Share those stories through video, the school newspaper, or through presentations.

SOURCES OF STRENGTH PARENT/COMMUNITY NIGHT

Outline for a parent/community night with Peer Leaders and community youth service agencies (60-90 Minutes).

- 1. Opening introduction and greeting.** Explain that Sources of Strength is an evidence-based mental health wellness, suicide prevention, and violence prevention program and that Adult Advisors and Peer Leaders have been trained in their school/community. Use the paradigm that we know disease can be contagious, behaviors like suicide, violence, and bullying can be contagious, but we don't often talk about hope and Strength actually being contagious. Peer leaders are the patient zero of an epidemic of hope.
- 2. Explain the Upstream focus of Sources of Strength.** Use the waterfall image/metaphor to explain the upstream focus of Sources, but also highlight the gatekeeper and other strategies at the edge of waterfall, and postvention strategies that are used after a tragic event. Explain that no reaction or too many competing efforts can keep a community from doing quality prevention/intervention.
- 3. Use the social network slides** (5th grade and high school) to explain how we are using the power of friendship and relationship networks to spread Hope, Help, and Strength.
- 4. Show a local Peer Leader video** or the Sources National Peer Leader Mission Statement video.
- 5. Have Peer Leaders come on stage to talk** about the training and the impact on them, the activities and messaging they have been doing, how the program has impacted them personally, and what they are trying to do in the school.
- 6. Project the image of the Wheel and pass out Peer Leader guides** to everyone. Work through the Wheel and have one or two Peer Leaders give an example of how that Strength has impacted them and draw a story or two out of the parent group for different Strengths. During this process explain how Trusted Adults, Generosity, and Thankfulness challenges work.
- 7. Lead a conversation about the Big Three Emotions** and have the parents turn to a neighbor and share which two Strengths are strongest in their life and which Strength they want to become stronger in.
- 8. Show the I am Stronger or What Helps Me video** (if time allows).
- 9. Have the audience turn to Peer Leader Guide and review core risk factors with group.**
- 10. Have community helping agencies representatives come forward.** Make time for each to give a quick one minute description of their services. Explain that they will be available in the foyer afterwards for any parents that would like to talk or find out more about their services.
- 11. Closure.** Peer Leaders and lead facilitator should give closing words. "A whole community effort is needed to keep our young people safe. If someone is suicidal we want at least three or four Strengths activated and while we often start with Mental Health support, we should not stop there. Each Strength makes other Strengths more powerful. Close with a theme or story around hope and Strength.

Additional Considerations:

- If the group is expected to be over 150 in size usually an auditorium setup is expected, but if below 150 the typical Sources of Strength chairs in a circle or round tables setup is best.
- If the group is smaller and you have at least 1.5 hours often adding components like the Yarn Knot Game, poster activity, or Quick Change Game can add increased connection and interactivity.

SOURCES OF STRENGTH STAFF TRAINING FOLLOWING A TRAUMATIC EVENT

- If the community has had many fatalities discussing community reactions is helpful (silo or freeze effect, fighting or finger pointing, and frenzy: too many speakers and programs).

Sources of Strength Staff Training Following a Traumatic Event

In the immediate day or two following a traumatic event, we strongly recommend that schools use their local crisis teams and protocols. Providing support to students is critical, but remembering to provide support and guidance to staff is equally important as students often follow the tone and behavior of the adults around them. This is not intended as a step by step review of those initial crisis days and we recommend reviewing the following articles on steps and guides for immediate crisis follow-up.

The following is a basic outline and materials we recommend to provide support to staff and provide them some tools and resources to use with students in the 4-6 weeks after a traumatic event.

Introduction and greeting. Explain the three fold purpose of today's time together.

- Quick review of warning signs and behaviors/emotions that can be expected in students at their developmental level.
- Importance of caring for ourselves as staff during high stress, times of grief, and hard times. We want to highlight what helps, what to watch for in ourselves, and how we can build in some Strength-based staff support over the next two months.
- School wide activities that can be led by Peer Leaders, woven into classroom activities and spread to parents and community members over the next 6-8 weeks

CHECK IN!



= I'M FEELING FANTASTIC!



= I'M DOING WELL & FEELING HAPPY.



= I'M FEELING FINE.



= I'M FEELING SAD, DOWN, OR DEPRESSED.



= I'M FEELING ANXIOUS OR NERVOUS TODAY.



= I'M FEELING ANNOYED OR ANGRY RIGHT NOW.



= I'M SLEEPY OR TIRED TODAY

What is a Strength you used this week?

SELF-CARE CHECK-IN

Before being a support to others, it is important to take care of yourself. Think of the safety brief on an airplane. In the case of an emergency you are directed to always apply your own oxygen mask before assisting others. How are you doing?

1. Positive Friends I can talk to (name and phone number):

2. Mentors or Supports I can talk to:

3. If I am feeling down or sad, I can do these activities:
 - Physical activities/stress relievers (such as walking, biking, working out, yoga):

 - Quiet, calming activities (such as taking a nap, writing in my journal, petting my dog):

 - Concentration activities (such as watching a funny show, reading a novel, writing thank you notes):

4. Ways I can help others right now:

5. Three things I am grateful for today:

6. Good things that have happened recently, even in the midst of tough stuff:

7. What are ways I can invite others (spouse, kids, friends, coworkers, community, etc.) to use their Strengths too?

***If I am concerned about my thoughts right now,
I can call the Lifeline at 800.273.8255**