**Lesson 5: Reaching Out to Resources to Support ME Health**

**Overview:** The lesson reinforces recognizing, reaching out and using resources. Students will practice reaching out to trusted adults and resources to support ME health. Students will practice asking for help for themselves and demonstrating empathy and support for others.

National Health Education Standards

**Standard 1:** Students comprehend functional health knowledge to enhance health.

**Standard 3:** Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

**Standard 4:** Students demonstrate effective interpersonal communication skills to enhance health.

Healthy Behavior Outcome (HBO):

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| Students will ask for MEH support for self and others. |

**Lesson Objective-** Students will be able to:

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| **Objective** | **Assessment** |
| 1. Recognize signs that would prompt a reach out to ME health resources. | Attachment 5.1 Asking for Help Notes |
| 1. Identify the trusted adult, professional or resources that would provide the best support for the situation. | Attachment 5.1 Asking for Help Notes |
| 1. Apply the steps ask for support and help from a ME health resource. | Attachment 5.1 Asking for Help Notes |
| 1. Communicate an ask for help from a trusted adult or mental health resources. | Attachment 5.2 How to Ask for Help |
| 1. Communicate a reach out statement, demonstrate empathy, and share resources to support mental health in others. | Attachment 5.3 What to Say to Help a Friend |

**Notes:**

* \*Reinforce your expectations for a safe and supportive classroom climate. Students may have a mental and emotional health concern or might share a mental health concern during the lesson. Reinforce the classroom norms and expectations to respect and treat others with dignity; reiterate the important role trusted adults play in supporting their health and well-being.
* \*Before the lesson, reach out to behavioral health professionals in your school to create awareness of the lessons and make them aware of the possibility students might be more likely to reach out for support for mental and emotional health. Educate parents and families about how they can support mental and emotional health.
* Behavioral HELPs Substance Use Prevention Lesson 8 – How Can I Help? provides another opportunity to introduce or reinforce the “recognize, reach out, and use resources” model to enhance healthy behaviors.
* This lesson aligns with the concept of “overwhelming and everyday” feelings from Erika’s Lighthouse (<https://www.erikaslighthouse.org/portal/>). We suggest using Erika’s Lighthouse to support your students as part of a whole school, whole community approach to providing a safe, supportive culture around mental health.

Introduction:

* Today we will be reviewing signs to recognize, tips to reach out to resources that would support mental and emotional health of myself and others. Specifically, the goal is to develop communication skills to reach out to a ME health resource for support for self or others. How do we begin a conversation to ask for help? What do we do if the person we went to for help did not provide the help we needed? What do I say if I have concerns that a loved one needs MEH support? We will practice these conversations to build confidence in asking for help when needed.

Teaching Steps:

Activity 1: Distribute Attachment 5.1 – Asking for Help – Checking In

* **Ask Students –** What are the three steps to support ME health?
  + Recognize, Reach Out and Resources. Just a reminder about recognizing your feelings and signals to reach out and use resources to support your ME health.
* What signs would you recognize that would prompt you to seek help for your MEH or the MEH of others?
  + *Possible student answers*
    - Feelings or emotions that might influence how we think and act.
    - Overwhelming feelings that are impacting how we think and act.
    - Urgent warning signs that require immediate action to reach out for help.
* Remember if you recognize early urgent warning signs you must reach out to a ME health resource and 911.
* Some other signs we might notice in ourselves or friends: Withdrawing from friends and family; not participating in activities they enjoy; substance use; not caring about appearance; posting concerning messages on social media; feeling depressed; lack of energy; angry outbursts; anxiety or panic attacks; not able to focus; etc.
* **Resources** – We learned in Lesson 4 that our resources for ME health includes tools and strategies, information, and mental health professionals. We can find mental health professionals at school and in the community. We hope that today’s lesson on reaching out will give you confidence to reach out to these resources. We can use the asking for help skills learned today to reach out to a friend, family member, trusted adult or mental health professional to support ME.
  + *Reminder -* If you recognize you or someone you know is experiencing any of these signs, it is important to reach out to seek and ask for help for ME health. When thinking about who to talk to and what to say, it’s normal to have a lot of emotions. It might seem overwhelming, difficult, or even scary to ask for help, so we are going to take a closer look at how to begin these conversations and practice what to say to ease these emotions and build confidence when asking for help.
* Complete 5.1 to review when to reach out to resource when you recognize your ME health needs support.

Activity 2: Reaching Out

* Once you recognize a need to reach out to a ME health resource. Once you have a resource, you can consider how you will reach out to the resource and what you will say when reaching out.

*Part I: Recognize, Reach Out, Resources (Attachment 5.1, Part II)*

* How to reach out is when you are thinking about when, where and how you will reach out to the resource. Here is some reach out guidance from [SAMHSA, 2023](https://www.samhsa.gov/find-support/how-to-cope/how-to-ask-for-help):
* Think about what you want.
  + We all want to feel supported and understood, especially when things seem out of control. When you talk to someone, make it clear what you need today.
  + Why am I reaching out?
    - Do you need help finding a healthcare professional or a support group?
    - Love and support?
    - Someone to listen to you?
  + Identify your goal or purpose of reaching out so you can tell the resource. It will help the resource provide the help you are seeking.
* Decide who to talk to
  + It's important to talk to someone you trust and can speak openly with. Think through if the person can relate to your situation, if they're a good listener, and if they won't judge you.
  + Talking to someone and asking for help is a sign of strength, not weakness. People who are close to you want to help.
  + Consider reaching out to a:
    - Trusted adult at home or school
    - Friend
    - Religious or spiritual leader
    - Health care professional
    - Support group
    - Helpline (If you or someone you know is struggling or in crisis, help is available. Call or text 988 or chat 988 lifeline.org. You’ll be able to speak with a trained crisis counselor any time of day or night.)
* Choose the right time and place.
  + If you plan to talk one-on-one, find the right time to talk in a comfortable, private setting.  
    Think about which option works best for you and the other person: in person, over the phone, or a video call. Set up a specific day and time to talk so you know they’ll be available.
  + Know what can keep you calm–and do it while asking for help. For example, you may want to go for a walk, be outside, or have a favorite item to hold.  
    When you ask your friend or loved one to talk, you might say, “I’d like to talk to you about something that’s important and personal to me. When’s a good time?”
  + If you feel tense, take several deep, calming breaths. Remember that you’re important to this person.
  + When you talk, describe your feelings, thoughts, moods, and how your body feels. Give them a clear picture of your situation and tell them what you need. Be as specific as you can.
* *Part II. Asking for Help*
  + Share what you recognized or noticed
  + You can start with a conversation starter.
  + How are you doing? How was your day? Start talking and maybe it will be easier to share.
  + State what you need
  + Ask for help
  + Thank the person for helping, listening, or caring.
  + Congratulate yourself for being brave and caring about ME health.
* You’ve taken a big step by asking for help. Take a moment to be proud of yourself for being strong. It’s normal to feel stressed, nervous, or tired after having such a personal conversation.
* Reflect
  + If the person is willing to help, reach out and thank them for their support and follow up on the things they can help with.
  + If the conversation didn’t go as well as you’d hoped, try again. Or consider talking to someone with a different viewpoint. People are all very different and can react in surprising ways. Their reaction shouldn’t stop you from getting help.
  + \*If you’re not sure you’re ready for a full conversation yet, say so. Start small if you need to.
  + \*If you talk to a healthcare professional, they will ask you questions to understand your needs. Answering clearly and honestly helps them help you.

*Part III. Model the Skill*

* Use any of the following examples. Have students use a checklist to evaluate the effectiveness of your message.
  + Can I tell you about something that’s been troubling me?
  + I’m feeling really lonely lately. Would it be ok if we set up time once a week to talk on the phone?
  + I think it’s time for me to get help. Do you know any doctors that treat mental health?
  + I’m having a hard time getting things done, could you help me call a few therapists to find one taking new patients?
  + I feel different, but I don’t understand why I am feeling this way? Do you have any suggestions for me?
* Time to Practice: Attachment 5.2 How to Ask for Help
  + **Directions**: Select one of the scenarios from Attachment 5.2 to practice how to ask for help. Students will complete the questions to prepare for the conversation. Then each partner will take an opportunity to role play the scenario. The listener will use the checklist and provide feedback. Once they finish, discuss how they felt before, during and after sharing.
  + \*Allow students the opportunity to share their responses from Attachment #2 as a class or with a partner.

Activity 2: How to Talk with a Friend or Someone About Mental Health

* **Teacher Notes:** Mental health is important, and we should always approach mental health and those around us with empathy, caring, understanding and openness. We can provide support and comfort by listening and support others by recognizing, reaching out and using resources. We will share some tips, strategies and talking points to talk about mental health.
* There are times when you may need to support a family member, friend, or acquaintance with their MEH. If we see something that causes concern, we need to say something and never keep it a secret. When a person communicates big emotions or a difficult situation with you, it is important to ask questions; show *empathy* (the ability to understand and share the feelings of another); let them know you care; let them know they are not alone; and offer to go with them to talk to a trusted adult or reach out to other MEH resources.
* How to help someone is like reaching out for help. You will use recognize and reach out to resources.
  + When you are being empathetic you want to show that you are an active listener, try to put yourself in the other person’s shoes, and be non-judgement.
  + Active listening skills include being attentive, stay calm, withhold judgment, asking open-ended questions to clarify, summarize or paraphrase what you heard, show empathy, and use inviting body language (e.g. eye contact, nodding, body posture).

Some helpful tips for talking to someone about mental health include:

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| --- | --- |
| **What you can do to help:** | **What not to do:** |
| Express concern and listen first  Create a safe and supportive environment  Just talk – it’s ok to talk about feelings and mental health.  Respect their privacy, yet share you will seek help to be sure they are healthy and safe  Encourage them to reach out to resources that support mental health. | Judge and force a confrontation  Dominate the conversation  Ask prodding questions or pressure the person to share more details.  Use stigmatizing language  Minimize the problem or issue (e.g. “Well this doesn’t sound like a big deal.”)  Suggest solutions or treatment. (e.g. Stay in your scope of care) |

Checklist for Offering Help to Others

|  |  |
| --- | --- |
| Recognize | * What have you noticed or what is being shared by the person? * Big feelings, Overwhelming feelings, or urgent warning signs * Express concern and listen first. Inquire with the person you are concerned about with a conversation starter * Possible questions: * How are you doing? * Is everything okay? * I’ve noticed \_\_\_\_\_\_\_\_ and I am concerned. * \*If needed, reassure and share it is important to talk about ME health. * What are you feeling? It is important to keep our emotions in check before we reach out to the person, we are concerned about, so we stay focused on supporting them and not passing judgment or appearing frustrated with them. |
| Reach Out | * How can I support you? * Show [empathy](https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-empathy.html#:~:text=Empathy%20is%20being%20able%20to%20know%20how%20someone%20else%20is,Why%20is%20empathy%20important%3F), listen, and offer non-judgmental support * Validate their feelings, respect their privacy, and reassure them you are here to help. |
| Resources | * Offer help and support from ME health resource. * Refer to your ME health resource guide. * Encourage them to use tools and strategies to help ME. (Breathing, physical activity, relaxation, and positivity). |
| *Remember* | * *We are not trained ME health professionals. If the person displays urgent warning signs, do not leave them alone and 911 or 988 may need to be called.* * *If the person does not want to share with you how they truly feel, you can communicate your concerns to a trusted adult and continue to communicate with a trusted adult until someone does something to help with the situation.* * *Our role is to show* [*empathy*](https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-empathy.html#:~:text=Empathy%20is%20being%20able%20to%20know%20how%20someone%20else%20is,Why%20is%20empathy%20important%3F)*, listen, and offer non-judgmental support as they share their needs. We can offer to go with them to talk to a trusted adult to help them express their needs.* |
| RECHARGE | * It is stressful when we are worried about others. Take time to participate in ME health strengthening activities that help you to recharge and take care of your ME health. |
| Reflect | * Follow up and check in. Reflect how you were helpful and supportive. We are thankful that you were willing to recognize, reach out and use your resources to support ME health. |

* The Crisis Text Line 741741 provides a list of What **to do**, What **not to do**, and How to **get started** to talk about ME health. LINK
* **Directions:** Attachment 5.3 is designed to give students practice with what to say when a loved one expresses concerning statements. Students will respond to their loved one with a supportive statement that shows empathy and concern.
  + *For additional information, Students can refer to the resources they identified from the Behavioral HELPs MEH Lesson 4.*
  + \*Allow students the opportunity to share their responses from Attachment #3 as a class or with a partner.

Closure:

* On the bottom of Attachment 5.1 - Have students rate their confidence in asking for help for their MEH and the MEH of others.

Lesson Resources:

* *These are additional materials outside of the Behavioral HELP Mental Emotional Health (MEH) Curriculum that provide information that supports the development or implementation of the lesson.*

[*https://www.samhsa.gov/find-support/how-to-cope/how-to-ask-for-help*](https://www.samhsa.gov/find-support/how-to-cope/how-to-ask-for-help)

[*https://www.samhsa.gov/find-support/health-care-or-support*](https://www.samhsa.gov/find-support/health-care-or-support)

[*https://www.samhsa.gov/find-support/learn-about-treatment/what-to-expect-from-treatment*](https://www.samhsa.gov/find-support/learn-about-treatment/what-to-expect-from-treatment)

[*https://docs.google.com/presentation/d/e/2PACX-1vRgof6LhYarlL-a7ZFAhvssOcrKm\_On8omtckvMGIUMqphHZ34Lgkn9GjeCJqcP6J171-URzGcg5Po6/pub?start=false&loop=false&delayms=60000&slide=id.gdce07b3b5a\_0\_446*](https://docs.google.com/presentation/d/e/2PACX-1vRgof6LhYarlL-a7ZFAhvssOcrKm_On8omtckvMGIUMqphHZ34Lgkn9GjeCJqcP6J171-URzGcg5Po6/pub?start=false&loop=false&delayms=60000&slide=id.gdce07b3b5a_0_446)

[*https://www.erikaslighthouse.org/wp-content/uploads/2020/05/Warning-Signs-Symptoms.pdf*](https://www.erikaslighthouse.org/wp-content/uploads/2020/05/Warning-Signs-Symptoms.pdf)

[*https://www.erikaslighthouse.org/wp-content/uploads/2020/08/Help-seeking-Worksheet.pdf*](https://www.erikaslighthouse.org/wp-content/uploads/2020/08/Help-seeking-Worksheet.pdf)

Attachment 5.1: Asking for Help – Checking In

*Part I. Recognize*

What are the signs to recognize when you need to seek help for your MEH or the MEH of others?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Recognize signs** | **Reach Out (Circle)** | **Resources** |
| Everyday Feelings |  | YES, Immediately to 911 or a mental health professional |  |
| YES |
| NO |
| Big Feelings & Emotions |  | YES, immediately to 911 or a mental health professional |  |
| YES |
| NO |
| Overwhelming Feelings |  | YES, immediately to 911 or a mental health professional |  |
| YES |
| NO |
| Urgent Warning Signs |  | YES, immediately to 911 or a mental health professional |  |
| YES |
| NO |

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*Part II. Reach Out Plan*

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| Why am I reaching out? What do I want? |
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| Who should I reach out and talk to? |
|  |
| When and where should I reach out to this resource? |
|  |
| Calm Down Strategy: (What can I do if I need to calm my emotions before I talk?) |
|  |
| What should I say to ask for help? |
|  |
| Reflect |
| How did it go? How are you feeling after you reached out |
|  |
| Next steps – Do you need to follow up with this resource or who else can I reach out to? |
|  |

How confident are you…….

|  |  |  |  |
| --- | --- | --- | --- |
| **I can….** | **Not Confident** | **Confident** | **Very Confident** |
| Recognize big emotions, overwhelming feelings, and urgent warning signs. | 0 | 1 | 2 |
| Reach Out to ask for help for your own needs | 0 | 1 | 2 |
| Reach out to help another person | 0 | 1 | 2 |
| Resources | 0 | 1 | 2 |

Attachment 5.2: How to Ask for Help

Directions: Students will use the scenarios below to practice how to ask for help. The conversation will address: their specific needs; who to talk to; the right time and place; a statement to begin the conversation; and reflect about what they would do next if the conversation did not go as well as they hoped with the person or resource they chose. The goal of this practice is to increase student’s confidence when asking for MEH help.

**Scenario #1**: *Your dad has a new girlfriend, and you feel it is too soon after the divorce. You are longing to spend time with your dad, but he is spending all his time with her, and this is very hurtful to you. You are starting to notice your emotions are impacting other areas of your life, such as school, sports, and even your relationships with your friends. You are ready to ask for help.*

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| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

**Scenario #2**: *You love social media and spend about 10 hours a day between TikTok, Snapchat, and Instagram. You see all these perfect lives and people who just have it all, beauty, money, and popularity. These images are starting to bring about insecurities you have about yourself, and it is impacting your MEH and other aspects of your life such as, fighting with your parents; skipping meals; staying up late on your phone; and your grades are worse from last quarter. You are ready to ask for some help.*

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

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**Scenario #3**: You have it all – great friends, doing well in school, captain of the cross-country team, and a supportive family, but you are just not feeling yourself. You are tired all the time; having trouble concentrating; and you never feel hungry. You don’t want things to become worse, so you decide it is time to ask for help.

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

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Attachment 5.3: Reaching Out to Help Someone (Option 1)

**Directions:** *This activity is designed to give students practice with what to say when a loved one expresses concerning statements. Students will respond to their loved one with a supportive statement that shows empathy and concern.*

*NOTE: Students can refer to the resources they identified from the Behavioral HELPs MEH Lesson 4.*

**Conversation #1:**

* *Hey, How is it going?*
* *Good, how about you?*
* *I just don’t know? I feel like I just can’t concentrate on anything anymore, especially school.*

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

**Conversation #2:**

* *Hey! Is everything okay? I didn’t see you at swim practice.*
* *Oh hey. Yeah. My parents grounded me because of my grades. I’m so frustrated because swimming actually helps me focus on my work. They just don’t get it!*

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

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**Conversation #3:**

* *Hey! Good effort today. Sorry your team lost.*
* *Seriously? Did you see that wide open lay-up I missed? So embarrassing! I just feel so stupid.*

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

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**Conversation #4:**

* *What’s up? You don’t seem yourself today?*
* *I’m just down right now. I’m not eating and just can’t fall asleep. My grades tanked in the past couple of weeks. I just want this all to end!*
* *This concerns me when you talk like this.*
* *Yeah. I’m sorry. I don’t want to bring you or anybody else down.*
* *Please, no apologies. I’m here for you. I’m sorry you're feeling so down.*

|  |  |  |  |
| --- | --- | --- | --- |
| **PART I. RECOGNIZE, REACH OUT, RESOURCES** | | | |
| *What do I recognize?* | Big Feelings/  Emotions | Overwhelming Feelings | Urgent Warning Signs |
| *Do I reach out to help?* | Yes, call 911 or contact a mental health professional | Yes, reach out for help | No or Not yet |
| *Why am I reaching our or what do I need?* |  | | |
| *What resource or person will your reach out or talk to?* |  | | |
| *When is the right time and place?* |  | | |
| **PART II. ASKING FOR HELP** | | | |
| *What will you say to start the conversation?* |  | | |
| *What will I say?* |  | | |
| *REFLECT: What are next steps? Additional support? Or plans to Follow-Up* |  | | |

Attachment 5.3A: Asking for Help for ME

* **Recognize**
  + Share what you recognized or noticed
  + You can start with a conversation starter.
    - How are you doing? How was your day? Start talking and maybe it will be easier to share.
* **Reach Out**
  + State what you need
  + Ask for help
  + Thank the person for helping, listening, or caring.
* **Reflect**
  + Congratulate yourself for being brave and caring about ME health.
  + Think about next steps
  + Follow up on the things they can help with.
  + If the conversation didn’t go as well as you’d hoped, you can try again or repeat the process with another ME health resource.

Attachment 5.3B: Reaching out to someone to support ME Health

* **Recognize**
  + Notice that someone might need your support
* **Reach Out** 
  + Use a conversation starter or ask how they are doing
  + Listen, show empathy and care, and offer non-judgmental support
* **Resources** 
  + Encourage them to use tools, strategies, or resources to support me.
  + Follow-up and check-in to see how they are doing.
* **Reflect**
  + Congratulate yourself for being brave and caring about ME health.
  + Think about next steps
  + Follow up on the things they can help with.
  + If the conversation didn’t go as well as you’d hoped, you can try again or repeat the process with another ME health resource.

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