

campaign 1



# ID Cards

Transform your  
**CAMPUS**®

a mental health advocacy  
guide for students

A joint project of Active Minds, Crisis Text Line, and The National Suicide Prevention Lifeline



## about

Active Minds is the nation's premier nonprofit organization supporting mental health awareness and education for students. More than 15,000 students each year join an Active Minds chapter located at more than 400 high schools, colleges, and universities nationwide. Through education, advocacy, and outreach, students are empowering a new generation to speak openly about mental health, support each other, get help when needed, and take action for suicide prevention.

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

[activeminds.org](http://activeminds.org)

This campaign is sponsored by Peg's Foundation.



## about

Crisis Text Line provides free, 24/7, confidential support for people in crisis via text. Text 741741 to be connected to a live, trained Crisis Counselor. Learn more about the nonprofit organization, including how to receive training to become a volunteer Crisis Counselor at [crisistextline.org](http://crisistextline.org).



## about

The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is funded by SAMHSA and administered by Vibrant Emotional Health. If you are in crisis, call 1-800-273-8255 or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

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campaign 1: id cards

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# Transform your CAMPUS<sup>®</sup>

*This guide supports student efforts to have mental health crisis numbers printed on the back of ID cards.*

A Joint Project of Active Minds, Crisis Text Line, and the National Suicide Prevention Lifeline

[activeminds.org/idcards](http://activeminds.org/idcards)

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Transform Your Campus was developed with a generous grant from Peg's Foundation



# preface

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**Transform Your Campus** empowers students to create lasting changes to policies and structures related to mental health on their campuses.

## Purpose

The purpose of Transform Your Campus is to provide student leaders and their supporters with the tools they need to execute successful institutional advocacy campaigns on their campuses. These tools include basic leadership skills such as goal and agenda setting, assessing students' needs and campus climate, building coalitions, writing project plans and proposals, and convening professional meetings.

Transform Your Campus is designed to equip students with the tools to make change via current campus systems and structures. Although this guide does not rule out exerting external pressure in certain situations, the first priority is for students to exhaust all internal options in pursuing their change initiative.

## What's inside

These pages contain resources for students wanting to advocate to add crisis information to their campus's student I.D. cards. Inside you'll find:

- Crisis number possibilities
- Project milestones - don't forget to pat yourself on the back!
- ID Campaign culture thermometer
- Strategy for finding allies and partners
- Resources to help you sit down with campus decision-makers to discuss your proposed changes professionally and ensure the greatest odds for success
- Template to assist in writing an op-ed in support of your campaign
- Common obstacles identified by students and ways to troubleshoot them

## What's next



Be sure to check out the main [Transform Your Campus](#) advocacy guide, which provides an overview to the change process on campus and how you can be part of that.

We've also created separate guides featuring resources for carrying out specific campaigns. Each of the following campaigns are based on the successes of Active Minds college chapters, with ideas for how to carry them out on your campus.

#### **ID Card Campaign**

This guide will support your efforts to add mental health education to orientations and first year experience courses.

#### **Orientation/FYE Campaign**

This guide will support your efforts to incorporate mental health education into new student orientation or a first-year experience course.

#### **Leave of Absence Campaign**

This guide will support your efforts to improve leave of absence policies so students with mental health issues can take the time they need.

#### **Means Reduction Campaign**

This guide will support your efforts to reduce the rate of deaths by suicide by limiting access to fatal methods.

#### **Student Fees Campaign**

This guide will support your efforts to advocate for student fees that support more mental health services on campus.



# why ID cards?

## A lifesaver in your wallet

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A student ID card can do extraordinary things. It contains immense power to open doors, buy food, and do laundry. This year, your school can give it one more super power: the power to save lives.

Each year, more than 1,000 students die by suicide and no campus, including yours, is immune to mental health issues. If you have ever been up late studying and received a concerned text from a friend or have been out on the weekend and witnessed a friend start acting differently, you know that these are truly scary situations. They are not ones we ever plan for.

This is why each student ID card should have crisis information on the back, so if someone needs help, they only have to look as far as their pocket.

Most ID cards have phone numbers for campus safety and other resources on campus. Why shouldn't schools also join more than 60 other campuses and counting in adding 24/7 resources such as the National Suicide Prevention Lifeline and Crisis Text Line as well?

One in four college students will struggle with a diagnosable mental illness this year, and we cannot always predict when a mental health crisis might occur. However, chances are it will not be between 9am and 5pm, or when the student will have time to focus and find a reputable number to call after hours.

Help Active Minds, Crisis Text Line, and the National Suicide Prevention Lifeline get students the quality help they need when they need it. Let's remove the guesswork and start saving lives. Let's put a 24/7 number on the back of every student ID card.

# chapter 1

## ID Cards

Transform your  
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what numbers could we choose?

**ID CAMPAIGN NUMBERS**

# crisis number possibilities

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## Characteristics to Consider

- **Availability:** The service that students reach should be open and available 24/7. You don't want someone in crisis to get a voice mail.
- **Proximity:** The more local the crisis line, the better the connection that can be made to local services.
- **Reputability:** Students should be reaching a rigorously trained crisis responder.
- **Format:** Think about what formats students would most likely use to reach out in a crisis. Would they be willing to call? Would they be more likely to text?

## Crisis Text Line

### Text "BRAVE" TO 741741

- **Pros:** The Crisis Counselors are extensively trained and available 24/7 via text, Kik and Facebook Messenger. Plus, the texts won't show up on your phone bill!
- **Cons:** Crisis Counselors operators are not local and therefore will not be familiar with local or on-campus services. (Note: More than 75% of our texters are under age 24, and our Crisis Counselors keep that in mind when they give referrals.)

## National Suicide Prevention Lifeline

### 1-800-273-8255

- **Pros:** The National Suicide Prevention Lifeline counselors are rigorously trained and available 24/7.
- **Cons:** National Suicide Prevention Lifeline operators serve all ages, which means they might not offer college-specific resources.

## Campus Counseling Center Number

- **Pros:** The counseling center is local and may be a direct line to immediate on-campus & local services. They're also experienced in working with college students and are trained clinicians.
- **Cons:** Counseling centers are not likely able to provide staffing for a 24/7 immediate crisis response line and are not often able to be reached by text.

## Local or State Mental Health Crisis Line

- **Pros:** A local or state crisis line is more likely to be familiar with local services and how to connect residents and many are staffed 24/7.
- **Cons:** Local or state crisis line staff are not likely to be accustomed to working with college students, and the format for reaching this resource will likely be voice only. Take time to research the training provided to crisis responders before proceeding.



# chapter 2

# ID Cards

Transform your  
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**ID milestones**

**PROJECT MILESTONES**

# project milestones

Adding crisis information to your student ID is no small feat. It's made up of many smaller achievements. Don't forget to pat yourself on the back for these.

**1 Evaluate the level of student support for the change and document it**

**2 Develop goals, objectives, and a work plan for your ID campaign**

**3 Create a coalition of allies interested in improving your IDs**

**4 Find out whether any nearby and/or peer institutions have put this information on their IDs and interview them about that process**

**5 Meet with administrators and staff who oversee the design and production of student IDs**

**6 Attract media attention from campus and/or local media outlets for the ID campaign**

**7 Work with campus staff to design and distribute new ID cards**

**8 Develop a plan to make sure this information remains on future IDs**

**9 Evaluate the impact of the new IDs on your campus**

**10 Recruit more members to your chapter**

# chapter 3

# ID Cards

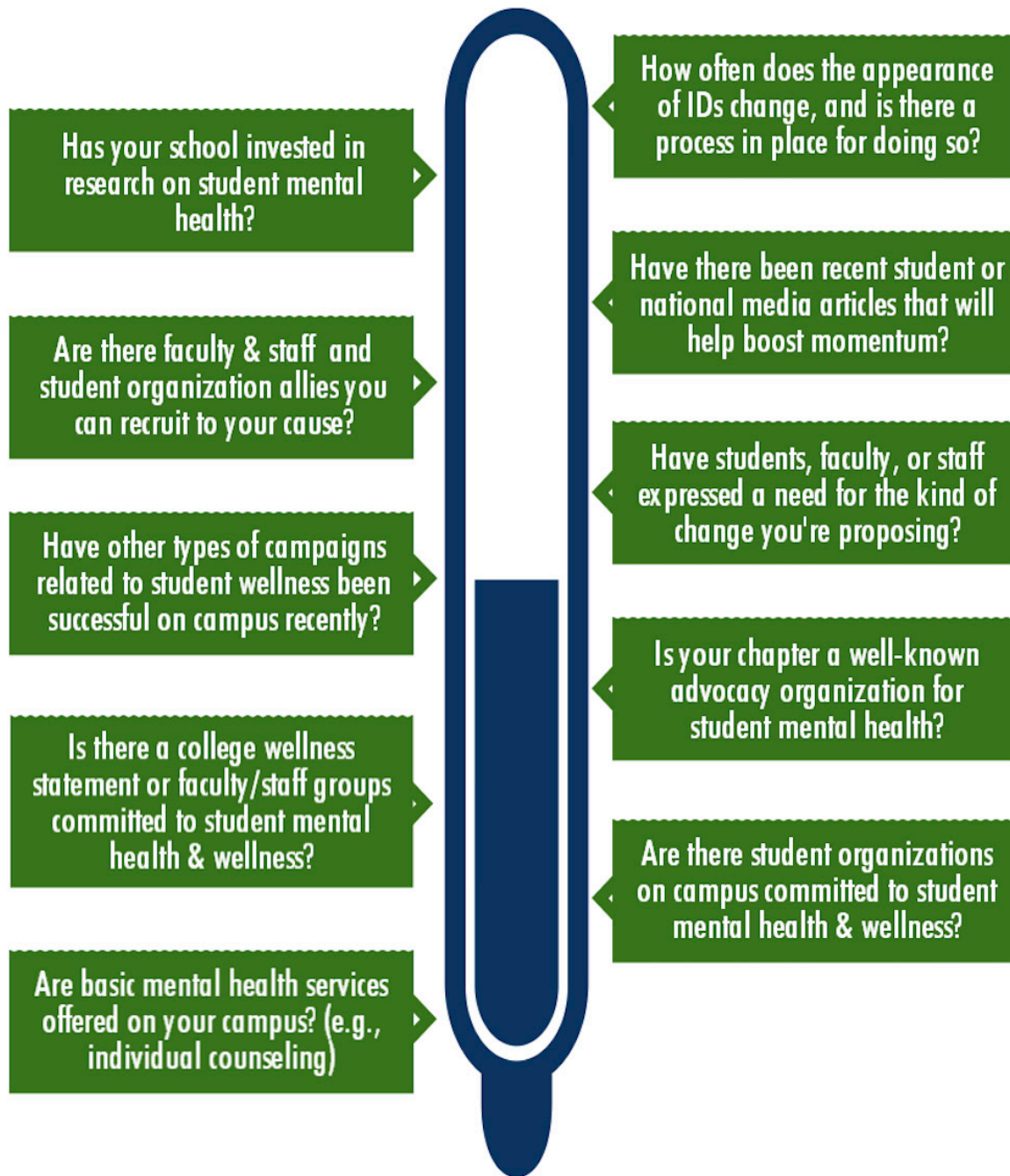
Transform your  
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ID campaign culture thermometer

**CULTURAL THERMOMETER**

# the cultural thermometer

Is your campus ready for a better I.D. card? Has anyone tried to make this change in the past? Is there awareness-raising that needs to be done about the need for this? We'll help you figure it out.



# chapter 4

## ID Cards

Transform your  
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identifying ID allies

**ALLIES & PARTNERS**

# identifying partners and allies

Looking for some folks who can lend you a hand? Or a check? Or some advice? There are a lot of people on campus who feel as passionately as you about student health and well-being. They want crisis resources on IDs, too. So, if you want their help, all you have to do is ask.

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## Who would benefit most directly from your change?

- All students?
- Counseling Center?
- First-Year & Transfer Students?

No support is so strong as that which appeals to self-interest. Gathering support and anecdotes from your peers as well as ensuring the support of the Counseling Center Director can go a long way in establishing credibility for your idea.

## Who works most closely with the people identified above?

- Residence Life?
- Faculty?
- Orientation Staff?
- Cultural centers or international student services?

You're also likely to gain support from people on campus who succeed when students succeed. Think about who would be grateful and excited that the campus community would have immediate access to mental health crisis resource information.

## Who are potential student organization allies?

- Student Government?
- Peer Educators?
- Fraternities and Sororities?
- RAs and Orientation Leaders?

Students may not hold a lot of decision-making power on campus, but they do hold most of the advocacy power. If higher education is a business, then students are the customer. Rally your peers!

## Who are potential staff/faculty allies?

- Academic Advisors?
- Campus Safety and Security?
- Crisis responders?
- Those who have been personally affected by mental health issues?

Faculty and staff have all kinds of reasons to get involved. Campus safety and security, student activities staff, and residence life staff are often the first to encounter students in crisis. Academic advisors may notice warning signs and refer a student to the resources on the card. Others have encountered their own mental health issues and recognize the value of carrying this info everywhere.

# chapter 5

## ID Cards

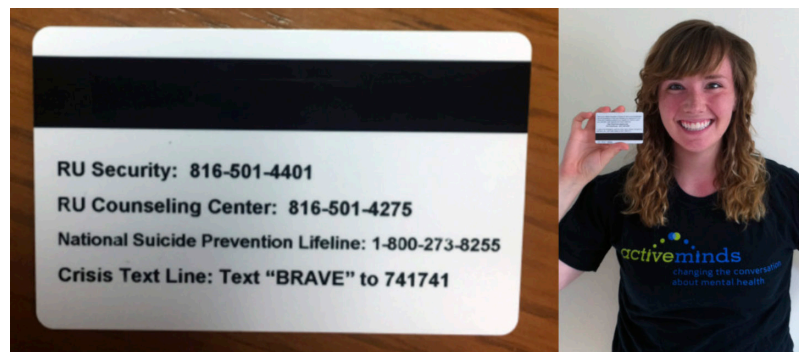
Transform your  
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CA statewide movement

**CASE STUDIES**

# case study #1

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## **Active Minds Students Spark a Statewide Policy Movement in California**

Beginning July 1, 2019, all public, charter, and private schools in California will be required to print a crisis number for suicide prevention on student identification cards for grades seven through college thanks to California Senate Bill 972, passed earlier this month.

This achievement is truly monumental considering that suicide is the second leading cause of death among this age group. Thanks to this bill, every middle school, high school, and college student will have easy access to a crisis number when they need it.

The bill was inspired by a movement that began with Active Minds students as early as 2012. Back then, Active Minds students Abby de la Rosa and Sarah Liming at the University of Dayton were the first students to successfully petition campus administrators to print a crisis call line on the back of all student identification cards, impacting more than 10,000 students.

The students recognized that we can't often foresee a scary situation; often students need access to help outside of standard office hours of 9am to 5pm. It's also when they need it most that they may not have the time to focus to reach for a reputable number to call after hours. Student identification card initiatives are important; by putting crisis numbers there, we can remove the guesswork and save lives.

That's why in 2014, Active Minds established Transform Your Campus, the umbrella moniker for free, specialized training and technical assistance available to students from Active Minds staff and an online, self-guided toolkit for conducting effective policy change. Based on the success of de la Rosa, Liming, and other student advocates, Active Minds created the first featured campaign to support students with adding the National Suicide Prevention Lifeline and Crisis Text Line to student identification cards.

Since then, more than 450 campuses have participated in Transform Your Campus. At least 58 of the campuses have so far successfully changed their policies and/or systems as a result of the program, at least 22 of which included changes to student identification cards in the last three years. In total, these changes impact approximately 892,960 students enrolled on their campuses.

Active Minds is so grateful to lawmakers in California for prioritizing the mental health and safety of young adults, and we hope to see more states adopt similar guidelines.



# case study #2

## california community colleges + crisis text line

### The Problem

California Community Colleges is the largest higher education system in the nation with 2.1 million students. They are under resourced, with only one mental health counselor for every 2000 students.

### Impact

Over 2,000 conversations supporting their students in crisis. Interesting findings in data reports: California Community College students over-index on talking about financial issues and homelessness.

### Quick Stats

- Launched in May 2017
- Averaging 400 conversations per month

## “We are proud to collaborate with the Crisis Text Line to offer expanded support for students.”

Keetha Mills

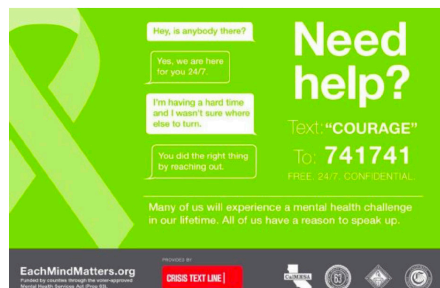
CEO and president of the Foundation for California Community Colleges.

### Marketing Tactics

Created physical Toolkits with materials (bookmarks, buttons, posters, business cards) and sent to all 113 campuses.

Held a webinar for all student services admin and mental health professionals. Over 200 people dialed in to learn about the resource.

Sent a press release and received media coverage across California, including NPR.



### What's Next?

- Continue to gather data
- Allocate additional resources for toolkits

# case study #3

## Rockhurst University, Syracuse University + The Lifeline

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### Rockhurst University

Active Minds at Rockhurst University partnered with their Student Senate to add the National Suicide Prevention Lifeline and other important emergency numbers to all student ID cards and to a mental health resource sheet for faculty to distribute with course syllabi, ensuring that every freshman and transfer student seminar class received the resource. They also created and distributed magnets to place in every campus housing location with the same emergency numbers. Important allies included faculty (especially department heads) and the Office of Student Life.

*"We are making great strides at our school! The success of this work has given us new momentum to also improve mental health education for security officers on campus and integrate mental health resources and information into new student orientation."*

*- Mia Zanaboni, student and Active Minds chapter leader, Rockhurst University*

### Syracuse University

Kylie Kerker, Active Minds Chapter President at Syracuse University, heard from other students that they did not know what resources existed on campus to help them with their struggles. For example, many students knew that 24-hour helplines existed, but they didn't know how to reach them or where to find them online. Kylie, a sophomore, set a goal to get the National Suicide Prevention Lifeline on the back of all Syracuse University ID cards before graduation.

"If you're going through something and dealing with suicidal thoughts, the last thing you need to feel in that moment is ashamed or stigmatized," she said. After a year of discussion with the Student Government Association and campus administrators, the crisis number was added to student ID cards in Fall 2017.

*"Being familiar with warning signs, knowing what resources are available and advertising those resources and having a memorable help hotline number are all critical in getting help for those who need it." – Max Malikow, psychotherapist and honors course professor at Syracuse University*

# chapter 6

## ID Cards

Transform your  
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### talking to administrators

**These resources will help you sit down with campus decision-makers to discuss your proposed changes professionally and ensure the greatest odds for success.**

# talking to administrators

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## A QUICK OVERVIEW AND TIPS

### Some safe assumptions:

1. You are not the first group to bring a proposal for change to these folks. Some will have had good experiences, some will have had bad experienced, and others will have had mixed results.
2. They have limited resources. Even in those departments that have the financial resources you're seeking, these administrators will have other resource constraints, which could include: time, staff, and space.
3. Expressing and reinforcing your desire to work alongside them instead of battling against them will be comforting and refreshing. Some administrators hear "advocacy" and prepare for rallies and riots.

### Tips for meetings:

- **Always respect their time** by starting and ending on time. The reason you show up early and have someone taking notes is so that you can start on time and that you can get latecomers caught up after the meeting.
- **Set ground rules.** You called the meeting, so you get to decide off the top when questions will be asked and when feedback will be given.
- **Stick to the agenda.** Stay on task and don't over-plan the meeting. Decide ahead of time whether you will need another meeting with these folks and just stick to the bare bones of what you need to present. It is common to forget to plan for the number of questions and concerns you may need to address, particularly in an initial meeting about your campaign and its goals.
- **Speak confidently.** This is why practice is so important. You have done the research, you have talked to your peers, and you have prepared. Administrators can sometimes be intimidating, but you're ready for this meeting, and you have knowledge the most of them likely do not. They accepted your meeting request, so tell them about the project and why they should care.
- **Keep your cool.** It can be really hard when folks shut you down or challenge you in an open meeting. It can make you feel powerless or embarrassed. However, your biggest critics may just be the folks who will be able to help you strengthen your case. Plus, when you keep your cool under pressure, you tend to earn respect.
- **Make sure they feel heard.** Take their questions and answer them respectfully and in as great of detail as you feel is appropriate. If you don't have an answer, don't be afraid to say, "I don't know, but I will find out before I send the follow-up email for this meeting."
- **Breathe.** If you're feeling a little anxious about the meeting or conversation, don't forget to breathe. You should also try speaking more slowly than you think is normal. Often the pinch of adrenaline can accelerate your speech.
- **Recap.** Take time between points and at the end of the meeting to recap what has just been presented, discussed, or decided. You'll do this again in your follow-up email.

# talking to administrators

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## **BE PREPARED**

### **BE INTENTIONAL ABOUT YOUR INVITE LIST**

It's wonderful to get as many people around a table at one time as possible, but don't fall into the trap of just inviting everyone you can think of. Consider the following factors when deciding who should make your invite list:

- Which departments are directly related to the creation, distribution, and use of the IDs?
- Who are your existing faculty/staff allies?
- Who most needs to be educated about the importance of readily available mental health information and its potential positive impact for all campus community members?

### **STUDY AVAILABILITIES**

To maximize participation, get in touch with the administrative assistants of the administrators you'd like to have in attendance (or the administrators directly if they manage their own schedules). You may ask for more than one meeting time to try to coordinate across department representatives.

### **GET ON THE SAME PAGE**

Make sure everyone on your end is on board with your proposal and key messages so that everyone is communicating clearly, consistently, and effectively.

### **GET SOME TIPS**

Consider making an appointment at your Career Services office to get some coaching on how to present information professionally.

### **ANTICIPATE POSITIONS**

Make projections about how different administrators will perceive your points to determine which you should emphasize and what supporting evidence will be most persuasive. Two of the biggest questions administrators have about changing IDs is how the addition of the information will affect the aesthetic qualities of the ID as well as the financial ramifications of your plan.

### **EMPHASIZE HOW THIS CHANGE WOULD HELP**

Obviously, administrators care about their students. Look for extra incentives that make putting these numbers on cards even more desirable. For example, Crisis Text Line has keyword partnerships that provide schools with unique keywords, allowing for general trend data about what students are texting about. This can help administrators develop better resources for their students in their time of need. To learn more about this process, check out [crisistextline.org/partnerships](https://crisistextline.org/partnerships).

### **CREATE AN AGENDA**

Write out the main topics you would like to cover during the meeting. Participants often like to see the agenda in advance as well so that they can do some thinking on the topics. Whether you send it to them in advance is up to you; however, some administrators will request one in advance, so be prepared!

# talking to administrators

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## **COMPOSE YOUR MATERIALS**

Some presentations are dramatically enhanced by handouts, PowerPoint presentations, or other audio/visual aids. Consider what you would like to use and make sure the meeting space will accommodate those aids. Other chapters have created mock-ups of their proposed ID change so that administrators can hold your concept in their hands.

## **PRACTICE!**

Don't feel foolish about asking friends to help you practice for what you will encounter. Assign them the roles of attendees and let them ask you tough questions. They will also be helpful in providing feedback about the pace of your speech, nonverbal cues, and whether there are any informational holes that need to be filled.

## **THE MEETING**

### **DRESS PROFESSIONALLY**

Show that you are invested in the cause and that you respect the folks you have invited to the meeting. If you're not sure exactly what to wear, check in with your staff/faculty allies or someone at your Career Services office.

### **BE AWARE OF TIME**

Show up 5 minutes early and end the meeting within the time you requested. You can always request another meeting, and you may use the last 5 minutes to schedule it.

### **TAKE NOTES**

Make sure you bring someone along whose sole job it is to listen and take notes. These will be critical to all follow-up related to the meeting. Don't forget to keep the notes neutral so that anyone could look at them and get a sense of what happened without any editorializing.

### **PRIORITIZE INTRODUCTIONS**

Making sure everyone feels known and valued is very important. Introductions lay the foundation for relationships and allow everyone at the table to demonstrate their credibility and reasons for being at the table.

### **BE CONFIDENT**

Remind yourself that you have prepared well, and you are truly in control of the meeting. You have studied your campaign from all sides and have prepared to handle participants' questions. You even set the agenda! Remember to breathe and that if you feel like you are speaking too slowly, you are probably speaking normally.

# talking to administrators

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## **CONCEDE THE FLOOR**

It is going to be important to let administrators respond to the case you are making or ask questions on the topic. When you respond, be as concise as possible and then resume your planned course. If you encounter a question to which you do not know the answer, thank the asker and promise a response in the follow-up to the meeting.

## **TAKE DEEP BREATHS**

Not everything is always going to go as planned or how you had hoped. Keep breathing. Remind yourself that this is just one of many steps in the course of the overall campaign. In this step, it's the most important to show that you can remain calm, avoid getting too heated, and that you value criticism as a building block for the campaign. It can be hard to take, but it will pay dividends in the long run.

## **THANK THEM**

Express your sincere appreciation for participants' time and emphasize that you will be following up with each of them in the coming days.

## **FOLLOW-UP**

### **THANK THEM**

Whether the meeting went well or hit all kinds of speed bumps, send a personalized note to each participant along with a reminder of the scheduled follow-up meeting and any attachments.

### **SEND YOUR NOTES**

Sending notes from your meeting will enable everyone to reflect on the items discussed and prepare for the next meeting. This document may also give you the opportunity to answer any questions for which you did not have the answers at the time.

### **REFLECT**

Sit down and rehash the meeting with the teammates who attended the meeting and, then again, with the teammates who were not in the room. What went well? What didn't go well? What questions do you still need to answer? What is the plan from here?

# chapter 7

# ID Cards

Transform your  
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op-ed template

**OP-ED**



# op-ed template

Use this template to assist in writing an op-ed in support of your campaign.

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## Carrying a Lifesaver in Your Wallet

Op-Ed

April 18, 2018

Your student ID card can do extraordinary things. It contains immense power to open doors, buy food, and do laundry. This month, I started to work with Active Minds at **[insert school name here]** to give it one more superpower: the power to save lives.

Each year, 1,100 college students die by suicide and no campus is immune to mental health issues, including ours. **[If there is a particular situation to which you would like to refer, do so here.]**

Have you ever been up late studying and received a concerning text from a friend? Maybe they have been down the last few weeks and seem to struggle just to get through each day. Or have you ever been out on the weekend and a friend you thought you knew well starts acting completely different — jumping on cars, suddenly getting hyperactive, and then sitting down and crying?

These are truly scary situations, and they're not ones we ever plan for. That's why each student ID should have crisis information printed on the back — so if we or a friend needs help, we only have to look as far as our pocket.

If you turn your card over now, you see phone numbers for **[insert current back-of-card contacts]**. Why shouldn't we also join **60 other colleges and counting in adding 24/7 resources such as the Crisis Text Line (text BRAVE to 741-741)**? One in four college students will struggle with a diagnosable mental illness this year, and none of us can predict when a mental health crisis might occur.

However, chances are it won't be between 9am and 5pm, and we won't have the time or focus to search for a reputable number to call after hours.

Help us get our friends the quality help they need when they need it. Let's remove the guesswork and start saving lives. Let's put a 24/7 crisis number of on the back of every student ID.

**[Insert info about your campaign's website or social media, how to get in touch, how to sign a petition, etc.]**

Sincerely,

**xxxStudent**

**Active Minds at xxxx**

**Phone**

**Email**

# chapter 8

## ID Cards

Transform your  
**CAMPUS**<sup>®</sup>

overcoming common obstacles

**OBSTACLES**

# overcoming common obstacles

Students have pointed out some common obstacles to their own I.D. campaigns. Here, we identify them and suggest how to troubleshoot them.



## COST

### Obstacle:

Making ID cards and making them work in all of the systems across campus isn't cheap. The cost of reproducing cards for every existing student may be too much unless you can raise it yourselves.

### Strategy:

Consider compromising by requesting the change be made for only new students.



## SPACE

### Obstacle:

Some ID cards are already jam-packed with other essential information. Some people may contend that including mental health crisis information would force out other important information.

### Strategy:

Come to a mutual understanding about why each piece of information is important to include on the ID card. Then, brainstorm ways to save or manipulate the space. For example, can any information be repositioned or reformatted (for example, as a QR code)?

# overcoming common obstacles

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## AESTHETICS

### Obstacle:

People on your campus have probably put a lot of thought into the look and feel of the ID cards. Some may be concerned that adding new information will compromise that look and feel.

### Strategy:

Create several ID design samples you can pitch to stakeholders. Be as consistent with the current design as possible, and if desired, throw in a completely new look. People are going to want to see that the ID card can look just as good, if not better, with your information on it.



## ANNOYANCE

### Obstacle:

"If we let you make a change, we'll have to let everyone make a change."

### Strategy:

Use the "Compelling Facts & Statistics" sheet from the Research section and make a case for why this number matters. Consult with the Counseling Center and first responder staff on campus to get their testimonials to prove that this information is more important than all others.

# appendix

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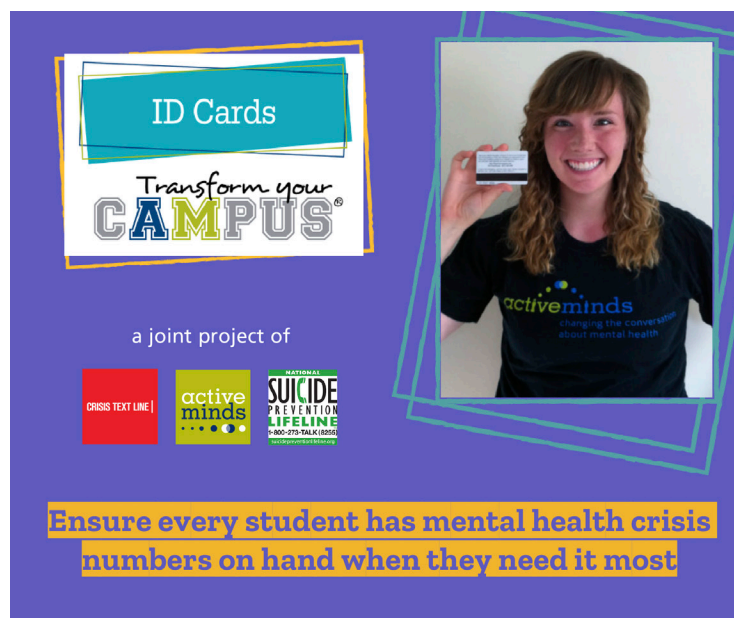
## **Campuses/School Districts that have added crisis numbers to student ID cards:**

- Bridgewater College
- California State University, Fullerton
- Georgia Southern University
- Jefferson College
- Luther College
- Oregon State University
- Palo Alto Unified School District
- Rockhurst University
- Southern Connecticut State University
- Stockton University
- SUNY Old Westbury
- University of California, Irvine
- University of Dayton
- University of Michigan, Dearborn
- University of Minnesota, Twin Cities
- University of Missouri
- University of Oregon
- University of Rochester
- University of South Alabama
- University of South Carolina
- University of Toledo

*Has your campus also added crisis numbers to student ID cards? Let us know at [transform@activeminds.org](mailto:transform@activeminds.org).*

# appendix

**Promote this guide on social media! Click on the images below to download and use on Facebook and Twitter.**



**ID Cards**

Transform your **CAMPUS**

a joint project of

CRISIS TEXT LINE | active minds | NATIONAL SUICIDE PREVENTION LIFELINE

**Ensure every student has mental health crisis numbers on hand when they need it most**



campaign 1

**ID Cards**

Transform your **CAMPUS**

a mental health advocacy guide for students

a joint project of

CRISIS TEXT LINE | active minds | NATIONAL SUICIDE PREVENTION LIFELINE

**Ensure every student has mental health crisis numbers on hand when they need it most**

## Active Minds

2001 S Street NW, Suite 630  
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[activeminds.org](http://activeminds.org)



changing the conversation  
about mental health