

Wellness and Mental Health

How have social, emotional, and physical pressures affected Arab, Asian, and Pacific Islander communities and students' mental health and well-being? How can Oakland schools provide access to mental health resources for Arab, Asian, and Pacific Islander communities and students?



Arab, Asian, Pacific Islander Student Achievement: Youth Wellness Research Team

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INTRODUCTION

Arab, Asian, Pacific Islander Student Achievement (AAPISA) obtained funding to run a Wellness Research group. The goal of the Wellness Research team is to reveal and discover the mental health issues Arab, Asian, and Pacific Islander students are facing and experiencing. The Wellness Team is comprised of 8 high school Arab, Asian, and Pacific Islander students across the Oakland school district. They will use the Youth Participatory Action Research methodology designed by Youth in Focus to map key issues, develop themes, discover findings, and provide recommendations. The foundation of the research starts with the data and findings from the All-City Council's Mental Health Resolution, AYPAL's Raising AAPI Youth Visibility, and AAPISA's 2017 Listening Campaign.

METHODOLOGY

1. Team Building
2. Issue Mapping
3. Developing Research Question
4. Choose Research Tools
5. Conduct Focus Groups & Interviews
6. Data Collection: Qualitative
7. Analyze Data
8. Findings & Recommendations
9. Action Steps

RESEARCH QUESTION

How have social, emotional, and physical pressures affected Arab, Asian, and Pacific Islander communities and students' mental health and well-being? How can Oakland schools provide access to mental health resources for Arab, Asian, and Pacific Islander communities and students?

STUDENT PARTICIPATION (Focus Groups and Interviews) - Goal: 120-150 students

Wellness Research Interns designed their focus group and interview questions based on the issues that were occurring regarding mental health. Once they established the theme and focus, they drafted questions they wanted to know. Our original goal was to collect a large sample size of 120-150 students and staff. However, due to pandemics and lack of communication, we ended up with smaller sample size. Interns conducted 6 focus groups and 3 interviews within 5 weeks of the program during the Data Collection phase.

- Roosevelt Middle School - 15

- WOMS - 9
- Fremont High School -10
- Oakland Tech - 3
- Oakland International HS - 4
- Skyline High School - 18
- Google Form - Focus Groups: 24
- Interviews: 3

We reached a total of **83 students and teachers**.

THEMES

- **Intergenerational Trauma:** Primarily immigrant or traditional families and parents instill beliefs and traditions onto Arab, Asian, and Pacific Islander students that do not match with students' current values. There is a clash of differences between values and cultures which causes stress and tension in the household.
- **Mental Health:** Arab, Asian, and Pacific Islander students experience mental health issues regarding academic pressures, lack of understanding of mental health symptoms, and familial duties and expectations. Based on our research, during the pandemic, Arab, Asian, and Pacific Islander students experience depression, anxiety, and stress at home and school.
- **Education Equity:** Teachers, staff, and administrators are culturally unaware of Arab, Asian, and Pacific Islander students' experiences. Each population has specific traditions and holidays that families and students prioritize. As they prioritize, Arab, Asian, and Pacific Islander students miss out on school and extracurricular activities which is detrimental to students' grades and attendance.

FOCUS GROUPS

In order to create an engaging conversation for our focus groups, we implemented the "Four Corner" activity. Each corner will have either Agree, Disagree, Strongly Agree, and Strongly Disagree. Interns will read each statement that they've developed and participants will choose a corner the statement resonates with the most.

Here are the following statements:

1. I know what mental health is.
2. School stresses me out.
3. I feel like my school supported me during the pandemic.
4. I feel like the school set me up for success - emotionally, and physically.

5. I feel like my school is addressing anti-Asian hate and discrimination in my community.
6. I feel like the anti-Asian hate and discrimination in my community is affecting my education and mental health.
7. I feel there are mental health resources that are accessible at school.
8. I feel like my parents understand that mental health is an issue for me and my peers.
9. I feel like my parents put a lot of pressure on me to succeed in school.

Wellness Research Interns drafted additional follow-up questions that they used during their focus groups if the Four Corner activity was not successful.

**Youth Wellness Research Team:
Student Focus Group Questions**
(Mental Health & Anti-Asian Hate)

- Raise your hand if you ever struggle with mental health.
- What do you think are some mental health issues students are facing at school?
 - Do you believe mental health affects your school performance? Homelife?
- What are some of the narratives you heard about Asians during the pandemic?
 - How do these narratives make you feel? Do you think these narratives are true?
- Have the acts or images of violence against Asians or Islamophobia impacted your mental health? If yes, how so? If not, why not?
- As an Asian, Pacific Islander, or Arab student, has your identity ever affected your learning experience? If yes, can you share a time when it has affected you?
- With anti-Asian/Arab/racial hate, violence, and discrimination going around, do you feel there is enough support from the schools for students and families?
 - What actions do you think are needed to ensure that Asian hate will begin to decrease?
- Is there anyone you trust to talk about your mental health? If yes, who and why?
- Do you think schools are doing a good job of checking on students' mental health?
- What do you think the school, teachers, administrators, and staff can do to improve students' mental health and wellness?
- What type of mental health resources do you think Asian, Pacific Islanders, and Arab students need?
 - What does it look like? What would you like to see happen?

INTERVIEWS

The methodology for interviews focuses on the staff and teacher population. We wanted to know whether teachers and administrators were taking any action or addressing the problem of anti-Asian hate and discrimination, education inequity, and recognizing mental health as a barrier.

We drafted the interview questions to cater to students and teachers/staff. Here are the questions we designed:

Education Equity & Wellness Practices (Teachers)

Introduction Questions

- What is your experience as an Oakland public school teacher?
- Do you feel you have enough support at your school or from the school district?
- During the pandemic, how was your experience with online teaching? Did the school district prepare teachers for virtual education with students?

Main Questions

- What do you think are some stress factors or challenges your students are currently facing at school?
- As an Arab/Asian/ Pacific Islander teacher, do you feel that your ethnic history and culture are being represented in the school, textbooks, and community?
- Has the school ever addressed the issue of anti-Asian hate and discrimination during the pandemic? If not, do you wish that they would address it? & how can schools and communities take a stand?
- Do you think the AP/Honors classrooms are diverse? If not, what can we do to make AP/Honor classes more accessible to students of color? If yes, how is it diverse at your school? How do you feel about it?
- What are some ways that Pacific Islander, Arab and Asian students can have access to join Honor or AP classes?
- How are you preparing your students for college?
- What advice do you want to give your students when it comes to managing their mental health at school?

Solution Questions

- What are some academic resources or college preparations that Arab, Asian, and Pacific Islander students need to reduce stress and pressure?
- What kind of support do you need from your school administration or school district to address students' mental health and stress?

- What can you and other teachers do to provide a safe space where students would feel comfortable talking to you?
- What would you like to implement in your classroom to practice wellness and mental health?

Closings

- Are there any final thoughts you wanted to share that have not been asked or addressed?

Education Equity (Students)

Introduction Questions

- Do you feel comfortable talking about mental health at school? If not, why?
- Do you believe that your school is creating a safe learning environment for you? If yes, how so? If not, why do you feel that way?
- What were some challenges that you were facing during the pandemic?
- How was your online learning experience?

Main Questions

- Do you think the AP/Honors classrooms are diverse? If not, what can we do to make AP/Honor classes more accessible to students of color?
 - If yes, how is it diverse at your school? How do you feel about it?
- Why do you think public schools that are predominantly students of color are not receiving the same opportunities as private schools with predominantly white students?
- In what ways have your schools prepared you for college or career pathways?
- Do you think the school district has a strong support system for Asian/PI/Arab students?
- Do you feel comfortable talking to teachers about your personal experiences and mental health issues?
 - Do you have someone at school that you trust to talk about mental health?

Solution Questions

- What would you like to do or see in your classrooms / advisory periods?
- How would you like to use your advisory periods?
- What are some academic resources or college preparations PI, Arab, and Asian students need to reduce stress and pressure?
- What can teachers and school counselors do to create a safe space for students?
- What changes would you like to see at your school to improve your mental health?

Closings

- What can the Youth Wellness Research Team do now regarding mental health and wellness?
- Are there any final thoughts you wanted to share that have not been asked or addressed?

Intergenerational Trauma - Students

Define Intergenerational Trauma. ***Intergenerational trauma*** (sometimes referred to as *trans- or multigenerational trauma*) is defined as trauma that gets passed down from those who directly experience an incident to subsequent generations. Intergenerational trauma may begin with a traumatic event affecting an individual, traumatic events affecting multiple family members, or collective trauma affecting the larger community, cultural, racial, ethnic, or other groups/populations (historical trauma).

Introduction Questions

- What does “intergenerational trauma” mean to you?
- How has intergenerational trauma affected the way you view mental health?

Main Questions

- How is your relationship with your parents?
- Did your relationship with your parents change during the pandemic? If yes, how so?
- Have your parent's ideology and influence affected your relationships with your friends or community? If yes, how so?
- Can you share a time when you have struggled in school because of a problem that occurred at home?
- Do your parents put a lot of pressure on you to succeed? Why do you think they do this? And how does this affect your mental health?
- Why do you think families with intergenerational trauma experience more mental challenges and struggles?
- What does a healthy family relationship look like to you?
- What does your support system look like right now?

Solution Questions

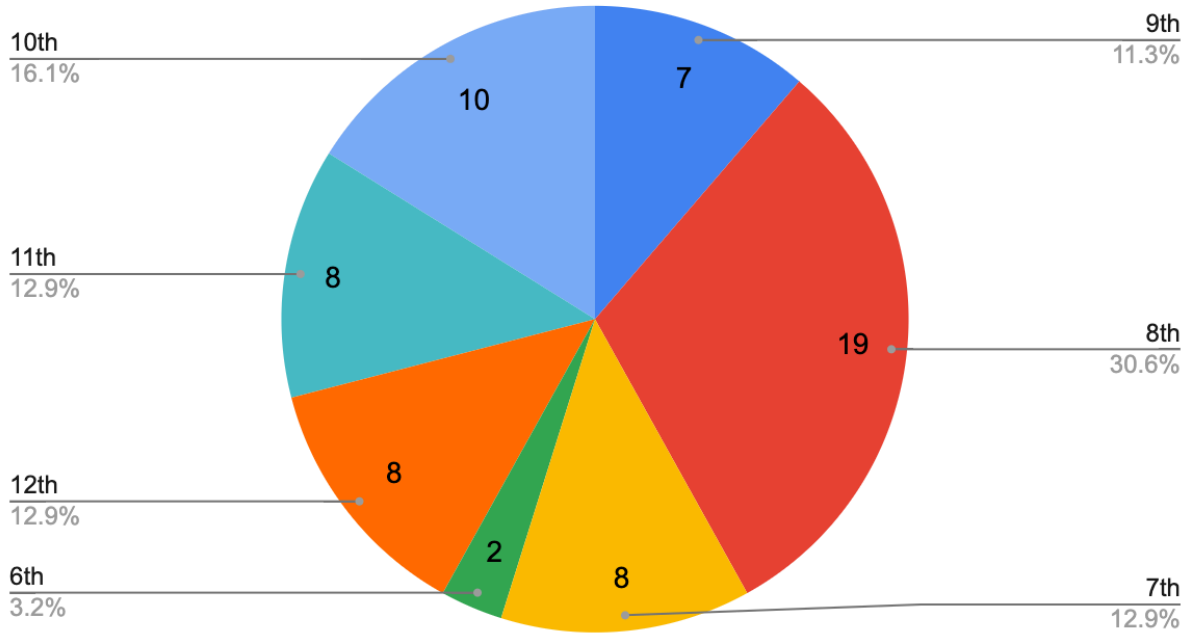
- How do you want to break the cycle of intergenerational trauma within your community and family?
- How can we change our parents' mindset and perspective on mental health? & help our parents believe in mental health?
- What can we do differently to decrease the pressures and stresses happening at home or at school?
- What would you like to see changed at home or school for the betterment of your mental health?

Closing

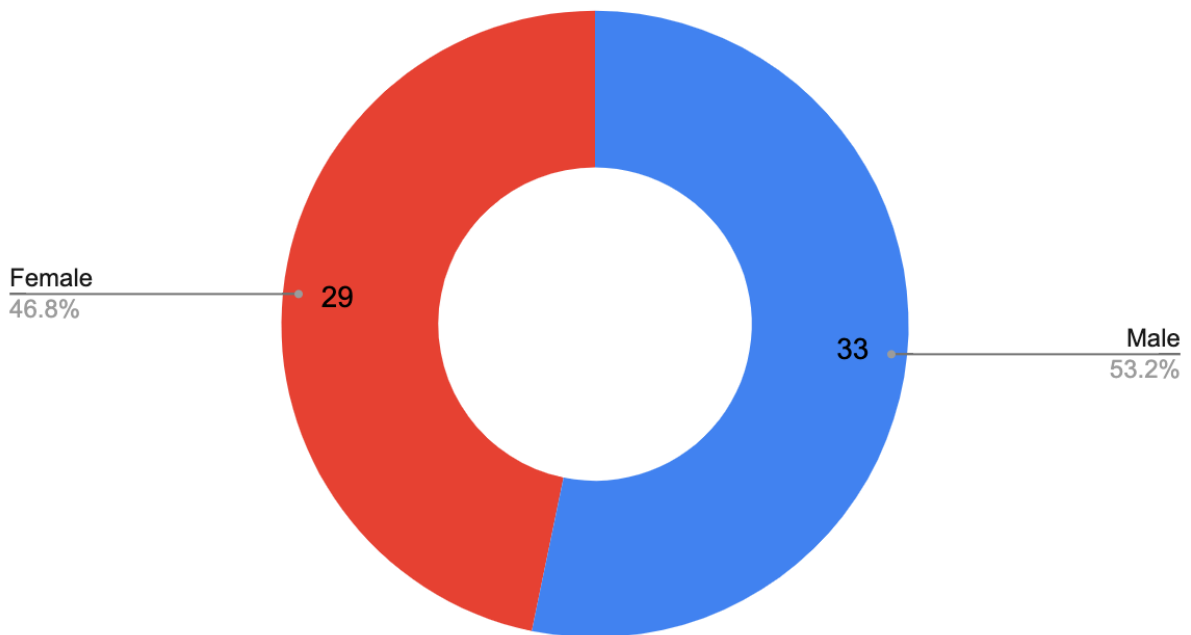
- Do you have any questions or comments for me?

DEMOGRAPHICS

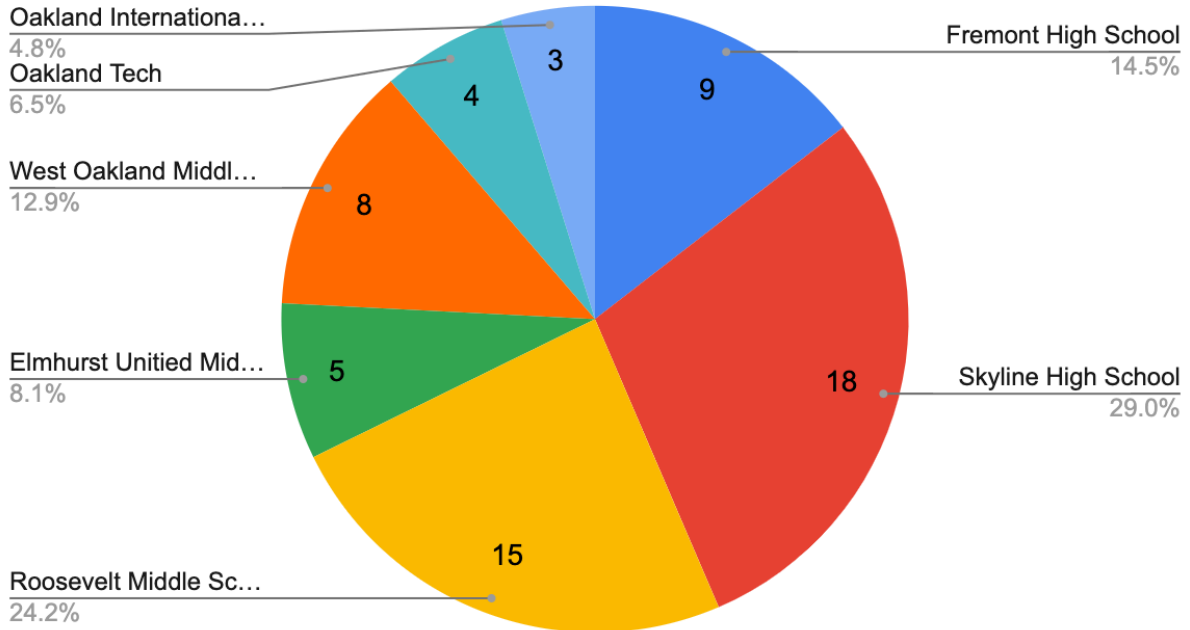
Grade



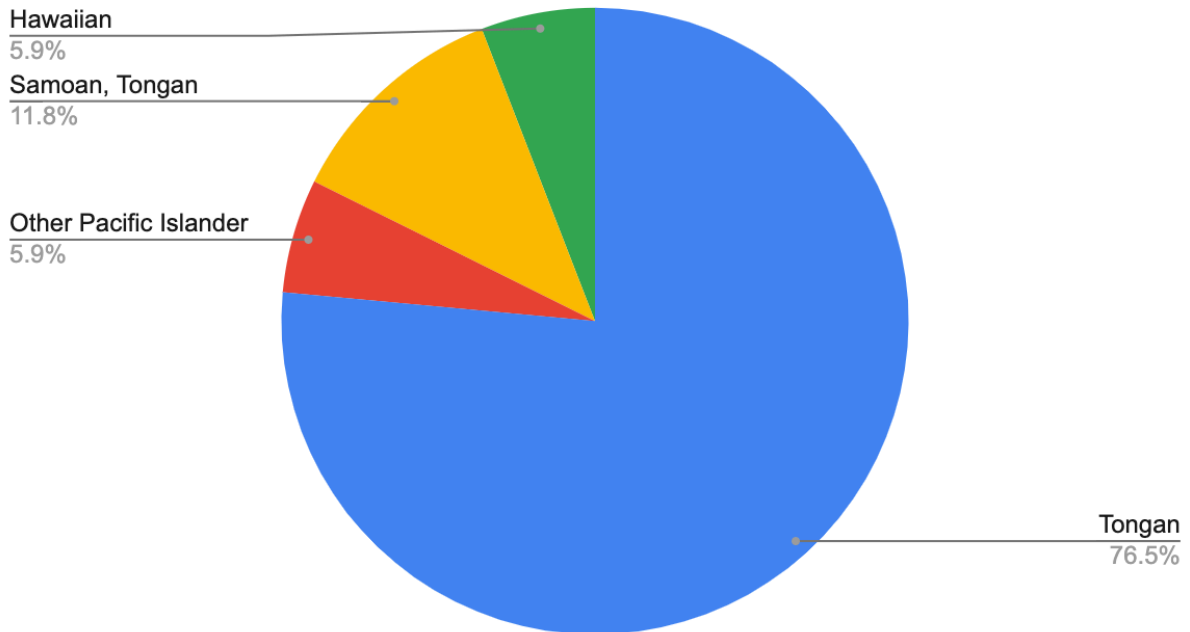
Gender



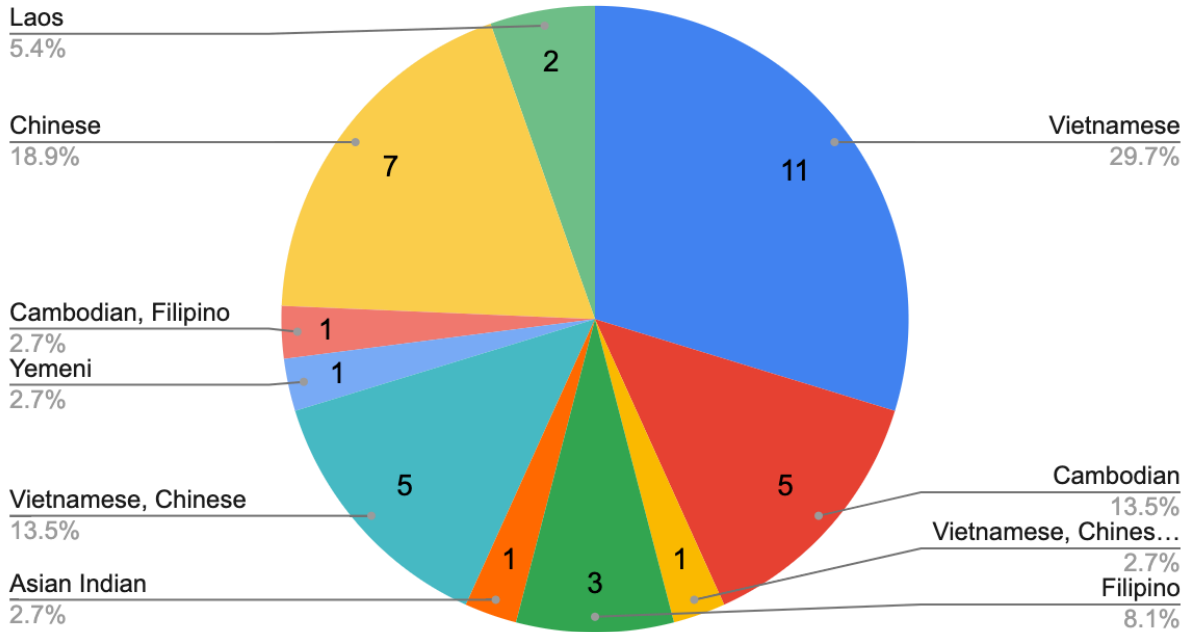
School



Ethnicity (Native Hawaiian or Pacific Islander)

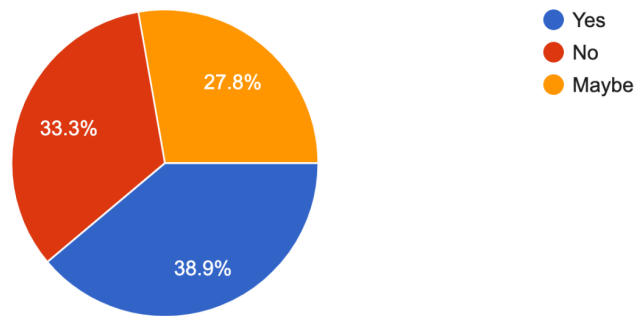


Asians (Southeast Asians, South Asians, East Asians etc.)



As an API and Arab/Yemeni student in OUSD, do you know what programs, resources and support services are available to you? This question is required.

18 responses



FINDINGS

Theme: Parents - Mental Health

Finding: Arab, Asian, and Pacific Islander parents and extended family members do not understand or are aware of the impact and effects of mental health on students.

Supporting Data #1:	“Parents don't recognize mental health - stress, anxiety, depression. Some students have a hard time revealing to their parents that they are stressed because parents don't believe in stress or anxiety.” (Oakland International HS student)
Supporting Data #2:	“I just feel like they didn't grow up with that type of stuff [mental health], so they are just like this is new and they just might not think of it because when growing up their parents might have not known what to do either.” (Roosevelt Middle School, student)
Supporting Data #3:	“I feel like you can always talk to them but sometimes they may not want to listen 'cause they're just like this kid is a kid and he doesn't know anything like I'm always right.” (Roosevelt Middle School, student)
Supporting Data #4:	“Something everyone deals with, it goes under address from the Asian community. A regular part of life...Asian communities [do] not really talk about or [is] taboo to talk about. There is a clear lack of understanding of mental health” (Oakland Tech Student)

Theme: Parents - Pressures (College, Sports, Academic, etc.)

Finding: Asian and Pacific Islander students are experiencing immense pressure from parents to succeed academically which increases stress due to expectations of getting into college or doing well in high school.

Supporting Data #1:	“I think that the big aspect of it is the immigrants' mentality where they had to immigrate to this country where they have to do a lot to prove that they're worth living here and it's kind of a struggle because many minorities don't get the support they need so I feel like a lot of Asian parents especially if they're immigrants, they put a lot of expectations on you because they didn't get the chance to go to school and do all this stuff as you do so they want you to do well in school.” (Skyline High School, student)
Supporting Data #2:	“I think the fact that a lot of us are in high school and the expectations from our family going to college because basically what you do in high school determines your future and this stresses me out.” (Skyline High School, student)

	student)
Supporting Data #3:	“It’s like I’m scared of failure like I have academic validation so if I were to get a bad grade, it would stress me out, most of that comes from my immigrant parents because they have very high expectations for me.” (Roosevelt Middle School, student)
Supporting Data #4:	“For me, it’s harder because growing up, I had a lot of siblings and they were really successful in life so it was really hard being the youngest child because there’s so much weight that my parents and family just think of me or how much I could do and become in the future so it’s like really pressuring with that amount of weight on my back.” (Roosevelt Middle School, student)

Theme: Social Emotional Learning

Finding: Increasing Social Emotional Learning by creating a curriculum and dedicating class time to learning how to navigate social-emotional struggles including things like anxiety, depression, and other disorders.

Supporting Data #1:	“Mental health is something schools should teach, so students can recognize the symptoms and how to support themselves and educate their parents.” (Oakland International HS, students)
Supporting Data #2:	“In addition to mental health, I wouldn’t say it’s a controversial topic but it’s sensitive to a lot of people. If you were to be put into a class where I’m expected to learn about it and the information is provided as opposed to having you seek it out, it would be very helpful to people.” (Skyline High School, students)
Supporting Data #3:	“There is a counselor and therapists are available, but the school doesn’t advertise as much or the resources they have, I know some classes have bean bags and do your homework. I didn’t know it was a thing until I’m a senior.” (Oakland Tech, Marcella, 12th)

Theme: Social Emotional Learning

Finding: “1 in 3 students desired check-ins with trusted adults to improve their mental health.” Students have at least one teacher that they can confide in about mental health or social issues.

Supporting Data #1:	“I feel like there really aren’t any mental health people here and the only people/person I could talk to about it is like teachers I could trust but other
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	than that, there really isn't any other mental health things or resources at this school." (Roosevelt Middle)
Supporting Data #2:	"10% of student respondents emphasized that they desire access to regular check-ins surrounding their wellness."
Supporting Data #3:	"I think there needs to be more counselors and also people that are able to understand different languages so those with limited English can still talk."

Finding: A/A/PI students are more likely to confide in a friend rather than teachers or family members when it comes to mental health.

Supporting Data #1:	"I can talk to my friends [about mental health] because they can relate to a lot of the things I struggle with as well." (Roosevelt Middle School)
Supporting Data #2:	" I think it is fine to talk to [my friends]. They just understand easily and won't go around telling everyone." (Roosevelt Middle School)
Supporting Data #3:	"I don't trust anyone to talk about mental health because sometimes things you tell them, they tell your parents about it, and then you would sometimes get in trouble." (Roosevelt Middle School)
Supporting Data #4:	

Theme: Parents - Mental Health

Finding: In Pacific Islander cultures and home environments, mental health is not viewed as a real problem or something to be taken seriously.

Supporting Data #1:	"Parents don't believe in mental health."
Supporting Data #2:	"How you are raised is what shapes your view of mental health, and you can't cry, going through mental health-related problems makes your parents tell you to man up"
Supporting Data #3:	"If I say, I'm depressed, they whoop it out of you. They [parents] associate mental health with religious icons like demons or lack of religion or belief in life" (Fremont High School)
Supporting Data #4:	"It is difficult for churches to talk about mental health so I feel like churches should push Tongan church leaders to address mental health issues and problems so families/parents will listen"

Theme: Parents - Mental Health

Finding: Students feel immense pressure from parents, more specifically immigrant parents because they didn't get the same experiences as "us".

Supporting Data #1:	"My family and I, I have a lot of expectations for myself and my family does have expectations for me so it stresses me out." (Skyline High School, student)
Supporting Data #2:	"I think that the big aspect of it is the immigrants' mentality where they had to immigrate to this country where they have to do a lot to prove that they're worth living here and it's kind of a struggle because many minorities don't get the support they need so I feel like a lot of Asian parents especially if they're immigrants, they put a lot of expectations on you because they didn't get the chance to go to school and do all this stuff as you do so they want you to do well in school." (Skyline High School, student)
Supporting Data #3:	"I think the fact that a lot of us are in high school and the expectations from our family going to college because basically what you do in high school determines your future and this stresses me out." (Skyline High School, student)

QUESTIONNAIRE

Questionnaire: As an Asian, Pacific Islander, or Arab student, has your identity ever affected your learning experience? If yes, can you share a time when it has affected you? If not, why?

63% of A/A/PI students stated that their identity does not affect their learning experiences.

- “I would say it has not affected my learning experience because I am still able to show up to school and focus on my academics. In school, there are multiple resources available to me whenever I need help just like everybody else at my school.”
- “No, my current and past schools didn't know a lot about pacific islanders so I've never really been affected negatively or positively because of my identity.”

37% of A/A/PI students stated that their identity does affect their learning experiences.

- “Yes; I am expected to be “smart” and be really good at academics. This is from my peers and my family.”
- “I just think our parents expect too much out of us and never take time to think about how we might be feeling.”
- “Yes. People think I’m the smartest because I’m asian.”
- “Yes, it has affected me because people might make fun of you for being asian and not being good at math.”

Questionnaire: Have the acts or images of violence against Asians or Islamophobia impacted your mental health? If yes, how so? If not, why not?

64% of students stated that images of violence against Asians or Islamophobia DO not impact their mental health

- Majority of Pacific Islander and Arab students do not experience or hear much about Asian violence or Islamophobia.
- Yemeni students shared that since they do not see or hear about Islamophobia during the pandemic, they do not experience it
- Pacific Islander students don’t relate to the Asian American violence, since they’re different from East Asian and Southeast Asians.

35% of students have stated that images of violence against Asians or Islamophobia impact their mental health

- Majority of Southeast Asian and East Asian American students stated that it hurts their feelings when seeing people who like them, their friends, and their families, being targeted on a daily basis.
- “Yes, I’m scared to go out because of it.”
- “I would say it somewhat has affected my mental health because hate crimes against Asians have always made me paranoid whenever I am walking outside or going to downtown Oakland. I felt like I might be another victim of a hate crime because it is very popular in the Bay Area.”
- “Yes, because it hurts my feelings when I’m getting insulted solely because of my race.”

RECOMMENDATIONS

- Increasing Social Emotional Learning by creating a curriculum and dedicating class time to learning how to navigate social-emotional struggles including things like anxiety, depression, and other disorders.
- Designing college readiness workshops for English Language Learner parents to understand how to prepare and access college documents e.g. FAFSA, IRS, and tax income forms for the students.
- Establishing outreach programs that specifically target social gatherings and congregations such as churches, mosques, temples, or night classes to educate and inform parents about the impacts on mental health for Asian American, Pacific Islander and Arab students.
- Creating safe spaces for Arab, Pacific Islanders, and Southeast Asian parents and students to discuss intergenerational trauma and academic pressure with support from RJ to navigate the conversation.
- Implementing cultural sensitivity and responsive training around mental health to better equip teachers and staff to understand students' cultural obligations and traditions.
- Creating alternative academic support and make-up assignments for Arab and Pacific Islander students who are truant due to family obligations, cultural holidays, and mental health breaks.
- Utilizing advisory periods for mental health workshops and training students to be mental health advocates to bring awareness on best practices to manage stress, anxiety, and depression.

ACTION STEPS

As the Wellness Research Team, we have concluded three effective and tangible action steps to make change happen and ensure that everyone has more awareness of issues around mental health.

- Create workshops and facilitation guides that students, teachers, administrators, staff, and community members can use to share and educate themselves and others about mental health, identity, and coping mechanisms.
 - These workshops are designed by the Wellness Research Team. Each workshop is estimated to be an hour.
 - The facilitation guides are examples and suggestions of activities that can stimulate conversations around mental health and wellness.
- Design and create infographics to be posted around the school or health/wellness centers.
- Provide more ESL-friendly materials around mental health and education access for families and parents who ESL. Our goal is to work with Office of Equity translators to have our materials and facilitation guides translated into Vietnamese, Mandarin, Tagalog, Cantonese, Cambodian, Laos, Thai, Tongan, and much more.

FACILITATION GUIDES FOR WORKSHOPS

IDENTITY

Objectives:

- Learn what identity is and the impacts it has on mental health
- Provide the proper tools to discover the social identity and the importance of privilege
- Learn how to apply these tools and understandings to everyday life

Time/ Facilitator	Activity and Topics
	<p>Introduction</p> <p>Intro to You: Hello, my name is X. I go by [PRONOUNS]. I am a [POSITION/ROLE] with [GROUP/ORG].</p> <p>Introduction to the Workshop:</p> <p>Today we are focusing on identity and the impact identity has on our mental health. We will discover how to recognize the privileges and disadvantages of our identity, share uplifting stories, and experiences, and leave with some tools to manage our mental health.</p> <p>Before we get started let's talk about agreements, (possible transition into group agreements).</p>
	<p>Group Agreements</p> <p>Does anyone know what group agreements are? Can you tell me why they are important?</p> <p>Group agreements are common rules or guidelines that we follow to keep a safe and honest space for everyone to participate and be engaged.</p> <p>Some examples:</p> <ul style="list-style-type: none"> • One Mic • Step Up, Step Aside • Respect • Confidentiality • I statement (speakers should be genuine and honest about how they feel on the current issue)

	<p>Thank you for sharing! I hope everyone can refer to the group agreements if any conflict occurs during our workshop.</p>
<p>(Choose one icebreaker)</p>	<p>Icebreaker: Telephone Charades</p> <p>Can anyone explain the game Telephone? You choose one person to start the game by whispering a phrase into their neighbor's ear, that neighbor tries to recall the sentence and say it to their neighbor, which continues until the final participant states what they believe was said to them to everyone.</p> <p>Can someone explain the game Charades? Someone is given a word that they must attempt to act out in front of their team (on a time limit) until they are able to guess what the word is. This happens between two or more teams, whichever has the most points wins.</p> <p>Telephone Charades: If you bring those two games together, you have Telephone Charades. Depending on how many people are in a group, you will have 2-3 rows with at least 5 people in each row. The facilitator will have a word or a phrase. Everyone will be facing forward and the last row will be turning to the facilitator to see what their word will be. Without moving your lips or talking, you will act out the word. Once you think you understand it, you will tap the person in front of you. They will turn around and you will act it to that person. This will continue to happen until the last person comes up to the facilitator and whispers the word or phrase. If it is wrong, the whole group/row will have to do it again until a group gets it right.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Ballerina ● Earthquake ● Fireworks ● Spiderman ● Surfing ● Shark
	<p>Ice Breaker #2: I love my neighbor who....</p> <p>Has anyone played, "I love my neighbor who..." One person volunteers to be in the middle. They will state something that relates themselves to most people around the circle. For example, <i>I love my neighbor who loves the color blue or wears white shoes.</i> It could be more in-depth like, <i>I love my neighbor who owns an Oakland t-shirt or gear.</i> It could even be a feeling or thought, <i>I love my neighbor who only talks about politics.</i></p> <p>Everyone would move around in the empty spaces they have, and the person that is late or stuck in the middle will have to say something new. For this activity, please have your mask on at all times.</p>

	Who would like to volunteer first?
	<p>Activity #1: Journey Map</p> <p>Journey mapping is a positive exercise that can help a person track down the things and ideas that they value in life. An individual can make a timeline to list the important moments or activities they cherish. These life maps allow a person to have an overall view of their life.</p> <p>For students, journey mapping can start from the first day of school to high school. What were some key moments that defined who you are now? Helped you understand and overcome the challenges of life? It could even be something simple like making a friend or volunteering for campus clean-up.</p> <p>Adults have more experiences and understandings of life, what is one thing you want the students to take away from your life lesson? When was there a time when you figured out your identity and sense of belonging?</p> <p>You can put as many stages or moments as you want, ideally four to five events that represent you and your moments.</p> <p>Instructions:</p> <p>Ideally we will have 4-5 people in each group sharing. You will draw using a pencil, marker, and a piece of paper to highlight your events. Then, you will share in your groups, and try to spot the themes and differences in your stories. (Ask this at the end) How can we share spaces and support each other to thrive?</p>
	<p>Activity #2: Identity Wheel</p> <p>Goals of the Activity:</p> <ul style="list-style-type: none"> ● To encourage participants to consider their identities critically and how identities are more or less keenly felt in different social contexts. ● To illuminate how privilege operates so we can normalize some identities over others. For example, a student who speaks English as their first language can reflect on why they rarely need to think about their language as an aspect of their identity while some of their peers may identify language as the aspect of their identity they feel most anxious about in the classroom. ● To sensitize participants to their shared identities with others as well as the diversity of identities in the classroom, building community and encouraging empathy. <p>Social Identities:</p>

	<ol style="list-style-type: none"> 1. Ethnicity 2. Socio-economic status 3. Gender 4. Sex 5. Sexual Orientation 6. National Origin 7. Language 8. Physical, Emotional, and Developmental (Dis)ability 9. Age 10. Religious or Spiritual Affiliation 11. Race <p>Activity - answer all the statements below:</p> <ul style="list-style-type: none"> ● Identities you think about most often ● Identities you think about the least often ● Your own identities you would like to learn more about ● Identities that you have the strongest effect on how you perceive yourself ● Identities that have the greatest effect on how others perceive you. <p>Once everyone is done answering these statements, we will share out our responses.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> ● How did this activity make you feel? ● Is it something you learn or thought about before? ● What are some similarities or differences in identity?
	<p>Reflection: Head, Heart, & Hand</p> <p>Has anyone heard of the head, heart, and hand reflection activity?</p> <p>Everyone will be in a circle and choose either head, heart, or hand.</p> <ul style="list-style-type: none"> ● Head - What is something that made you think? Or keep in mind? ● Heart- What is something (an activity or moment) that made you feel? ● Hand - What is one thing you'll take away from this workshop? <p>Everyone will share.</p>
	<p>Closing:</p> <p>Hopefully through these activities bring to light how identity molds who you are and how important it is to confront and accept your own identity and the identities of those around you. Having insecurities and advantages is part of finding and accepting your identity. So, we thank you for creating a space where we could recognize this together.</p> <p>Any Q&A?</p>

HEALTHY RELATIONSHIPS

Objectives:

- Learn about healthy relationships and the impact they can have on mental health
- Provide the proper tools to discover the importance of healthy relations
- Build individuals' knowledge of healthy relationships
- Help students understand what components contribute to healthy relationships and friendships

Time/ Facilitator	Activity and Topics
	<p>Introduce Ourselves.</p> <p>Hello, my name is [blank]. I go by [pronouns]. I am in the [blank] grade at [school]. I am an Empowerment and Wellness specialist working with AAPISA.</p> <p>Introduce Organization</p> <p>AAPISA (Arab, Asian, Pacific Islander Student Achievement) Wellness and Empowerment Youth Research Program</p> <ul style="list-style-type: none"> ● Focused on supporting Asian, Pacific Islander, and Arab students in discovering issues that are relevant and affecting their lives during COVID-19 ● Group of 8 high school students worked closely with an advisor to target issues affecting these students in OUSD ● Action projects worked on to improve and implement wellness and mental health practices in our Oakland public schools throughout the district <p>Research Question:</p> <ul style="list-style-type: none"> ● How have social, emotional, and physical pressures affected Arab, Asian, and Pacific Islander communities and students' mental health and well-being? How can Oakland schools provide access to mental health resources for Arab, Asian, and Pacific Islander communities and students? <p>Introduce Healthy Relationships</p> <p>We are focusing on healthy relationships and the impact they can have on our mental health. We will discover how to recognize positive actions and the steps it takes to create healthy bonds between individuals. Can anyone tell me what healthy relationships look like to them?</p> <p>Now, we will transition into group agreements.</p>

	<p>Group Agreements</p> <p>Does anyone know what group agreements are? Can you tell me why they are important?</p> <p>Group agreements are common rules or guidelines that as a group we follow so we can keep a safe and honest space for everyone to participate and be engaged.</p> <p>Some examples:</p> <ul style="list-style-type: none"> ● One Mic ● Step Up, Step Aside ● Respect ● Confidentiality ● I statement (speakers should be genuine and honest about how they feel on the current issue) <p>Thank you for sharing! I hope everyone can refer back to the group agreements if any conflict may occur during our workshop.</p>
	<p>I love my neighbor...</p> <p>Who has played, “I love my neighbor who...” One person volunteers to be in the middle. They will state a statement that relates to most people around the circle. Everyone would move around in the empty spaces they have, and the person that is late or stuck in the middle will have to say something new. For this activity, please have your mask on at all times.</p> <ul style="list-style-type: none"> - Form a circle, one person starts in the middle - “I love my neighbor who...” - If people relate to the saying, they must get up and switch seats with another - The last person in the middle goes next. - Repeat <p>Through this activity, we get to learn a little more about each other and find commonalities between one another</p>
	<p>Relationship Experience</p> <p>Map a timeline of a relationship you’ve developed over time whether it be platonic or romantic, and date significant events on a timeline and try to list events from the beginning of it and up until now.</p> <p>Have a few individuals share their maps if comfortable.</p> <p>The point of this activity is to acknowledge the big moments in a friendship or relationship and notice the “healthy” or “unhealthy” signs.</p>

	<p>Scenario-Based Activity</p> <p>Give three different scenarios and have individuals talk and discuss to solve the “issue/problem”. If it is on Zoom, you can have three breakout rooms. If in-person, you can have three to four separate groups.</p> <p>Scenario 1: Parent and Child Relationship</p> <ul style="list-style-type: none"> ● Say a child gets into an argument with their parents. The parents overreact and hit the child. They don’t say anything more and leave. What’s wrong with this situation? <ul style="list-style-type: none"> ○ What can the parents do differently? ○ How do you think the child feels? ○ How would this situation affect the child? <p>Scenario 2: Romantic Relationship</p> <ul style="list-style-type: none"> ● Say two people are together and one accuses the other of cheating with another person. This person didn’t actually cheat but their partner doesn’t believe them. What are the issues with this scenario? <ul style="list-style-type: none"> ○ What are some key issues that needed to be addressed? ○ How would you handle or approach the situation? ○ How can this couple mediate the situation properly? ○ What should they have done differently? <p>Scenario 3: Friendship</p> <ul style="list-style-type: none"> ● Say two friends get into an argument because one friend heard that the other friend was gossiping about them. This was a true fact but they became defensive and lashed out. What are the problems with this scenario? <ul style="list-style-type: none"> ○ What are some restorative methods you heard of that can be used to mediate the situation? ○ What can these friends do to alleviate the situation? ○ What are some effective communication skills to deescalate the argument? <p>After each scenario, analyze the situation with the group and choose one person to report back to the group and how they would effectively be addressed the issue/situation.</p>
	<p>Reflection & Closing</p> <p>Talk about takeaways, now we’ll ask the participants to list some takeaways, and things they have realized after doing this workshop.</p> <p>“Thank you everyone for participating in this workshop.”</p> <p>“Before we end, let's go over some contributing factors of a healthy vs. toxic relationship. Can anyone think of any signs of a healthy relationship? Can anyone think of any signs of a toxic relationship?”</p>

	<p>Healthy:</p> <ul style="list-style-type: none">● Effective communication● Positive vibes● Mutual trust/respect● Appreciation for one another● Able to resolve conflict <p>Toxic:</p> <ul style="list-style-type: none">● Lying● Withholding information● Abuse● Toxic communication● Lack of support● Controlling behavior● Dishonesty● Envy/jealousy
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SOCIAL EMOTIONAL LEARNING

Objectives:

- Learn what social-emotional learning is and how to apply it in your life
- Gain awareness about emotions about yourself and people around you

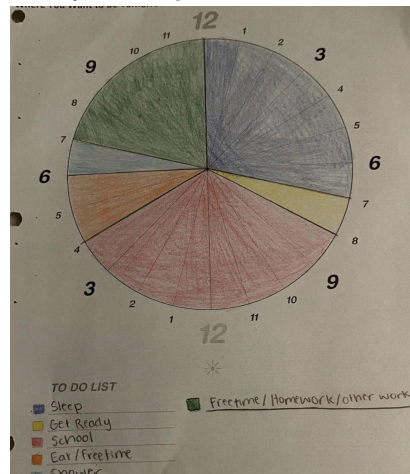
Time/ Facilitator	Activity and Topics
(5-10 mins)	<p>Introduction</p> <p>Introduce yourself. Hello, my name is [X]. I got by [PRONOUNS]. I am a [POSITION/ROLE] with [GROUP/ORG].</p> <p>Introduction to the Workshop</p> <p>We are focusing on the fundamentals of social-emotional learning. We will learn how it can be applied in our lives to create a deeper understanding of ourselves and our peers.</p> <p>Does anyone know what is Social Emotion Learning (SEL) is? If, so define it in your own words.</p> <p>SEL is the process of learning how to comprehend and manage your emotions, empathize with other people, form healthy relationships and make carefully considered decisions.</p> <p>Now, we will transition into group agreements.</p>
(5 mins)	<p>Group Agreements</p> <p>Does anyone know what group agreements are? What are some examples? & Why is it important?</p> <p>Group agreements are common rules or guidelines that as a group we follow. We follow so we can keep a safe and honest space for everyone to participate and be engaged.</p> <p>Some examples:</p> <ul style="list-style-type: none"> • One Mic

	<ul style="list-style-type: none"> ● Step Up, Step Aside ● Respect ● Confidentiality ● Be genuine and honest ● I statement <p>Thank you for sharing! I hope everyone can refer back to the group agreement if any conflict may occur during our workshop.</p>
(15 minutes)	<p>Icebreaker: Counting to 20 Game</p> <p>Does anyone know the counting to 20 games? How is it played?</p> <p>Instructions: Sit or stand in a circle. The idea is for the group to count to twenty, one person saying one number at a time. Anybody can start the count. Then a different person says the next number but if two or more people happen to speak at the same time, counting must start again from the beginning.</p>
(15 minutes)	<p>Ice Breaker: Yarn Ball Game</p> <p>Does anyone know how the yarn ball game works? How is it played?</p> <p>Instructions: Everyone stands in a circle and first introduces their names. Hopefully, people remember at least one name. After this is done, someone will start by holding the ball of yarn, saying their name, and then calling out someone else’s name to indicate they are throwing it to them. While doing that the first person is still holding the end of the yarn string and the second person is holding the yarn ball. This continues until you get to the last person, when that happens the order will be reversed and the last person has to throw the yarn ball back to the person who threw it to them, the cycle continues until it reaches back to the first person. The goal is to have a neat yarn ball again and for it not to be tangled.</p> <p>*Make sure participants reroll/rewind the yarn back onto the yarn ball to ensure no extra string</p>
(45 minutes)	<p>Activity #1: Daily Routine</p> <p>The purpose of this activity is to be aware of your own daily routine as well as the people in the workshop with you. It helps you acknowledge the lives that people lead outside of school or work and the number of responsibilities they have. This allows people to connect with each other through related hobbies, chores, or work and gain insight into the struggles and stress people could have.</p> <p>Students could understand that their teachers or parents have busy lives and help complete tasks around their house or turn in their assignments on time to lessen the workload of the adults in their lives.</p>

Teachers could understand that immigrant parents have a difficult time helping their children when work or email is only in English and that students don't have the support at home or need extensions on their projects because they have other commitments like jobs, clubs, college classes or even taking care of their siblings.

Instructions: Hand out sheets of paper with a circle in the shape of a clock, with 24 sections to represent the hours in a day. People will then fill out the sheet labeling within a day's span and can grab as many sheets as they need to represent different days of the week. Using color is not needed but highly encouraged to separate the different sections and decorate to your desire.

Example: [Template](#)



Reflection Questions: What is something common that you have with someone else? Did anything shock you about someone else's schedule? What is something you realized after doing this activity?

(30 minutes)

Activity #2: Throw Away Your Stress!

In this exercise, people will have to acknowledge and address the stresses in their lives and be willing to anonymously share them with the group. Understanding where they are emotionally and sympathize or even empathize with the people around them and be able to create connections with their experiences and other people's.

*This is not the stressed-out Olympics, no one should be trying to think they are doing better than other people or feel bad for themselves, the goal is just to come to terms with what they are currently dealing with.

Instructions: Ideally participants should be in a circle. Everyone is given a sheet of paper to write down some things or one thing they are currently stressed out about without writing their names. People will then crumple up the ball and throw it into the circle. When everyone has finished, everyone will pick up a paper ball from the floor and read it out loud. After reading it out loud, they can share how they relate to

	<p>the stress and if they don't relate they can share a past experience that was similar to the response. The last step when everyone is finished discussing is to rip up the paper they are holding and throw it in the trashcan.</p> <p>Reflection Questions: How do you feel after doing this exercise? Do you think this exercise was helpful? Did this bring any new thoughts, ideas, or realizations?</p>
(20 minutes)	<p>Activity #3: 5-4-3-2-1 Grounding Technique</p> <p>The goal of this activity is to be aware of the surroundings around you and this can be used as a way to calm down when feeling like emotions are getting too overwhelming.</p> <p>Raise your hand if you know this grounding technique. If you are comfortable please explain how to do it.</p> <p>Instructions: Allow participants 5 minutes for this exercise. Everyone thinks about 5 things they see, 4 things they feel, 3 things they hear, 2 things they smell, and 1 thing they can taste. Take turns sharing responses and reflect on the things people sense.</p> <p>*Eliminate taste and smell from the technique if masks are being worn. Instead, try 3 things they see, 2 things they feel, and 1 thing they hear.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Taste - Food/Drink someone just ate/drank ● Smell - Perfume, Air Freshener, Coffee, Vanilla ● Hear - Sirens, Air Purifier, Pen Clicking ● Feel - Fabrics, Chair, Hair on face, Mask on face ● See - People, Table, Chairs, Snacks, Carpet
(10 minutes)	<p>Reflection: Appreciations or Apologies</p> <p>Does everyone know what appreciations or apologies are?</p> <p>Participants will choose either to appreciate another person or apologies for their behavior.</p> <p>Examples:</p> <p>Appreciations - I would like to thank.... -I appreciate _____ for.....</p> <p>Apologies - I apologize for interrupting... - I apologize for *insert past experience*</p> <p>Everyone will share one, they can choose to do both if they would like.</p>

	<p>Closing</p> <p>Any Q&A?</p>
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