



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Mental Health Matters
Course Number	OL 5267
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Educators understand the ways mental health challenges can impact student wellness, and want to learn how to provide the support students need so they can focus and flourish. In this course, educators will celebrate students' stories of successfully navigating mental illness and will investigate how to address the stigma associated with it. Pick a PreK, elementary, middle, high school, or educator pathway, then create a "mental health moonshot," your opportunity to *dream big* and share ideas for making mental health a priority. Discover ways to boost engagement with research-based, actionable strategies like movement, meditation, and mindfulness. Explore how issues of identity, disordered eating, suicide, gun violence, social media, and racism affect student mental health and how technology brings support to "our fingertips." End the course on a hopeful, high-note as you grow in your understanding for supporting students so they can be happy and healthy.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use prompts about student mental health, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a "mental health moonshot" aspirational plan that makes student mental health a priority.
3. Collaborate with a colleague to create a presentation discussing student mental health challenges.
4. Implement movement, meditation, and mindfulness strategies to increase student mental health.
5. Challenge the status quo by creating an action plan designed to stop the stigma of student mental illness.

Required Text/Reading:

All readings and resources are linked within the online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

CASEL: Advancing Social and Emotional Learning. Retrieved December 8, 2023, from <http://casel.org>

Centers for Disease Control and Prevention (CDC). Retrieved December 24, 2022, from <https://www.cdc.gov/>

Mental Health Disorders: Types, Diagnosis & Treatment Options. (2022, January 23). Cleveland Clinic. Retrieved January 23, 2023, from <https://my.clevelandclinic.org/health/diseases/22295-mental-health-disorders>

Mental health: strengthening our response. (2022, June 17). World Health Organization (WHO). Retrieved December 13, 2022 <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

NAMI: National Alliance on Mental Illness. Retrieved January 8, 2023, from <https://www.nami.org/Home>

National Institutes of Health (NIH) | Turning Discovery Into Health. Retrieved January 6, 2023, from <https://www.nih.gov/>

Ogorchukwu, J. (2020, May 30). The Four Bodies: A Holistic Toolkit for Coping With Racial Trauma. Medium.Com.

SAMHSA - Substance Abuse and Mental Health Services Administration. Retrieved January 2, 2023, from <https://www.samhsa.gov/>

The Trevor Project | For Young LGBTQ Lives. Retrieved January 8, 2023, from <https://www.thetrevorproject.org/>

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about student mental health.
2. Summarize your previous knowledge or experience with student mental health.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

In Module 1, we cover the basics of mental health including the definition, disorders, and student mental health.

In Module 2, you will have the opportunity to select one of the following pathways to learn about mental health within the age-group you choose:

- PreK-2
- Elementary
- Middle School
- High School
- Teacher mental health

In Module 3, you will explore circumstances affecting students' mental health: eating disorders, gun violence, social media, substance abuse, suicide, sexuality/LGBTQ+, and racism. The course ends on a high note as you explore how meaningful relationships are to our mental health. Then, reflect on your learning and you're on your way. Thank you for joining us!

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. What is “mental health”? Review the information about mental health from the Centers for Disease Control (CDC), then share why mental health is crucial to well-being.
- B. Learning about students’ mental health helps us understand who our students are and what they are managing, which supports deeper connections.

Read, “What Educators Should Know About Student Mental Health” from MentalHealth.gov, and “Improving Mental Health in Schools,” from the National Association of Mental Illness (NAMI), and “Mental Health in Schools, The Kids Are Not Alright,” from the National Education Association (NEA), then describe why learning about student mental health is critical for educators.

- C. The mental health of teachers impacts the school experience of students! The article, “Teachers in Crisis-Understanding Mental Health Through Maslow’s Hierarchy of Needs,” from the Seattle Review describes the teacher shortage, and points out how teachers’ needs are—or more often, are not—being met. After reading the article, and referencing Maslow’s Hierarchy of Needs above, summarize your thoughts about the teacher shortage, and/or how you are striving to ensure your needs on Maslow’s hierarchy are being met.
- D. There are many different disorders that affect mental health. Review the following resources to learn about the disorders, their symptoms, and what to watch for:
- Children’s Mental Disorders from the CDC
 - Data and Statistics on Children’s Mental Health from the Centers for Disease Control (CDC)
 - “Mental Illness in Children-Know the Signs” from the Mayo Clinic
 - “Common Mental Health Problems in School Children and How to Address Them” by Kate Barrington
 - What to Look For from MentalHealth.gov

Now that you have reviewed the resources, describe the types of support you already provide for students who are managing disorders.

- E. The stigma of mental illness can take a toll on students’ self-esteem. Read, “Overcoming the Stigma of Mental Illness,” from the Mayo Clinic, then summarize what you are seeing in your school when it comes to stigma. For example, in what ways does your school work to ensure students are protected and supported? If you don’t work in a school, describe your observations regarding mental health stigma. In other words, does it appear to have gotten better? Worse? Why?
- F. Educators understand how social-emotional learning (SEL) impacts students and purposefully make it a part of their curriculum (hooray!) To learn more about SEL and its impact, explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) website, and study the 5 Core Competencies on the SEL wheel below, then share how you see students benefiting from SEL (e.g. behaviors, kindness, empathy, etc.)

G. In the field of education, there is an abundance of acronyms! When it comes to mental health, one of the acronyms used is IEP—which stands for Individualized Education Plan, and Section 504 which “is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance.”

To learn more, review Special Education IEPs and 504s from PACER, “Mental Health of People with Disabilities” from the CDC, and “Children’s Mental Health and Behavioral Disorders Health Project” from PACER. If you work with students who have IEPs, how does knowing they have them enhance the way in which you work with those students? If your school or district does not use IEPs, how could having Individual Education Plans for students with mental illness work in their favor to provide the support they need from specialists or general education teachers?

H. Research supports the finding that student mental health can be tied to the trauma they have experienced, or continue to experience, in their lives. Trauma has many causes, from food insecurity, to substance abuse, to housing instability. Please review the resources for studying and learning about trauma below, then respond to the question that follows:

- Substance Abuse and Mental Health Services Administration (SAMHSA)
- National Child Traumatic Stress Network
- “The Blueprint for How the Body Changes the Score with Children and Youth Impacted by Complex Trauma” by Jana Pressley, PhD & Joseph Spinazzola, PhD

There is also the trauma of racism.

To learn more about the complexity of racial trauma watch the videos below, review the resources, then respond to the question that follows.

Racism and Mental Health

Racism and mental health | Black History Month

“Conversations with Teens Foster Healing from Traumatic Experiences of Racism,” from Boys and Girls Clubs of America

Share an observation or an experience where you have seen a shift in a student, a colleague, or a friend's mental health due to racism, or share one takeaway from the resources on racism you will carry with you.

I. Review this information on ACEs from the Centers for Disease Control, then describe how understanding this information is beneficial to you as an educator.

J. Reflect on how mental health is approached in your school. Share what you understand about the policies, and if there is no current policy, list 5 steps you will take when there is a student who has a mental health crisis in your school or classroom. This resource, “Helping Students in Crisis,” from Metro State University provides ideas.

Module 2

Pick Your Pathway:

This course provides you with the opportunity to pick your pathway! Select from the PreK-2nd grade, elementary, middle school, high school, or teacher mental health pathways. Then, complete the requirements in the pathway you chose, and return to Module 2 to finish the Resource Review. You are welcome to review all 5 of the pathways to help you make your selection.

PATHWAY 1: PreK-2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

PreK-2nd Grade Resources

As we created this course, we accessed many different early childhood resources! The following list is for your benefit. You are welcome, but not required, to use any of the resources below to complete the course applications in this pathway. Or bookmark to reference later on!

PreK-2nd Grade Mental Health Resources

How Early Childhood Experiences Affect Lifelong Health and Learning
"Early Childhood Mental Health" from Center on the Developing Child from Harvard University
"What is Early Childhood and Infant Mental Health?" from Minnesota Mental Health
"Early Childhood Behavioral and Emotional Disorders" from Healthline
"Disability Diagnosis in Preschoolers" from NAEYC
"Tips for Teachers and School Staff from Students with Mental Health and Behavioral Challenges," from PACER
"3 Preschool Mental Health Activities" from Little Otter
"20 Fun SEL Activities for Preschool and Kindergarten" from We Are Teachers
"45 Social Emotional Activities for Preschoolers" from by Suzanne Buckman at Teaching Expertise
National Institute of Mental Health (NIMH)

2. Application: Emotions & Affirmations

Teaching social-emotional skills when children are young sets the stage for good mental health and well being!

Educators can teach students to understand what they are feeling by paying attention to their bodies (clenched fists, loud voices, stomping feet, etc.) The Emotion-Sensation Wheel above is one example of how we can use tools to guide students in connecting behaviors and feelings with emotions.

Begin this application by reviewing, "Promoting Early Childhood Social and Emotional Learning and Development," from the National Center for Healthy, Safe Children, then complete one of the options below.

Option A: Emotions

If completing this option, study the images above, then design an emotion wheel or chart to assist students in identifying what they are feeling. We encourage you to make something colorful to use with students! One free creation software platform is Canva, and other creation platforms you are welcome (not required) to try are listed here.

Submit a photo or link to your chart or wheel, along with a one-paragraph or longer summary about how you will use the chart or wheel with students to identify their feelings and emotions.

Option B: Affirmation Creation

Affirmations are a wonderful way to promote and encourage mental health and to start and end each day with gratitude and a positive perspective. Read, "The Benefits of Affirmations in the Classroom," by Kirsten Tulsian which lists the benefits of affirmations, and the affirmation song in the video below will lift your spirits!

Ohio teacher's affirmation song for her students lifts our spirits | GMA

If completing this option, create a poster, a paper hand-out, a post or blog, or a series of cards that include affirmations for the age-group with whom you work.

For example, you may want to consider adding pictures *and* words for your young learners. If you are working with students who are Emergent Bilingual (EB) or Multilingual Learners (ML), be sure to include words in more than one language. Also, be sure your creation is diverse and inclusive!

This Pinterest board below has ideas to inspire you!

Affirmation Ideas from Pinterest

Submit a photo of your affirmation creation along with a one-paragraph or longer description about how it will be used with students.

3. Application: Mental Health Moonshot

Now it is time to tie your learning together in this Mental Health Moonshot!

The Milken Foundation wrote a report called "Moonshots for Youth Mental Health and Well-Being."

The report...

..."outlines big ideas to decrease stigma, increase access to care, build a diverse mental health workforce, and develop measurements and interventions that are grounded in inclusive research. With the right support from philanthropy and other sectors, these moonshots would provide a path to better mental health for young people, and a better future for all."

Let's dream big! Without constraints like money, time, and other resources, what would be your mental health moonshot?

- Perhaps you would open a school that solely focuses on PreK-2nd grade mental health and is led by teachers, social workers, and mental health counselors.
- Maybe you would deliver food to families with young children in need, or...?

Get creative! There is no right or wrong mental health moonshot idea.

Whatever your mental health moonshot, how you present it to us is up to you! For example, pull out your paints, markers, or color pencils and put your ideas in a painting or drawing, write a one-page outline or narrative, put together a slide presentation of 6 or more slides, or create a vision board (remember, the moon's the limit!)

If you have created something you cannot attach (painting, vision board, etc.) attach a photo of your creative endeavor!

Regardless of the medium (painting, written, etc.) be sure to include each of the points below. We created a My Mental Health Moonshot template for you to complete this assignment, but there is no need to complete it if you are creating a painting, a vision board, etc.)

- The goal of your mental health moonshot (support, reduce stigma, create awareness, etc.)
- Who will benefit/will be your audience/clientele
- Resources needed (staffing, funding, etc.)
- How it will be delivered (virtually, in person, door-to-door, etc.)
- How you will measure success

4. Application: Movement, Mindfulness & Meditation for Mental Health

Physical movement and activity have been proven to improve mood by producing endorphins, serotonin, and dopamine! If we want students to be engaged and learning, movement is crucial.

Besides movement, mindfulness and meditation are increasingly used with students and have been proven to reduce anxiety and depression, and to increase engagement and focus. Such good news!

For this application, complete one of the following options.

Option A: Movement

Begin by reading, "Advocating for Change: Making Movement Part of Your Classroom Culture," from the NEA which explains why movement impacts learning, and "Supporting Student Mental Well-Being-Letting Go of Stress Through Play," by Jim Grout from High Five, which touts the benefits of play!

The resources below are helpful too!

Brain Breaks Blog by Rebecca Kay-Lewis at Learners Edge
"50 Educational Brain Breaks for Kids," from We Are Teachers

Then, in two-paragraphs or more summarize how you will use any of the brain breaks or tools from the resources below with students. Or, if you wish, demonstrate the use of movement in the classroom by recording a one-minute long video of the brain break in action (with permission of course!) Include the summary or video link when submitting your work for this module.

Option B: Mindfulness & Meditation

The word is out! Mindfulness and meditation assist students in calming their minds, regaining focus, and bringing them into the present moment. If these are strategies you haven't tried but would like to, or if these are practices you already use, good for you! Your students will thank you.

If completing this option, review the resources below, then create a mindfulness activity or meditation script to use with the age of students with whom you work.

- If creating a mindfulness activity, include enough information so a colleague could lead it in your absence.
- If writing a meditation script, make it the appropriate length for the grade level of students, and include one paragraph that explains how you will lead the meditation.

You are welcome to use any of the resources below to assist you in the creation of your activity or script:

“Fostering Better Student Mental Health Through Mindfulness” by Ross E. O’Hara from Psychology Today

“Mindfulness for Toddlers, How to Get Started,” from Mindful Little Minds

“Mindfulness for Kids,” from Mindful

“Meditation for Kids,” from Headspace

PATHWAY 2: Elementary

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

Elementary Mental Health Resources

As we created this course, we accessed many different resources for elementary age students! The following list is for your benefit. You are welcome, but not required, to use any of the resources to complete the course applications in this pathway. Or bookmark to reference later on!

Elementary Mental Health Resources
<p>15 Inspiring Mental Health Activities for Elementary Students by Lauren Du Plessis at Teaching Expertise</p> <p>Engaging in the creative process of drawing can help to focus on the present moment and reduce feelings of anxiety and tension. The Art for Kids Hub has wonderful drawing videos that even the less artistic person will enjoy.</p> <p>This link from Novak Education includes activities for grades K-12 that support the 5 core competencies of social-emotional learning (SEL) :</p> <ul style="list-style-type: none">• Self-awareness• Self-management• Social awareness• Relationship skills• Responsible decision-making <p>Mental Health Conditions Seen in Childhood from NAMI</p>

2. Application: Mental Health Tip or Fact Sheet

Communicating about mental health is an important aspect to reducing stigma and letting students and families know we support them.

For this application, review the following resources, consider your audience, then customize an informational Mental Health Tip or Fact Sheet on any aspect of mental health you deem beneficial for students or families with whom you work.

“Tips for Teachers and Schools,” from PACER
Tip Sheets from PA, Parent, and Family Alliance
Black, Indigenous, People of Color (BIPOC) Mental Health Fact Sheets from RTOR.org
Fact Sheets from the National Institutes of Health
Fact Sheets from Minnesota Mental Health

The sheet can be a paper hand-out you distribute or hang in the classroom, or an electronic version you post on your classroom or school website.

The informational sheet should include:

- A title
- An explanation about what the sheet is about
- Five or more tips or facts
- Resources
- See these images for ideas and inspiration!

3. Application: Movement, Mindfulness, & Meditation for Mental Health

Physical movement and activity have been proven to improve mood by producing endorphins, serotonin, and dopamine! If we want students to be engaged and learning, movement is crucial.

Besides movement, mindfulness and meditation are increasingly used with students and have been proven to reduce anxiety and depression, and to increase engagement and focus. Such good news!

For this application, complete one of the following options.

Option A: Movement

There are many benefits to getting students up and moving, but one of the biggest benefits is to their mental health! The article, “Health Benefits of Physical Activity for Children,” from the Centers for Disease Control (CDC) champions the impact movement makes on mental health, as does “Physical Activity is Good for the Mind and the Body,” by Dr. Paul Reed, and listen or read, “Movement and Gestures Can Improve Student Learning,” by Deborah Farmer Kris.

The research champions movement as a strategy for increasing student mental health and wellness!

For this option, review one of your lessons and see where a movement activity or brain break would engage and re-energize students. Once you find a lesson, show us where and how you will incorporate movement. You can do this in any of the following ways:

- Submit a previously used lesson plan with notes explaining where and how you will incorporate movement. Put your lesson notes in a different color font, or highlight, so we can easily spot the changes. Include a one-paragraph or longer summary about why you put the movement and/or brain breaks where you did in the lesson.

- Design a new lesson plan on a subject of your choice that includes time for movement and/or brain breaks. Include a one-paragraph or longer summary about why you put the movement and/or brain breaks where you did.

Option B: Mindfulness & Meditation

The word is out! Mindfulness and meditation work to assist students in calming their minds, regaining focus, and bringing them into the present moment. If these are strategies you haven't tried but would like to, or if these are practices you already use, good for you! Either way, your students' mental health benefits!

If completing this option, review the resources below, then create a mindfulness activity or meditation script to use with the age of students with whom you work.

- If creating a mindfulness activity, include enough information so a colleague could lead it in your absence.
- If writing a meditation script, make it the appropriate length for the grade level of your students, and include one paragraph that explains how you will lead the meditation.

"Fostering Better Student Mental Health Through Mindfulness" by Ross E. O'Hara from Psychology Today

"Mindfulness for Kids," from Mindful

"Meditation for Kids," from Headspace

"Guided Meditation for Kids," from GreenChild

4. Application: Mental Health Moonshot

Now it is time for you to put your learning into action!

The Milken Foundation wrote a report called "Moonshots for Youth Mental Health and Well-Being."

..."outlines big ideas to decrease stigma, increase access to care, build a diverse mental health workforce, and develop measurements and interventions that are grounded in inclusive research. With the right support from philanthropy and other sectors, these moonshots would provide a path to better mental health for young people, and a better future for all."

Let's dream big! Without constraints like money, time, and other resources, what would be your mental health moonshot?

- Perhaps you would open a school that solely focuses on elementary age mental health and is led by teachers, social workers, and mental health counselors.
- Maybe you would deliver food to families with children in need, or...?

Get creative! There is no right or wrong mental health moonshot idea.

Whatever your mental health moonshot, how you present it to us is up to you! For example, pull out your paints, markers, or color pencils and put your ideas in a painting or drawing, write a one-page outline or narrative, put together a slide presentation of 6 or more slides, or create a vision board (remember, the moon's the limit!)

If you have created something you cannot attach (painting, vision board, etc.) attach a photo of your creative endeavor!

Regardless of the medium (painting, written, etc.) be sure to include each of the points below. We created a My Mental Health Moonshot template for you to complete this assignment. But if you are submitting a link to a painting or other creative artifact, there is no need to complete the template.

- The goal of your mental health moonshot (support, reduce stigma, create awareness, etc.)
- Who will benefit/will be your audience/clientele
- Resources needed (staffing, funding, etc.)
- How it will be delivered (virtually, in person, door-to-door, etc.)
- How you will measure success

PATHWAY 3: Middle School

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

Middle School Mental Health Resources

As we created this course, we researched and learned about many different resources for Middle School students! The following list is for your benefit. You are welcome, but not required, to use any of the resources to complete the course applications in this pathway. Or bookmark to reference later on!

Middle School Mental Health Resources
"20 Activities Focusing on Mental Health for Middle Schoolers," by Sharayah Lynn Grattan at Teaching Expertise "4 Social Supports that Can Help Students' Mental Health," by Mahnaz Charania from the Christensen Institute Adolescent Health Resources from Adolescent Health 133 Mental Health and Learning Resources for Kids and Teens "Exploring the Bright, Brave, Complicated World of Adolescents," by Betsy Butler

2. Application: Mental Health Tip or Fact Sheet

Communicating and discussing mental health is an important aspect to reducing stigma and letting students and families know they are supported.

For this application, review the following resources, then consider your audience and customize an informational Mental Health Tip or Fact Sheet on any aspect of mental health you deem beneficial for students or families with whom you work.

- Fact Sheets for Middle School and High School from NAMI
- "Tips for Teachers and Schools," from PACER
- Tip Sheets from PA, Parent, and Family Alliance
- Black, Indigenous, People of Color (BIPOC) Mental Health Fact Sheets from RTOR.org
- Fact Sheets from the National Institutes of Health
- Fact Sheets from Minnesota Mental Health

The sheet can be a paper hand-out you distribute or hang in the classroom, or an electronic version you post on your classroom or school website.

The informational sheet should include:

- A title
- An explanation about what the sheet is about
- Five or more tips or facts
- Resources
- See these images for ideas and inspiration!

3. Application: Movement, Mindfulness, & Meditation for Mental Health

Even middle schoolers can (and should) take brain breaks. There are many benefits to getting students up and moving, but one of the biggest benefits is to their mental health!

Besides movement, mindfulness and meditation practices are increasingly used with students and have been proven to reduce anxiety, depression, and to increase engagement and focus. Such good news!

For this application, complete one of the following options.

Option A: Movement and Mental Health

Middle schoolers' mental health benefits from movement too! Review the resources below, then complete the assignment that follows.

"25 Refreshing Brain Break Activities for Middle School," from Teaching Expertise.

"Health Benefits of Physical Activity for Children," from the Centers for Disease Control (CDC) champions the impact movement makes on mental health, as does "Physical Activity is Good for the Mind and the Body," by Dr. Paul Reed. "Supporting Student Mental Well-Being-Letting Go of Stress Through Play," by Jim Grout from High Five will lift your spirits and make you want to go play!

To complete this option, find a lesson that needs some "oompf" and could benefit from an infusion of a movement activity or a brain break to engage and re-energize students.

Once you find a lesson, show us and tell us how you will incorporate movement in one of the following ways:

- Submit a previously used lesson plan with notes explaining where and how you will incorporate movement. Put your lesson notes in a different color font, or highlight, so we can easily spot the changes. Include a one-paragraph or longer summary about why you put the movement and/or brain breaks where you did.
- Design a new lesson plan on a subject of your choice that includes time for movement and/or brain breaks. Include a one-paragraph or longer summary about why you put the movement and/or brain breaks where you did.

Option B: Mindfulness & Meditation

The word is out—mindfulness and meditation are great for students' mental health! Both practices work to assist in calming their minds, regaining focus, and bringing them into the present moment. If these are ideas you haven't tried but would like to, or if these are practices you use, good for you. Your students' mental health will benefit!

If completing this option, review the resources below, then create a mindfulness activity or meditation script to use with the age of students with whom you work.

“Fostering Better Student Mental Health Through Mindfulness” by Ross E. O’Hara from Psychology Today

“Mindfulness with Middles: Teaching Teens to Practice Mindfulness,” by Keri at Confident Counselors

- If you are creating a mindfulness activity, include enough information so a colleague could lead the activity in your absence.
- If you are writing a meditation script, make it the appropriate length for the grade level of your students, and include one paragraph that explains how you will lead the meditation.

4. Application: Mental Health Moonshot

This is your opportunity to tie your learning together in a Mental Health Moonshot!

The Milken Foundation wrote a report called “Moonshots for Youth Mental Health and Well-Being.”

...“outlines big ideas to decrease stigma, increase access to care, build a diverse mental health workforce, and develop measurements and interventions that are grounded in inclusive research. With the right support from philanthropy and other sectors, these moonshots would provide a path to better mental health for young people, and a better future for all.”

Let’s dream big! Without constraints like money, time, and other resources, what would be your mental health moonshot?

- Perhaps you would open a school that solely focuses on middle school age mental health and is led by teachers, social workers, and mental health counselors.
- Maybe you would deliver food to families with young children in need, or...?

Get creative! There is no right or wrong mental health moonshot idea.

Whatever your mental health moonshot, how you present it to us is up to you! For example, pull out your paints, markers, or color pencils and put your ideas in a painting or drawing, write a one-page outline or narrative, put together a slide presentation of 6 or more slides, or create a vision board (remember, the moon’s the limit!)

If you have created something you cannot attach (painting, vision board, etc.) attach a photo of your creative endeavor!

Regardless of the medium (painting, written, etc.) be sure to include each of the points below. We created a My Mental Health Moonshot template for you to complete this assignment! If you are submitting a painting, etc. there is no need for you to complete the template.

- The goal of your mental health moonshot (support, reduce stigma, create awareness, etc.)
- Who will benefit/will be your audience/clientele
- Resources needed (staffing, funding, etc.)
- How it will be delivered (virtually, in person, door-to-door, etc.)
- How you will measure success

PATHWAY 4: High School

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

High School Mental Health Resources

As we created this course, we accessed many resources for high school students! The following list is for your benefit. You are welcome, but not required, to use any of the resources to complete the course applications in this pathway.

High School Mental Health Resources
Mental Health Activities for the High School Classroom from the Kennedy Forum 20 Activities for Mental Health Awareness in High School Classrooms by Rachel White at Teaching Expertise "Mental Health is Moving Your Body," from Colorado.edu "The Mental Health Benefits of Physical Exercise," from VeryWell Mind "Exploring the Bright, Brave, and Complicated World of Adolescents," by Betsy Butler Adolescent Health Resources

2. Application: Mental Health Tip or Fact Sheet

Communicating about mental health is an important aspect to reducing stigma and letting students and families know we support them.

For this application, review the following resources, consider your audience, then customize an informational Mental Health Tip or Fact Sheet on any aspect of mental health you deem beneficial for students or families with whom you work.

- Fact Sheets for Middle School and High School from NAMI
- "Tips for Teachers and Schools," from PACER
- Tip Sheets from PA, Parent, and Family Alliance
- Black, Indigenous, People of Color (BIPOC) Mental Health Fact Sheets from RTOR.org
- Fact Sheets from the National Institutes of Health
- Fact Sheets from Minnesota Mental Health

The sheet can be a paper hand-out you distribute or hang in the classroom, or an electronic version you post on your classroom or school website.

The informational sheet should include:

- A title
- An explanation about what the sheet is about
- Five or more tips or facts
- Resources
- See these images for ideas and inspiration

3. Application: Mindfulness & Meditation

The word is out—mindfulness and meditation are great for students' mental health! Both practices work to assist in calming their minds, regaining focus, and bringing them into the present moment. If these are ideas you haven't tried but would like to, or if these are practices you use, good for you. Your students' mental health will benefit!

If completing this option, review the resources below, then create a mindfulness activity or meditation script to use with the age of students with whom you work.

- "Fostering Better Student Mental Health Through Mindfulness" by Ross E. O'Hara from Psychology Today
- "Teaching Mindfulness from a High School Teachers' Perspective," by Stacy Tirro
- "10 Mindfulness Activities for High School Students," by Elizabeth Suneby
- "Top Meditation and Mindfulness Apps for Teens," from Evolve
 - If creating a mindfulness activity, include enough information so a colleague could lead the activity in your absence.
 - If writing a meditation script, make it the appropriate length for the grade level of your students, and include one paragraph that explains how you will lead the meditation.

4. Application: Mental Health Moonshot

This is your opportunity to tie your learning together in a Mental Health Moonshot!

The Milken Foundation wrote a report called "Moonshots for Youth Mental Health and Well-Being."

..." outlines big ideas to decrease stigma, increase access to care, build a diverse mental health workforce, and develop measurements and interventions that are grounded in inclusive research. With the right support from philanthropy and other sectors, these moonshots would provide a path to better mental health for young people, and a better future for all."

Let's dream big! Without constraints like money, time, and other resources, what would be your mental health moonshot?

- Perhaps you would open a school that solely focuses on high middle school age mental health and is led by teachers, social workers, and mental health counselors.
- Maybe you would deliver food to families with teens young children in need, or...?

Get creative! There is no right or wrong mental health moonshot idea.

Whatever your mental health moonshot, how you present it to us is up to you! For example, pull out your paints, markers, or color pencils and put your ideas in a painting or drawing, write a one-page outline or narrative, put together a slide presentation of 6 or more slides, or create a vision board (remember, the moon's the limit!)

If you have created something you cannot attach (painting, vision board, etc.) attach a photo of your creative endeavor!

Regardless of the medium (painting, written, etc.) be sure to include each of the points below. We created a My Mental Health Moonshot template for you to complete this assignment! If you are creating a painting or other creative artifact, you do not need to complete the template.

- The goal of your mental health moonshot (support, reduce stigma, create awareness, etc.)
- Who will benefit/will be your audience/clientele
- Resources needed (staffing, funding, etc.)
- How it will be delivered (virtually, in person, door-to-door, etc.)
- How you will measure success

PATHWAY 5: Educator Mental Health

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

Mental Health Resources

Although this course is about student mental health, we purposefully included resources for teachers, too! The following list is for your benefit. You are welcome, but not required, to use any of the resources to complete the course applications in this pathway.

Teacher Mental Health Resources
"Mindfulness for Teachers," from Empowering Education "How Meditation Reduces Stress," from the Mayo Clinic "The Benefits of Mindfulness," from the Very Well Mind "Teachers: Protecting Your Mental Health," from Mental Health America "50 Resources to Support the Mental Health of Teachers and School Staff," from Teach.com "Mental Health is Moving Your Body," from Colorado.edu "The Mental Health Benefits of Physical Exercise," from Very Well Mind The effects of exercise on mental illness "How a Gratitude Journal Can Support Your Mental Health," by Jacquelyn Buffo from WellRx "The Benefits of Positive Affirmations," by Kimberly Hill from WellSpring Prevention "The Benefits of Nature on Mental Health," from the Student Conservation Association MENTAL HEALTH AS A TEACHER what I do to stay happy & energized

This pathway asks you to learn about and explore teacher mental health! Begin this pathway by watching the video below, then get ready to dig into your mental health!

2. Application: Do You Need Help?

Teachers, we see you! Although this course focuses mainly on the mental health of students, it is critical for teachers (and all of us) to pay attention to our mental wellness, too!

If completing this option, begin by watching the videos, then review the information from the National Institutes of Health "Do I need help?" page, all below:

Addressing Mental Health as an Educator of Color Teacher Mental Health

Next, rank your mental health on a scale of 1-5:

1= I need help

2= I am considering asking for help

3= I am ok

4= I feel mentally healthy!

5 =I feel mentally strong and am thriving

Then, in 2 paragraphs or more, summarize if/how your role as an educator affects your mental health. Include one routine or goal you have for improving or maintaining your mental health. (We encourage you to bookmark the NIH page for reference and to share with others!)

3. Application: Mindsets and Mental Health

The study of fixed and growth mindsets at Stanford University is the research of psychologist Dr. Carol Dweck. In her groundbreaking book, *"Mindsets: The New Psychology of Success,"* Dweck defines mindsets as...

"...the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger."

Beyond beliefs in our own capabilities, there are connections between fixed and growth mindsets and mental health. In the video below, the speaker discusses those connections (she talks about a course, too—we are not promoting it, you're taking this one!), yet we believe the information about mindsets is worthwhile.

A GROWTH Mindset vs. a FIXED Mindset With Mental Health

Next, review "Growth or Fixed Mindset, What's the Difference," from the Harvard Business Review, and "Growth Mindset: A New Tool to Help with Anxiety and Depression," from Utah State University.

Now, take the Growth or Fixed Mindset quiz from WDHB-The Future of Organized Learning, but before you take it, make a prediction about your mindset. Then, after taking the quiz, in a total of two paragraphs or more, summarize what you learned. For example, were your predictions correct? Were you surprised by what you discovered about yourself? Include any connections you see between growth and fixed mindsets and mental health.

4. Application: My Mental Health Manifesto

One of the ways we can be successful in taking care of our mental health, or any goal we want to achieve, is by writing it down. "If You Feel Happy, Write it Down, It's Good for Your Health," from NPR explains why this works!

There are many things we can do to ensure we are mentally healthy such as gratitude journals, meditation, exercise, and spending time outdoors. However you choose to maintain or increase your mental health, we'd like you to write it down using the Mental Health Manifesto template we have created for you. Submit the completed template for this assignment, or, if you are feeling creative, you are welcome to create a Mental Health Manifesto digital or paper vision board.

Pathway complete! Continue on to the Resource Review

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate

We have made leaps and bounds in stopping the stigma of mental illness, but there is still work to be done! Produced by The Reel Teens Pittsburg, the video includes facts about stigma, statistics, and stories about mental health.

Begin this application by watching Stand Together for Help and Hope (linked below).

We have included timestamps to assist you in following along:

2:49 Mental Health Stigma

4:09 Mental Health Statistics

9:45 Stand Together Workshop-Stamp Out Stigma

(Engagement-Thought Bubble, Gameboard, Brainstorming)

11:15 Stigma

12:15 Differently-Abled Brains

12:40 Student-Led Projects

13:05 Personal Stories

23:35 Help & Hope

"The Reel Teens: Breaking The Stigma" A Mental Health Special

Now that you've watched the video, collaborate with a colleague or students to produce a one-page or more action plan outline for stopping the stigma of mental illness students may experience in your school setting. Include the following in your outline:

- The person with whom you collaborated (colleague/student/friend/family)
- Goals and objectives
- How the plan stops mental health stigma
- Grade level
- Activities for engagement (Hint: watch the video at 9:45 for ideas!)
- Discussion questions

- Any other information to ensure we understand how the Stop the Stigma action plan will be facilitated

(*Note: If you don't have access to colleagues or students, you are welcome to discuss the action plan with a family member or friend)

3. Application: Challenge the Status Quo-The Tough Stuff

Life can be hard! We all have our challenges and struggles as we make our way through the years. This application gives you the opportunity to address the "tough stuff" through talking or writing.

Begin by reading, "What's the Role of Teachers in Supporting Student Mental Health?" by Holly Korbey from Edutopia, then review one or more of the resources below.

- "Supporting Youth and Children with Trauma in School," from PACER
- "To Improve Student Mental Health, We Need More than Crisis Response, from NAMI
- "A Teacher's Guide: What Does Mental Health Crisis Mean?" from Clarity Child Guidance Center
- Crisis and Trauma Resources from the American School Counselors Association

After reading the resources above, complete one of the options below.

Option A: Talk About the Tough Stuff

If completing this option, meet with a colleague, student, friend or family member for 30 minutes or more to discuss one of the topics on the chart below (disordered eating, gun violence, substance abuse, social media, suicide, racism).

Prior to your meeting, create 5 discussion points based on the topic of your conversation, to prepare for your meeting. After your discussion, submit the following for this option:

- The 5 discussion points you created prior to your conversation
- The role of the person with whom you met (teacher colleague, mental health professional, etc.)
- A two paragraph summary of what you learned (please remove any identifying or personal information)

Disordered Eating	Gun Violence	Substance Abuse	Social Media	Suicide	Racism	LGBTQ+
Mental Health and Eating Disorders resources from the Alliance for Eating Disorders	"The Impact of Gun Violence on Children and Adolescents," from the Kaiser Family	"What Educators Can Do To Prevent Underage Drinking," from SAMHSA	"Study: Social Media Use Linked to Decline in Mental Health," from MIT "Week off Social	"Is There a Role for Physical Activity in Reducing Suicide Risk?" from the James Kirk Bernard Foundation	Systemic Racism Explained: Systemic Racism Explained "The Impact of Racism on Pediatric Mental Health," by Rhapsody Mason	"Resources of Mental Health Support," from the Trevor Project "LGBTQ Communities and

Let's Talk about Eating Disorders fact sheet from the NIH	Foundation (KFF)	"Mental Health Disorders and Teen Substance Abuse," from Child Mind	Media Boosts Mental Health," from U.S News	"Bring Suicide Prevention to Your School," from AFSP	"Educators' Toolkit for Addressing Racial Trauma," from the University of Minnesota	Mental Health," from Mental Health America
Ensuring Eating Disorders are Part of the Mental Health Conversation	from Addictions	"Substance Abuse," from the National Federation of Teachers	"Social Media and Adolescents' and Young Adults' Mental Health,"	"Suicide in Children and Teens," from the American Academy of Child and Adolescent Psychiatry	"The Four Bodies: A Holistic Toolkit for Coping with Racial Trauma," from Medium and "Toolkit for Coping with Racial Trauma," adapted from Medium	"NAMI-Journey, Identity, Cultural Dimensions," from National Alliance on Mental Illness
Story of Emma at 13:05 in The Reel Teens video:	The Sandy Hook Promise Learning Center:free resources about gun violence			"Supporting Diverse Communities" from the American Foundation for Suicide Prevention	"Discussing Race and Racism with Students," from Learning for Justice	LGBTQ+ Behavioral Health Equity Center of Excellence at SAMHSA
"The Reel Teens: Breaking The Stigma" A Mental Health Special				"Preventing Suicide in LGBTQ Communities," from American Foundation for Suicide Prevention	We Are Not All That Different: Race and Culture Identity Seconde Nimenya TEDxSnolsleLibraries	"Discovering My Identity," from Learning for Justice

Option B: Write About the Tough Stuff

The Imagine Project is a writing activity that gives students the opportunity to write a new story about something they experienced so they can release and let go of the old one. Through writing, the project provides positive support for students' mental and emotional health. The Imagine Project believes:

1. Every child has a story
2. Children are resilient
3. Hope is critical to our well-being

To complete this option, start by learning about the Imagine Project in the video below, then complete the assignment that follows.

Learn about The Imagine Project

Intrigued? The website includes this “How to use The Imagine Project in Your Classroom or School page,” and this page of videos to learn more. There are also free journals organized by age-group (K, 6-12, 13-17 and 18+) on the site.

After spending time learning about The Imagine Project, in 2 paragraphs or more, or in a one-page outline, summarize one lesson idea you have for using the journal prompts from The Imagine Project in a lesson with students.

For example, you could use them:

- To learn what it is like to have a mental illness
- To learn how to provide support to others
- To learn the importance of listening to others’ stories

4. Application: Happy, Hopeful High Notes

We have covered a lot of information on mental health in this course, and now we want to end the course on a hopeful, high note! To do so, please complete one of the options below.

Option A: The Power of Relationships

Relationships, the research says, keep us happy! The relationships can be with friends, family, even colleagues. In other words, they don’t have to be “romantic” relationships, although those are good for us too!

If completing this option, read “The Lifelong Power of Close Relationships,” from the Ageist, then do one of the following:

- in two one paragraph or more, tell us about one relationship you have that makes you happy, content, and mentally healthy
- Optional: Call, text, or write a quick note to let someone in your life know how much you love and value them!

Option B: Support at Students’ Fingertips

These days, we walk the world with our devices in our hands and are always accessible. Like most things, there are pros and cons to this ever-connectedness. One of the pros is, we can get support by following accounts, listening to podcasts, watching videos, if experiencing a mental health challenge or crisis—and by sharing these numbers to the suicide hotline:

Dial 988 or text 741741

If completing this option, review the groups, accounts, books, and apps below, then make a *mixed list of 5 or more* you will recommend to students or will use to support your own mental health.

Along with your list of 5, include 3 or more sentences for each and explain why you found the resource promising.

You are welcome to use this template to complete this assignment, or make a list/chart of your own.

"Kids Mental Health Apps and Websites for Anxiety, Depression, Coping Skills, and Professional Support," from Common Sense Media

"Apps to Help with Mental Health," from Common Sense Media

"Best Mental Health Apps for 2023," from VeryWell Mind

"Best Mental Health Apps for Kids," from Educational App Store

"The 9 Best Mental Health Apps for Children," by Chris Odogwu

Facebook Mental Health Groups

"19 Instagram Mental Health Accounts to Follow," from BedThreads

"Top 10 Twitter Accounts that Are Good for Your Mental Health," from ChatOwl

"Best Meditation Apps," from VeryWell Mind

"6 of the Best Mental Health Podcasts to Listen To," by Tamar Side from Talk Space

"12 of the Best Books on Mental Health," from Healthline

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.