Attitudes for a new generation:
Time to Change Children and Young People’s Programme;
October 2011 to March 2015
Recommendations for Further Reading:

- Time to Change children and young people’s programme development: Summary of research and insights, October 2011 to March 2012
- Time to Change children and young people’s programme: Interim pilot evaluation results; April 2012 to September 2013

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Time to Change is England’s biggest programme to end the stigma and discrimination faced by people with mental health problems. The programme is run by the charities Mind and Rethink Mental Illness and funded by Department of Health, Comic Relief and the Big Lottery Fund.

We know that what works to address mental health stigma and discrimination is multi-level, multi-faceted campaigns that ensure mass reach and noise (social marketing). They include elements of grass roots activity based around social contact with an integral focus on supporting and helping empower people with lived experience to lead change.

Since April 2012, we delivered two pilot projects in the West Midlands and Kent, as well as delivering elements of the work in London, the East of England, the South West, the North West and the North East.

Through each pilot, we have helped to shift the attitudes and intended behaviour of young people (aged 14-18) and their families towards mental health by:

- Improving knowledge, attitudes and behaviours around mental health.
- Reducing the number of young people with mental health problems who experience the negative impact of stigma and discrimination.
- Improving the confidence and ability of young people and families to speak openly about their mental health problems.
- Improving the confidence and ability of all young people and families to tackle stigma and discrimination when they see or experience it.
- Improving the social capital of young people with mental health problems by building confidence and encouraging engagement within their local communities and activities.

To support our work we also ran social marketing activity with tailored messages for young people that aligned with those included in our campaign to reach adults. Initial research was conducted to ensure that we used appropriate avenues to reach young people with effective messaging that would engage and influence them. We encouraged young people to talk more about the topic of mental health, in the same way they might talk about physical health, thus normalising the subject.

The research also highlighted that for young people friendship was a helpful hook to hang information from, as teenagers tend to define themselves through their friendship groups. Acting as a good friend was something that young people supported and valued. By highlighting ways young people could be good friends, we showed ways they could tackle and, ultimately, dismiss stigma and discrimination.
What we achieved

As part of our work with young people we:

- Reached **1.27 million** young people and staff across secondary schools in England.
- Reached **2.97 million** young people through a social marketing campaign.
- Trained almost a **thousand youth professionals and volunteers** to facilitate a social movement to address mental health stigma and discrimination.

Young leaders were critical to the success of our work and we set up a youth panel of 80 young people with and without personal experience of mental health problems to develop and grow the project. A further 36 young people with personal experience of mental health problems were recruited, trained and supported to co-deliver education sessions and 152 young social leaders campaigned locally and shared their stories at events and in the media. More recently a virtual panel of 900 young people was established to act as online champions for the campaign, promote activities and share their views via online surveys.

Evaluation

Our work was evaluated to evidence the improvement in the knowledge, attitudes and intended behaviour of young people and stakeholders. A robust pre and post evaluation of activity in the West Midlands was carried out among young people and stakeholders. Further research was conducted to measure the success of our activity in 12 of our 40 national schools overall, eight in the South East and four in London and the North West.

In summary, our evaluation told us:

- There was a **10% improvement** in young people’s mental health knowledge.
- Attitudes amongst all young people **improved by 1.3%**, this was particularly reflected in their use of language to describe someone experiencing a mental health problem; a 15% reduction in derogatory language used by young people (compared to 3% in control schools).
- Amongst young people with personal experience, attitudes **improved by 3%** and likelihood to report mental health problems in self or family **rose by 16%**.
- Empowerment scores (i.e. the ability to take steps to challenge stigma) amongst young people with personal experience rose overall by a **high 6.8%**, meaning there was a greater willingness to talk, act or speak up for others when witnessing unfair treatment due to someone’s mental health problem.
- There was a **6% reduction** in the amount of discrimination experienced and our activity has been effective at promoting mental health discourse, particularly in secondary school settings.
- The general attitudes of stakeholders (siblings, parents and adults working in a professional capacity with young people) **improved by 3%** and the likelihood that youth professionals would challenge discriminatory behaviour increased.
- There was an **increase in talking about mental health** to friends (13%) and teachers (16%).
- Awareness of Time to Change **increased by 40%**.
- Of those young people with personal experience who helped deliver aspects of the campaign, **40% reported an increase** in confidence as a result and **35% reported an increase** in their likelihood to get involved in their local community.
Attitudes for a New Generation: Time to Change Children and Young People’s Programme

Regional work
We tested our regional approach over three years in two areas of England, delivering activity in the West Midlands in the first 18 months, and then Kent. Working in the West Midlands allowed us to reach a diverse, young and urban population, whilst Kent is seen as a county that best mimics England-wide demographics. This allowed us to test the effectiveness of the project across a wide cross section of young people.

Evidence shows that to successfully engage with young people the channels used to reach them have to go beyond schools and parents. Therefore in addition to our school based activity we extended our non-school reach via bursts of social marketing that included films and by digital collaboration such as vlogging.

By the end of one academic term, staff and students were trained to develop and lead a campaign within their school, utilising Time to Change’s downloadable resources and bursts of our national social marketing campaign activity. Each school developed a flexible and workable action plan that aligned their campaign with existing curricular and non-curricular based commitments.

National approach
From September 2013, we tested a second model in 25 schools across five regions of England. As part of this approach, we offered intensive support for one academic term and then lighter touch support for the remainder of the programme. Areas were picked to cover a geographic and demographic range and included: London, Hertfordshire/Norfolk, Bristol, Leeds and Liverpool.

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Learning:
• Senior managerial commitment and engagement was crucial to successfully implementing campaigns within schools.
• Everything needed to feel simple, comfortable and doable. School staff are busy and additional work should feel important, but achievable. Small, regular goals were more effective than large targets.
• No one model of engagement (short burst of input and light touch support vs long term more intensive support) worked for all schools. Each school required varying levels of support.
• It was important to manage schools’ expectations of both the work required to successfully deliver a campaign and the level of support they would receive.
• Schools self selected on a first come first served basis, so it is likely that we reached only those schools who were in a place where undertaking a project like this was possible.

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About the programme
Young leaders with lived experience
The concept of social contact was at the heart of the project and young people’s voices and experiences featured in training, resources and project planning. The definition of social contact that we know works to challenge stigma and discrimination is:

• Bringing people together with and without mental health problems on an equal footing.
• Ensuring that these people can get to know each other, so those without mental health problems can find out more about the people behind the mental health problems.
• Providing information to those without experience of mental health problems to challenge negative stereotypes they might hold.
• Encouraging people to work together to achieve a common goal. This could be through a joint activity that is fun and engaging, such as putting on a music performance, producing a piece of arts and crafts or an outdoor activity such as gardening.

We also know that who delivers the message is as important as the channel the message is delivered through. Hence our emphasis on ensuring that those delivering messages to young people were either other young people, or those within their communities that they knew and respect. The young people volunteered as Young Involvement Workers1, became members of a youth panel; and over 900 people signed up to become members of a virtual panel - championing our work, promoting activities and sharing their views in surveys. Some of our young leaders also publicly shared their stories about their personal experiences of mental health problems, attended events on behalf of Time to Change and campaigned locally.

The involvement of young people in this way added a richness and gave context to a potentially difficult subject. By taking part, the young leaders also gained in confidence and developed an increased capacity to tackle mental health stigma and discrimination for themselves.

1 Young Involvement Workers were recruited and trained to co-deliver our education sessions alongside the core staff team.

“Only my family knew about my mental health problems. I wasn’t allowed to talk about it outside of the family because of the stigma. My dad didn’t know what to do with me anyway, so he was like ‘let’s not talk about it outside of the family’.”
Young Involvement Worker

“I’ll see people, who I probably would previously have been like, oh my god, I’m not going up to them, and I’ll purposefully go up to that person and talk to them, because I don’t judge a book by its cover anymore.”
Young Involvement Worker

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Training for teachers

Developing our ‘Training for Trainers’ (T4T) package was our first step in establishing a national conversation about mental health, and it aimed to equip youth professionals with the knowledge and skills to encourage young people to talk about mental health. The pack, delivered within school settings and in the community, included information about mental health stigma, the impact this has on young people and how campaigns could be run. Once the sessions were up and running it became evident that youth professionals preferred to use the material flexibly, tailoring delivery to account for their audience and time constraints.

Activity in schools

Every school we worked with was offered a T4T session for their staff and each decided which staff members should attend. Some made training mandatory and some asked for volunteers. The sessions were delivered by the team and a Young Involvement Worker who shared their experiences of mental health stigma and discrimination. If it was not possible for a young person to attend we showed a filmed testimony.

Other professionals across the South East accessed training through sessions provided by the Healthy Schools team (originally trained by Time to Change). We also delivered six open sessions that could be attended by any youth professional.

Learning

- It was possible to train without the face to face testimonies from Young Involvement Workers but they were a real asset and made the sessions more meaningful.
- It was important that professionals understood that the training focussed on running mental health anti-stigma campaigns.
- Some professionals felt that a basic understanding of mental health was needed to help them feel more confident in delivering an anti-stigma campaign.
- Staff were encouraged to ensure a contingency plan in case of potential disclosure by young people within the school.
Setting up young leadership groups in schools
Schools were encouraged to support young people to establish leadership groups who could develop, own and implement the campaign. To support this to happen, schools were offered leadership training for young people and sessions on running successful campaigns. Both were accompanied by downloadable step by step toolkits to ensure sustainability.

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“"We did lots of little, achievable elements rather than a few larger pieces of work. They needed to be easy to arrange and something we could fit into the curriculum smoothly, but we also wanted the kids to enjoy them."’
- Teacher

Action plans
The most successful school-led anti-stigma campaigns were those that had a detailed action plan with small and achievable goals. Each plan detailed the type and timing of activities, key members of staff and students and their responsibilities, and a map of how activities linked in with existing curricular and non-curricular commitments.

“"It got the whole college environment really involved. It gave a nice vibe to the college. It opened everyone’s eyes to mental health stigma and discrimination. I think people can empathise more and understand more what people go through. They can understand it more and have an idea of what people with mental health problems are going through, whereas before they just probably wouldn’t really understand and wouldn’t really care."
- Young leader

Resources and promotional materials
We provided teachers and youth professionals with resources that targeted young people and showed them how they could engage in anti-stigma activity. These included materials that helped to start conversations such as top tip cards, badges, leaflets and postcards as well as activities that professionals could complete with young people.

Our quick, easy to deliver lesson plans and activities continue to be available online at www.time-to-change.org.uk/teachers. These include assemblies, films, video resources, short exercises and free downloadable materials.

“"It’s just made it more accessible. You know, it’s not necessarily that we’re massively more informed on mental health, it’s just thinking “yeah, this is a big problem for our young people”, and even small conversations here and there do make a difference."’
- Youth professional

Learning:
- Small, achievable goals were more likely to be carried out than large plans.
- Once schools got some activities under their belts, they felt more confident to deliver more ambitious activities.
- Allowing flexibility in how schools chose to deliver an anti-stigma campaign was the key to success.
- A detailed action plan helped them get senior management buy-in, gave them something concrete to aim for and allowed ownership of the plan across the school.
- The ability to take advantage of national bursts of social marketing activity helped anchor school based work.

Learning:
- Teachers wanted short activities to fit into form times or assemblies, but with the ability for those sessions to be extended where appropriate.
- 83% of teachers felt that the materials were straightforward to use and versatile across different teaching occasions.
- 61% of teachers felt that the most effective elements of our materials were the videos; they were thought provoking and supported a good discussion.
- 80% felt that the materials were effective at reducing mental health stigma and discrimination.
- Teachers wanted more hard copy materials for young people – it was a simple way of getting effective information across to young people.
- Teachers and pupils valued the fact that materials were high quality, well written and researched. This gave the campaign authority and credibility.
Time to Change pop-up villages

We delivered popular interactive pop-up village events within schools to encourage conversations about mental health to take place. The village is a community themed set that includes areas that you would expect to see in a village or small town e.g. a cinema or a market stall. At each section of the village young people were encouraged to talk about mental health and speak to other young people who had previously been trained and supported to share their experiences of mental health problems. Typically, up to 1000 pupils would attend a pop-up village.

The village events were a great example of how young leaders organised and led activities. At one school young people painted fingernails, with one nail a different colour to represent the one in ten young people that experience mental health problems. Other school stalls asked young people to pledge how they would challenge stigma or make a note of ways to look after their own wellbeing.

Learning:
• It was important that pop-up villages were fully supported by schools.
• The most interesting and engaging events were those where young people had been part of the planning process and led activities on the day.
• Pop-up villages were exciting and rewarding, but they were expensive and time consuming.
• We were careful to ensure that schools were clear that pop up villages were not about young people disclosing mental health problems, but that safeguards were in place if disclosure happened.
• Holding an event with whole school engagement promotes the message that mental health should be talked about in the same way physical health is.

Resources for parents

Parents play a crucial role in shaping their children’s attitude and behaviour around mental health problems. Also, young people who experience mental health problems tell us that support from parents and family is crucial to their recovery. So supporting parents to feel confident having conversations about mental health with their children is an essential part of reducing stigma and discrimination experienced by young people. It is also important that parents feel able to support their children if they experience a mental health problem.

Research with parents indicated that family life is busy with few opportunities to discuss sensitive topics, but that these moments are likely to happen whilst in the midst of distraction activity such as the school run, cooking a meal or whilst out shopping. Parents also told us that some guidance on starting these conversations would be helpful.

To support parents to have these conversations we created packs of materials including leaflets, supermarket trolley tokens, car fresheners and fridge magnets, as well as bespoke online videos.

All materials emphasised the message that you do not need to be an expert to talk about mental health and it need not take long. The packs also included an open letter from a parent to parents.

The resources were distributed via schools and at parent evenings and a downloadable powerpoint presentation was available to show during the evening.

Learning:
• Parents could be difficult to reach and it was hard for some schools to fit Time to Change activities into parents evening.
• Once engaged, parents were interested in the topic and keen to find out more.
• Arranging for a parent with a child who had experienced mental health problems to speak to other parents was very effective.
• Of the schools that took part in the #MakeTime in November campaign, 300 asked for a parent pack.

One boy with mental health problems went around the village and said ‘Miss, I’m so happy you did this. It makes me feel normal, I felt like I could say I was one of these people, but didn’t feel different.’

Teacher

The village was a major motivator for us, and gave us a solid outcome. I really liked that the kids would get something concrete and visual from the project.”

Parent commenting online about parents materials

Brilliant Time to Change! It’s nice to see us unravelling the shame attached to mental illness involving parents and children.”

Parent commenting online about parents materials

It’s no different than talking about any other health topic. Let’s not underestimate our children’s ability to understand.”

Parent commenting online about parents materials

I’m going to keep referring to the pop up village, I mean I had 800 plus students attending that event and I’d really love to do it again. The impact following it was that people were telling me students were asking questions and wanting to know more about mental health issues. I also had students who wanted to do projects based on issues around mental health, and that’s continued.”

Head of Wellbeing at a college

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“T#MakeTime in November

Inspired by other health promotion campaigns that engage groups to take collective action at the same time, we worked with marketing agency, Flotilla, to encourage schools to deliver a 10 minute session every week over four weeks in November. The downloadable sessions were easy to use and 363 schools, out of the 484 that registered their interest, ran activity reaching 234,216 young people in total.

Our research indicated that 63% of schools found the simultaneous action highly motivating. Staff reported that the majority of students found the mix of media used and the suggested exercises contained within the sessions to be effective, with 97% saying that they would use the packs again. Three quarters of respondents felt the materials were effective in delivering the campaign aims of reducing mental health stigma and discrimination in schools, although the majority (89%) agreed that there was still a long way to go.

Learning:

• Use media that young people not only engage with but lead on.
• Getting our messages out through trusted, likeable sources was hugely important in reaching young people that may otherwise have found the campaign worthy and/or uninteresting.
• Working with vloggers meant relinquishing control, and though we had right of veto if anything problematic was said, some vlogs were more popular with young people than with professionals.

Learning:

• A campaign idea that gets schools simultaneously taking part seems to be highly motivating.
• Schools that took part in Time to Talk Day 2014 went on to take part in the #MakeTime in November campaign, and Time to Talk Day 2015.
• A large proportion of students found the topics covered highly relevant and meaningful.
• Short simply scripted activities were popular with teaching staff.

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Throughout the last four years, delivering a children and young people’s programme across two regional and five national sites, we have taken a multi-level, multi-faceted approach to addressing stigma and discrimination amongst young people and parents. We have done this through a social marketing approach – ascertaining where young people and parents are now, understanding what will make sense to them, and supporting them to overcome stigma. Working with young people and parents both with and without experience of mental health problems to co-produce, test and evaluate interventions has been central to our approach, as have partnerships with stakeholders that can work with us to reach and influence our audiences. Ultimately, we want young people who experience mental health problems to receive the support and understanding they need from those around them. We want to help all young people and their parents develop positive attitudes towards mental health, and towards young people who develop mental health problems. We also want to give young people the confidence to challenge stigma where they experience it. We need to make mental health an issue that matters to all young people and their parents, and one they feel confident talking about together.

The use of young people with personal experience of mental health problems to advise, deliver and share their own experiences has been integral to the campaign and it was found that for the young people, involvement increased their empowerment (the ability to challenge stigma and discrimination), confidence and social capital (their willingness to get involved in their communities). Our evaluation results confirm that we have improved young people’s attitudes towards mental health problems, reduced mental health discrimination, increased empowerment in young people with lived experience and increased the likelihood young people would talk about mental health.

The Time to Change children and young people’s programme continues until March 2016 and we want to encourage as many youth centred organisations as possible to start a conversation about mental health. We have tested what works to make it as easy as possible for this to happen, and would encourage you to visit our website: time-to-change.org.uk

Appendix 1

School case study:

School A was a relatively large school with 1,580 pupils, 23% of whom are eligible for free school meals. Based in a semi-urban setting, the school was recruited through links with the local Targeted Mental Health Services (TaMHS). The Time to Change team trained 25 staff and 20 students (mostly sixth form age).

On World Mental Health Day (10th October) the school created a large wall of graffiti where students could write their thoughts and feelings, which was displayed to the whole school for several weeks. In November 2014 the school ran a pop-up village attended by 540 pupils.

After the pop-up village a wall in the main hallway of the school was dedicated to pledges that had been made at the village, hung in the pattern of leaves on a tree. Sessions were run with pupils using slides from the Training for Trainers pack to cover issues around mental health stigma and discrimination.

Young leaders in the school ran fundraising activities for mental health charities, selling cupcakes and running stalls across the school. On Time to Talk Day 2015 young leaders ran a mini village aimed at pupils in years 7, 8 and 9 where they had conversations about mental health and disseminated Time to Change information.
Time to Change is a campaign run by the mental health charities Mind and Rethink Mental Illness to end the discrimination that people with mental health problems face.

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