

time to change

let's end mental health discrimination

Leadership and Campaigning Guide for Young People



A guide for school or youth club leadership groups to deliver 'Time to Change' campaigns which challenge the stigma and discrimination around mental health



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Welcome to the Time to Change guide to leadership and campaigning. Within this pack you will find a series of sessions and resources which you can deliver for groups of young people. These sessions are designed to help you facilitate young people's development as leaders and social activists, guiding them in the planning and rolling out of an effective and engaging Time to Change campaign within your school or youth club.

The guide includes activities which explore the topic of leadership from various angles as well as activities which focus on campaigning. The campaigning activities culminate in a project planning template for you to use as a basis for devising your own Time to Change Campaign.

The pack is designed to work as a whole, providing an introductory course to leadership and campaigning. Each activity could also be used as a standalone session, enabling you to deliver the elements which most suit your needs. You will find all the facilitators notes for each activity in the pack itself, with the accompanying session resources in a pocket at the back.

This resource is all about young people taking the lead to end mental health stigma and discrimination for future generations. We have included some quotes from our youth involvement workers - who are young people actively involved in leading Time to Change - about their thoughts on the campaign and why it matters to them.



I think if there was a campaign around like this when I was at school, I wouldn't have felt so alone or afraid to speak up about what was going on. Working with Time to Change has encouraged me to speak up... and I love being a part of such an important cause.

Quote from a Time To Change Youth Involvement Worker



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Resources for each activity can be found towards the back of this pdf

Leadership Activities - Aims



- To inspire participants about taking leadership roles and the potential for positive impact
- To explore and learn from different examples of effective leadership
- To consider what qualities may be important in effective leadership

Leadership Activity 1:

Learning from Leaders – Leaders Memory Card Game

RESOURCES

- 1 set of 'Memory Cards'

Method Instructions:

- Start by splitting the group into teams. Lay out the memory cards face down in the middle of the group.
- Explain that the aim is to match the quote with the person who you think said it.
- Each team can turn over 2 cards and see if they have found a match. If so, they keep the cards and have another turn. If not, they turn the cards back over and the next team takes a turn.
- Once all the cards have been matched, ask each team to look through the leaders, pick their favourite and explain why. Do the same for the quotes.
- Have a group discussion based on some of the following questions:
 - Do you view all these people as leaders?
 - What different styles of leadership did they show?
 - What impact did each of these people have on others?
 - What do you imagine were some of the challenges they faced, and how did they overcome these?
- What can we learn from them about leadership?
- All these people are/were very visible or in the public eye. They all probably have/had people around them who contribute(d) significantly. Who do you think those people are/were and in what way might they also be seen as leaders? Do you think leaders necessarily need to be well known?
- Who is your role model as a leader?
- What could we learn from these individuals which might be useful for us to remember as leaders on this campaign?

To end, explain that each of these leaders had different and significant impacts on society. They each showed different styles of leadership; some lead through their actions, others through their words, their writing, their ambition, their courage, their achievements, their personal behavioural example, their kindness or their creativity *(see explanatory facilitators guide). Similarly, each of us can lead in different ways, utilising our own personal skills and styles to contribute and have a unique impact.



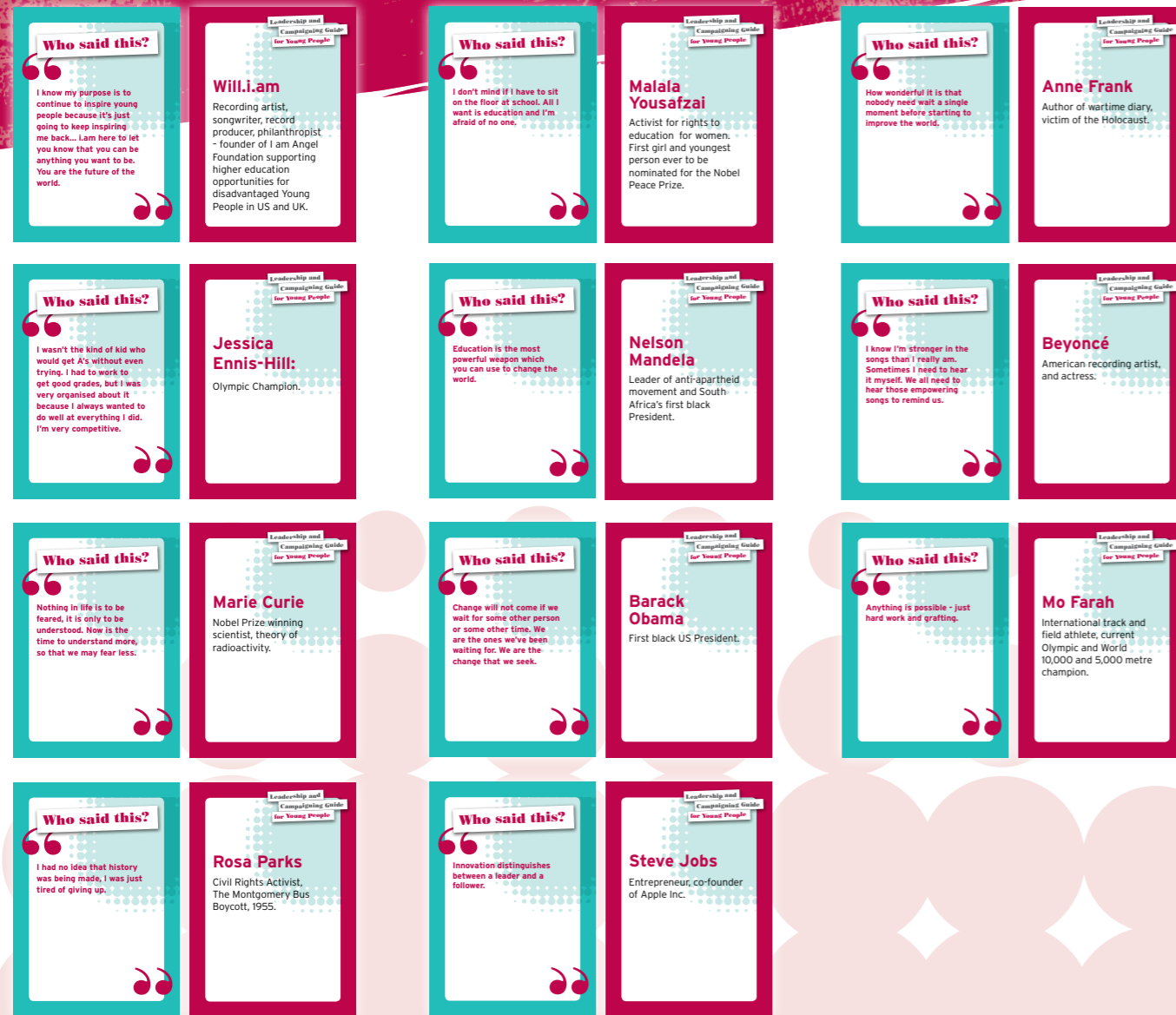
Time to Change is based on the concept of social empowerment and it aims to equip volunteers with the skills and confidence to develop a whole array of exciting activities. As the future generation of leaders, it is important to start conversations about mental health from as early an age as possible. By running an event in your school, you can spark change for millions of young people who might be struggling in silence. It's definitely the time to talk about mental health.

TTC involvement worker



Leadership Activity 1: cont.

Learning from Leaders – Leaders Memory Card Game



[CLICK HERE](#) to go to
the pack of Memory Card
resources

Explanatory facilitators guide:

These are some of the different types of leadership you might want to pick out in relation to the leaders shown in the cards: We've described what types of leadership we think each of the leaders on the cards primarily exhibited, see whether you and your students agree

'being a pioneer'	being the first person, or the first of a group of people to achieve something. This may involve overcoming personal or social barriers. Pioneers expand public perception of what is possible and achievable.	Marie Curie Malala Yousafzai Barack Obama Nelson Mandela Steve Jobs
'working for others'	giving time, money, energy to help and benefit other people, particularly those less fortunate, or using power and influence for the good of others.	Barack Obama Nelson Mandela Will-I-am
'courage'	bravery in the face of threat or danger, for example standing up to injustice.	Rosa Parks Malala Yousafzai Nelson Mandela Anne Frank
'commitment to values'	such as freedom, justice, equality, right to education.	Rosa Parks Nelson Mandela Anne Frank
'pursuing knowledge'	seeking, expanding, gaining knowledge - for practical use or as an end in itself.	Marie Curie Malala Yousafzai Steve Jobs
'challenging the status quo'	daring to be different, to break the mould, expanding public perception of what is acceptable.	Malala Yousafzai Nelson Mandela Beyoncé Jennifer Lawrence
'creativity'	inspiring and connecting with others through expressions of creativity.	Anne Frank Beyoncé Will-I-am
'determination and achievement'	setting the bar higher for everyone, expanding public perception of what is possible and achievable.	Barack Obama Jessica Ennis - Hill Mo Farah

Leadership Activity 2:

Leadership Qualities - Building a 'Leadership'

RESOURCES

- 1 Pack of 12 x A5 'leadership qualities' cards per group
- a selection of arts and crafts supplies (eg sellotape, plastic cups, blutack, toothpicks, stickers, cardboard, scrap paper, scissors, glue)
- a large bowl (eg a washing up bowl) full of water

Method Instructions:

- Explain that this session will explore what qualities make an effective leader. Split into small groups and give each group a copy of the list of leadership qualities.
- Ask each group to discuss and pick the 6 qualities which they think are most important for effective leadership.
- Then ask them to narrow their choice down to 3 and feedback to the group about the reasons for their choice.
- Then give each group a selection of arts and crafts supplies and explain that they will need to make a small representation of 'leadership' to carry their chosen qualities safely across a small stretch of water (i.e. the pieces of paper with the qualities written on them must make it safe and dry to the other side).
- Each team should place their 'leadership' at one edge of the bowl and begin a race to the other side. They must not touch it, but they can blow it along.
- Whichever 'leadership' carries their qualities most safely and swiftly across is the winner.
- Then in a discussion, relate the activity to the idea of the qualities and skills that they will need in order to take the lead and work together on this particular campaign - ask them how their three chosen qualities might be important in this particular campaign and what ideas they have for how they can show these qualities in their work together on this campaign - so that their leadership sails along smoothly and effectively.



CLICK HERE to go to the pack of Word Card resources

RESOURCES

- 1 Pack of 12 x A5 'leadership qualities' cards
- 1 piece of A4 paper per participant

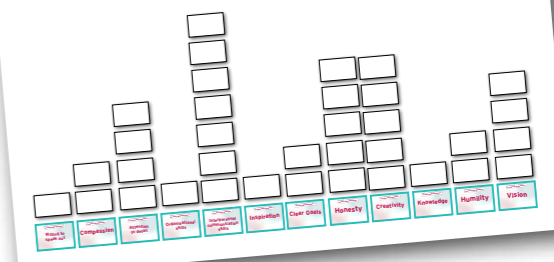
Alternative method - graph vote: Method Instructions:

- Explain that this session will explore what qualities make an effective leader.
- Place each of the 'leadership qualities' cards in a horizontal line along the floor.
- Give each person 1 piece of plain A4 paper. Explain that they will need to select which they think are the 4 most important qualities for leaders to have. It is an individual decision, there is no right or wrong answer and they should try to make their decision independently.
- They should then cut / tear their paper into 4 even quarters (fold it in half and then in half again and tear along the folds) and place one piece by each of the qualities they have chosen, in a vertical line. *
- As they put the papers down, a bar chart will begin to emerge along the floor. This will represent the view points of the group.
- Have a discussion about which qualities were given the highest score and which the least and why they think that may be.
- Ask the group which qualities they think might be important for leadership on this particular project (or do the activity again and see how the graph differs).

Possible points to highlight regarding useful leadership qualities for this campaign:

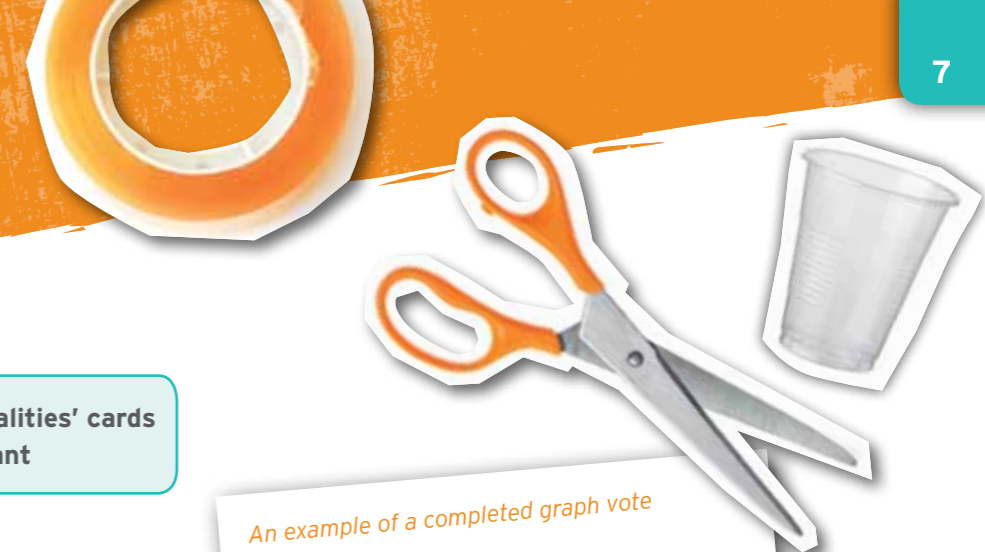
- Willingness to speak out: this campaign is about challenging stigma and taboos, so we'll need to feel ok about putting our heads above the parapet a little.
- Clear goals: we can't achieve everything with this campaign, we'll need to identify objectives and keep ourselves focussed.
- Organisational skills: we'll need to be organised in order to deliver this campaign effectively and make best use of our limited availability.

An example of a completed graph vote



- Vision: we'll need to have a sense of the bigger picture; that we're part of a national campaign to end mental health stigma and discrimination, that we're trying to make our school a community where mental health is treated as an ordinary topic of conversation, where no one is ostracised or teased for experiencing mental health problems, where we each support our friends by doing little things that can make a big difference.
- Compassion or empathy: even if we haven't experienced mental health problems ourselves, we'll need to have some level of compassion or empathy for those who have, to motivate us to spread our anti-stigma message in a meaningful way.
- Highlight that the idea of leadership is NOT that everyone ought to be able to demonstrate all of these qualities, but rather that each person can bring something different to the team. Ask them to each think about which 1 or 2 leadership qualities they particularly want to show / contribute to this campaign.

* (variation - to encourage participants to reflect further, you could also ask them to number each of their 4 quarters from 1 - 4, assigning a '4' to the quality they view as most important, a '3' to the second most important and so on. Then when they place the qualities down, you can add up the figures to highlight the priority weighting they collectively gave each quality.)



Leadership Activity 3:

Leadership Values - Step forward if...

RESOURCES

- 1 copy of the list of statements for the facilitator to read
- 1 small object per participant (such as a pen)

Method Instructions:

- Ask participants to stand in a line, explain that you will read out various 'value' statements (see **leadership values table** in the resources pocket) and participants should take a step forward if they agree with the statement (if they are indifferent or disagree, they should stay where they are). Explain

that there are no judgements or right / wrong answers, they should answer just based on their personal opinion. Once all statements have been read, ask participants to each put an object down to mark the spot where they are standing. Then ask them to return to the starting line.

- Then read out one 'action' statement at a time and ask participants to each take one step forward if they have recently acted in accordance with the statement (if they have not, they should stay where they are).
- Reiterate that there are no judgements or right / wrong answers.
- Most likely, no one will reach their 'value' marker, everyone will fall slightly short - i.e. we often don't quite manage to act in accordance with our values or aspirations.
- Facilitate a discussion using some of the following questions:
 - Why do you think there is a discrepancy between our actions and our values?
 - What stops us from taking action (in line with our values?) - Is it time pressure? Peer pressure? Reluctance to 'stand out'?
 - Or are some issues perhaps not as important to us as compared with other priorities?



Working with Time to Change has encouraged me to speak up... and I love being a part of such an important cause.

TTC involvement worker



[CLICK HERE](#) to go to the List of Statements resource

The exercise can be interpreted in different ways. You can have a short discussion on any of the 4 below themes if you want to:

- Leadership as personal example / personal development: Gandhi is famously quoted as saying 'be the change you want to see in the world' Discuss; what does this mean? Do you agree that leadership starts with/is about personal example? How could Gandhi's message apply to us as leaders on this campaign? What can each of us do, as members of this leadership group, to 'be the change' we want to see, regarding mental health stigma and discrimination?
- Identifying your values: Reiterate that the point of this exercise is not to make us feel bad about what we do or don't do, but rather to help us each consider what key values are most important for us. Did you learn anything about yourself and your values/ behaviours/priorities from the exercise?
- Attitude and behaviour change: This campaign is looking to achieve attitude and behaviour change, we may move people forward in either or both of those areas, both are valid and important. Can you think of different examples of how people's attitudes might change thanks to this campaign? (eg realising that mental health problems are common, can happen to anyone, are not a sign of weakness) Do you think we'll manage to change behaviour too? What examples can you think of? (eg use of language around mental health, discussing the topic of mental health, inclusive and supportive behaviour towards those who experience mental health problems.) Do you have any ideas for what might help us to achieve either of these changes?
- The power of collective action: Highlight that this campaign is about collective action, all of our small steps will go much further when we work together. We are also part of something bigger - Time to Change - a social movement for change. Everyone can contribute in different ways. How would our standing graph have looked if we'd have added our collective 'action' responses together? What do you think a social movement is? What do you know about Time to Change?
- Campaign goals & Action Planning: The 'step forward' exercise might also help us think about what might be the right balance between being ambitious and realistic in our goals for the campaign. Ask the group for any thoughts or input on this. Explain that we are going to think specifically about our campaign now: Discuss: What would you like the campaign to achieve? What would success would look like?
- Write it down on a piece of paper and place it at the 'finish line' (i.e. the place where the person who got the furthest ended up standing during the exercise).
- After this activity you may wish to move straight to planning your Time to Change campaign. In which case, head to page 15 for the **Campaign Activity 3: Rolling out your Campaign - Calendar** which will guide you through the process.

Leadership Activity 4:

Teamwork and Communication - Building the Leadership Group

RESOURCES

- 1 pen and small piece of paper per person
- 1 large piece of paper and marker
- photocopy the 'Building the Leadership Group' handout so that there is one copy per person

Method Instructions:

- Explain that this activity is to help the group think about how they will operate and what values and ways of behaving will be most effective for them as a team.
- Ask each person to think on their own for 2 minutes about the following question:

What would make me NOT want to be part of this group? (examples: 'if people always told me my ideas were no good... or if we had great ideas and didn't actually deliver on any of them... or if people stopped coming to meetings and there isn't enough commitment to make anything actually happen').

- Pair up participants and ask them to share and write down what they thought about and to transform the negatives into 2 specific positive principles - i.e. what WOULD make me want to be part of this group? What can we do to make this an effective group that I feel happy to be a part of? The statements must be worded positively, i.e. 'the leadership group WILL do XYZ' rather than DO NOT or NO XYZ) and they should reference specific behaviours (examples: 'don't tell other people their ideas are no good' could transform to 'listen to each other, allow people to finish speaking, disagree respectfully and work towards compromise / always giving constructive criticism. 'If people stop coming to meetings etc.' could transform to 'we will all commit to attending XYZ').
- Bring the pairs together into groups of four: ask them to share their 4 principles and merge them into 2 and write them down (again - emphasis on positive specific wording).

- Bring all groups together, thank them for their contribution and compromise, and ask someone to write the 4 key principles they came up with in the middle of a big piece of paper (with extra commentaries written around the edge of each one if they wish).
- Explain that what has been written is now our charter / agreement for how we will work together as a leadership group.
- Find a way for everyone to sign or seal the charter / agreement together: eg Give everyone colour paint to make a handprint in a circle around the edge as a seal. Each person takes turns to make their handprint. Then all shake messy paint hands together in a circle.
- Display the agreement in the meeting room, refer back to it during future meetings as necessary.

Dividing Roles: (this can take place before step 7, or as a separate activity, as you see fit). Explain that for this campaign to work, different people will need to take on different roles. Pass around copies of the '**Building the Leadership Group**' Handout. Explain that there are many different ways they can be involved in the campaign, depending on their preference, time availability etc. Ask participants if there are any roles they would like to add or amend. Facilitate a process where participants select (or are elected) to different roles. Make a note of the decisions on the role spreadsheet. Give each participant their assigned role card to take away and give the chair a copy of the role spreadsheet and ask them to set a date for the next meeting.



CLICK HERE to go to the Building the Leadership Group resource



I think it's so important that young people take a lead because you've got to have people that shape their generation, and I think that's what we do, by being involved in the education of other young people we help shape a future which is more open to the idea of talking about mental health

TTC involvement worker

Campaign Activities - Aims

- To understand campaigns and their impact
- To explore successful campaigns and case studies
- To consider what a campaign will look like in your school



Campaign Activity 1: Looking at what campaigns aim to achieve

Aims:

- This session will give students an introduction into the reasons why we run campaigns and will give them a chance to explore and learn from some campaigns they may already be familiar with.

Campaign models:

- Explain that we are now going to learn a bit more about campaigns by exploring some examples and seeing what parallels we can draw for our campaign. Split students into two groups. Give one group the '5-a-day campaign' case study and give the other the 'Talk to Frank campaign' case study (see resource section) and ask them to answer the following questions:

What is the aim of the following campaign?

What behaviours are they hoping to change?

What attitudes are they hoping to change?

Who is the audience?

What is your opinion of this campaign?

Does it speak to you?

- Repeat this activity using Time to Change as a case study.

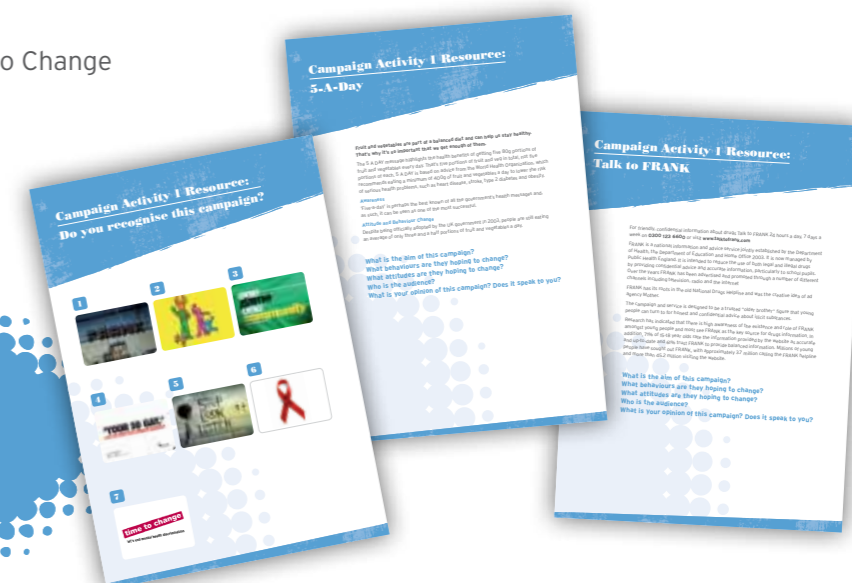
Optional extra introductory activity

- To introduce the session, give out copies of the 'do you recognise this campaign?' handout and ask participants which campaigns are familiar to them and which are not. Ask them to briefly share what they know about each of the campaigns. If they have not heard of these campaigns, ask them what others they have heard of.

Answers:

- 1 is *Talk to Frank*
- 2 is *Change for Life*; the NHS campaign for healthy living
- 3 is *Kick it Out*: Football's Equality and Inclusion Campaign
- 4 is *Stonewall*; the lesbian, gay and bisexual charity
- 5 is *THINK!* - road safety
- 6 is *World Aids Day*
- 7 is *Time to Change* of course!

[CLICK HERE](#) to go to the Campaign Activity 1 resources



Campaign Activity 2:

Understanding your audience

Drama session - School Time to Change stand

The aim of the activity is to get the group to understand the 3 different audience types.

The 3 audience types are:

- **Passionate Activist**
- **Willing Participant**
- **Passive listener**

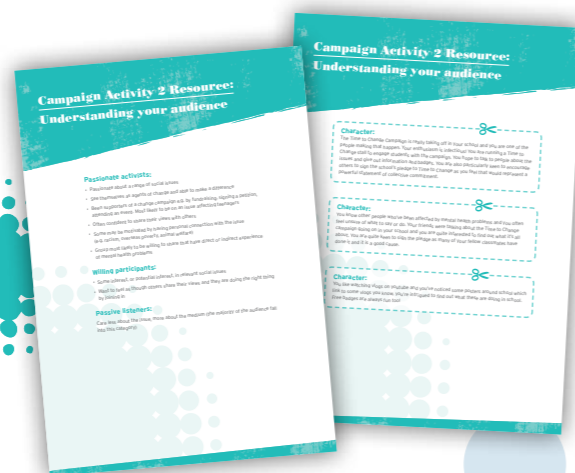
We will be running a short drama to demonstrate each audience type. You will need 3 volunteers to play each of the characters. Set the scene by explaining that there's a Time to Change campaign stall being run in the school and they should each interact with it in the manner of their character card.

The rest of the groups will then have the pages explaining each audience type. We want them to guess which characters correspond to each audience type.

After the drama is completed, you could discuss these questions with the group:

- what are the main differences between the 3 audience groups?
- what might be the reasons why a person falls into any of those audience groups?
- can you identify within our school where we might be likely to find each of those groups? How can we best engage with each?

Explain that effective campaigns recognise that not everyone will become passionate activists and that's ok, we need to think about how to speak to each audience group effectively and move everyone one step further on their journey with the campaign.



[CLICK HERE to go to the Campaign Activity 2 resources](#)



When I was at my worst, my teachers and peers didn't understand what I was going through, and the issue was never talked about. I believe if it was spoken about more openly in a safe environment such as a school, the amount of stigma that there is now would fade away.

TTC involvement worker



Campaign Activity 3:

Rolling out your Campaign - Campaign Planning Chart

Now that we have understood a bit about what makes for an effective campaign, the next stage is to begin planning our own campaign, identifying what activities will be most effective and deciding when and how we will make each element happen.

Please use the campaign planning chart in the resource section to support your groups to draft a campaign plan.

The campaign planning chart shows the key stages to go through when planning and delivering a campaign. It includes some examples which you

can review and discuss, as well as space for you to fill in your own plans. This can be used as a tool to help you create your own project plan for your campaign. You can use this model or develop your own. Either way, in your campaign project plan you will need to detail your goals, planned activities, resources required, timelines and areas of responsibility. Whatever format you use - make sure the dates you decide upon are entered into your school's calendar so that everyone knows what is happening.

[CLICK HERE to go to the Rolling out your Campaign resource](#)



Good luck and have a great campaign!

Notes:

A large area of dotted lines for taking notes.

Resources:

Leadership Activities:

Activity 1: Memory Cards x 24

Activity 2: Leadership Quality Cards x 12

Activity 3: List of Statements

Activity 4: Role Spreadsheet

Campaign Activities:

Activity 1: 5-A-Day A4

Activity 1: Talk to FRANK A4

Activity 1: Do you recognise this campaign? A4

Activity 2: Understanding Your Audience A4

Activity 2: Character Cards A4

Activity 3: Campaign Planning Chart A4

time to change

let's end mental health discrimination

Leadership and
Campaigning Guide
for Young People

Will.i.am

Recording artist,
songwriter, record
producer, philanthropist
- founder of I am Angel
Foundation supporting
higher education
opportunities for
disadvantaged young
people in US and UK.

Who said this?

I know my purpose is to
continue to inspire young
people because it's just
going to keep inspiring
me back... i.am here to let
you know that you can be
anything you want to be.
You are the future of the
world.



Simply cut out around the broken line
to produce the Quote card resource.

Leadership and
Campaigning Guide
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Jessica Ennis-Hill:

Olympic Champion.

Who said this?

I wasn't the kind of kid who
would get A's without even
trying. I had to work to
get good grades, but I was
very organised about it
because I always wanted to
do well at everything I did.
I'm very competitive.



Simply cut out around the broken line
to produce the Quote card resource.

**Leadership and
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Marie Curie
Nobel Prize winning
scientist, theory of
radioactivity.


 Simply cut out around the broken line to produce the Quote card resource.

Who said this?

Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.

**Leadership and
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Rosa Parks
Civil Rights Activist,
The Montgomery Bus
Boycott, 1955.

 Simply cut out around the broken line to produce the Quote card resource.

Who said this?

I had no idea that history was being made, I was just tired of giving up.

Leadership and
Campaigning Guide
for Young People

Malala Yousafzai

Activist for rights to
education for women.
First girl and youngest
person ever to be
nominated for the Nobel
Peace Prize.

Who said this?

I don't mind if I have to sit
on the floor at school. All I
want is education and I'm
afraid of no one.



Simply cut out around the broken line
to produce the Quote card resource.

Leadership and
Campaigning Guide
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Nelson Mandela

Leader of anti-apartheid
movement and South
Africa's first black
President.

Who said this?

Education is the most
powerful weapon which
you can use to change the
world.



Simply cut out around the broken line
to produce the Quote card resource.

**Leadership and
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Barack Obama
First black US President.

Who said this?

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.



Simply cut out around the broken line to produce the Quote card resource.

**Leadership and
Campaigning Guide
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Steve Jobs
Entrepreneur, co-founder
of Apple Inc.

Who said this?

Innovation distinguishes between a leader and a follower.



Simply cut out around the broken line to produce the Quote card resource.

**Leadership and
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Anne Frank
Author of wartime diary,
victim of the Holocaust.



Simply cut out around the broken line to produce the Quote card resource.

Who said this?

How wonderful it is that nobody need wait a single moment before starting to improve the world.



Simply cut out around the broken line to produce the Quote card resource.

**Leadership and
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Beyoncé
American recording artist
and actress.



Simply cut out around the broken line to produce the Quote card resource.

Who said this?

I know I'm stronger in the songs than I really am. Sometimes I need to hear it myself. We all need to hear those empowering songs to remind us.



Simply cut out around the broken line to produce the Quote card resource.

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Mo Farah

International track and field athlete, current Olympic and World 10,000 and 5,000 metre champion.

Who said this?

Anything is possible - just hard work and grafting.



Simply cut out around the broken line to produce the Quote card resource.

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Jennifer Lawrence

Actress: Silver Linings Playbook and The Hunger Games Trilogy.

Who said this?

It's just so bizarre in this world; if you have asthma, you take asthma medicine. If you have diabetes, you take diabetes medicine, but as soon as you have to take medication for your mind it's... there's such a stigma behind it.



Simply cut out around the broken line to produce the Quote card resource.

Leadership Qualities

Clear Goals

Leadership Qualities

Inspiration



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Qualities

Vision

Leadership Qualities

Honesty



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Qualities

**Interpersonal
communication
skills**

Leadership Qualities

**Organisational
skills**



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Qualities

**Attention
to detail**

Leadership Qualities

Compassion



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Qualities

**Willing to
speak out**

Leadership Qualities

Humility



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Qualities

Knowledge

Leadership Qualities

Creativity



Simply cut out around the broken line to produce the Leadership Qualities card resource.

Leadership Activity 3 Resource: List of Statements

LIST OF STATEMENTS (Instructions for Facilitators)

Value statements	Corresponding actions	Campaign Example
It is important to look after the environment	I recycle all or most of the paper I use	Ink Factory: Think before printing
Giving to charity (or giving time as a volunteer) to help those less fortunate is important	I gave money or volunteered time to a charity in the last month	V inspired: Do Something
It is ok to talk about mental health	When I see someone who I think has been having a hard time of things lately, I generally talk to them or ask them how they are (rather than avoiding them or the issue)	Time to Change #Timetotalk
Looking after your physical health is important	I have done a session of physical exercise in the last 4 days	NHS: Change for Life
Bullying is wrong	Last time I overheard people taunting someone, I spoke out / intervened to stop it	Beat Bullying: the 'big march'
People should not be discriminated against based on their sexuality	When I hear people use the word 'gay' as a slur, I challenge them	Stonewall: 'some people are gay, get over it'



Simply cut out around the broken line to produce the Leadership Activity 3 resource sheet.

Leadership Activity 4 Resource: Building the Leadership Group

ROLE	RESPONSIBILITIES	NAME(S)
(Co-) Chair	Facilitate and supervise the team in setting goals, planning and delivering the campaign by; <ul style="list-style-type: none"> • Convening meetings • Ensuring meetings are minuted • Supporting and supervising the team in delivering their tasks • Making key decisions and ensuring campaign moves forward • Identifying relevant individuals to hand the role over to for next year 	
Staff liaison	Liaise with staff to work together to deliver a whole school approach. Secure appropriate permissions for activities	
Resource Investigator	Review the Time to Change material and resources, select and recommend how they might be used in the campaign, help others understand how to use them	
Educator	Get clued up about mental health and stigma and discrimination and help educate others in the team about this and ensure the campaign is on message	
Volunteer Coordinator	Enlist and coordinate volunteers to help with specific events during the campaign	
Event Volunteer	Volunteer at specific events as and when needed	
Creative coordinator	Produce (or coordinate the production of) any art, drama, poster making, baking etc. which may be done as part of the campaign	
Evaluator	Evaluate the success of the campaign against its goals. Ensure learning is passed on and handed over for future years	



Simply cut out around the broken line to produce the Leadership Activity 4 resource sheet.

Campaign Activity 1 Resource:

5-A-Day

Fruit and vegetables are part of a balanced diet and can help us stay healthy. That's why it's so important that we get enough of them.

The 5 A DAY message highlights the health benefits of getting five 80g portions of fruit and vegetables every day. That's five portions of fruit and veg in total, not five portions of each. 5 A DAY is based on advice from the World Health Organization, which recommends eating a minimum of 400g of fruit and vegetables a day to lower the risk of serious health problems, such as heart disease, stroke, type 2 diabetes and obesity.

Awareness

'Five-a-day' is perhaps the best known of all the government's health messages and, as such, it can be seen as one of the most successful.

Attitude and Behaviour Change

Despite being officially adopted by the UK government in 2003, people are still eating an average of only three and a half portions of fruit and vegetables a day.

What is the aim of this campaign?

What behaviours are they hoping to change?

What attitudes are they hoping to change?

Who is the audience?

What is your opinion of this campaign? Does it speak to you?



Simply cut out around the broken line to produce the Campaign Activity 1 resource sheet.

Campaign Activity 1 Resource:

We are Time to Change

Led by Mind and Rethink Mental Illness, Time to Change is England's biggest programme to challenge mental health stigma and discrimination.

Mental Health problems are common, but nearly 9 out of 10 people who experience them say they face stigma and discrimination as a result. Our aim is to start a conversation... or hopefully thousands of conversations. We want to empower people with mental health problems to feel confident talking about the issue without facing discrimination. And we want the three quarters of the population who know someone with a mental health problem to talk about it too. Time to Change started in 2007. This is the first project in England that aims to change behaviour, rather than just attitudes.

Our aims for this phase are to: Improve public attitudes towards people with mental health problems by 5%, Reduce discrimination by 5%, Reduce the number of areas of life in which people experience discrimination. We also aim to increase the confidence and ability of people with mental health problems to address discrimination. Improve the social capital of people with mental health problems.

See our website www.time-to-change.org.uk for more details.

Time to Change

What is the aim of this campaign?

What behaviours are they hoping to change?

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Simply cut out around the broken line to produce the Campaign Activity 1 resource sheet.

Campaign Activity 1 Resource: Talk to FRANK

For friendly, confidential information about drugs Talk to FRANK 24 hours a day, 7 days a week on **0300 123 6600** or visit www.talktofrank.com

FRANK is a national information and advice service jointly established by the Department of Health, the Department of Education and Home Office 2003. It is now managed by Public Health England. It is intended to reduce the use of both legal and illegal drugs by providing confidential advice and accurate information, particularly to school pupils. Over the years FRANK has been advertised and promoted through a number of different channels including television, radio and the internet

FRANK has its roots in the old National Drugs Helpline and was the creative idea of ad agency Mother.

The campaign and service is designed to be a trusted "older brother" figure that young people can turn to for honest and confidential advice about illicit substances.

Research has indicated that there is high awareness of the existence and role of FRANK amongst young people and most see FRANK as the key source for drugs information. In addition, 71% of 15-18 year olds rate the information provided by the website as accurate and up-to-date and 61% trust FRANK to provide balanced information. Millions of young people have sought out FRANK, with approximately 3.7 million calling the FRANK helpline and more than 45.2 million visiting the website.

What is the aim of this campaign?
What behaviours are they hoping to change?
What attitudes are they hoping to change?
Who is the audience?
What is your opinion of this campaign? Does it speak to you?



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Time to Change
What is the aim of this campaign?
What behaviours are they hoping to change?
What attitudes are they hoping to change?
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Simply cut out around the broken line to produce the Campaign Activity 1 resource sheet.

Campaign Activity 1 Resource: Do you recognise this campaign?

1



2



3



4



5



6



7



Campaign Activity 2 Resource: Understanding your audience

Passionate activists:

- Passionate about a range of social issues
- See themselves as agents of change and able to make a difference
- Been supporters of a change campaign e.g. by fundraising, signing a petition, attending an event. Most likely to be on an issue affecting teenagers
- Often confident to share their views with others
- Some may be motivated by having personal connection with the issue (e.g. racism, overseas poverty, animal welfare)
- Group most likely to be willing to share that have direct or indirect experience of mental health problems

Willing participants:

- Some interest, or potential interest, in relevant social issues
- Want to feel as though others share their views and they are doing the right thing by joining in

Passive listeners:

Care less about the issue, more about the medium (the majority of the audience fall into this category)



Simply cut out around the broken line to produce the Campaign Activity 1 resource sheet.



Simply cut out around the broken line to produce the Campaign Activity 2 resource sheet.

Campaign Activity 2 Resource: Understanding your audience

Character:

The Time to Change Campaign is really taking off in your school and you are one of the people making that happen. Your enthusiasm is infectious! You are running a Time to Change stall to engage students with the campaign. You hope to talk to people about the issues and give out information and badges. You are also particularly keen to encourage others to sign the school's pledge to Time to Change as you feel that would represent a powerful statement of collective commitment.

Character:

You know other people who've been affected by mental health problems and you often feel unsure of what to say or do. Your friends were talking about the Time to Change campaign going on in your school and you are quite interested to find out what it's all about. You are quite keen to sign the pledge as many of your fellow classmates have done it and it is a good cause.

Character:

You like watching vlogs on youtube and you've noticed some posters around school which link to some vlogs you know, you're intrigued to find out what these are doing in school. Free badges are always fun too!



Simply cut out around the broken line to produce the Campaign Activity 2 resource sheet.

Campaign Activity 3 Resource: Rolling out your Campaign - Project Plan Template

Guidance notes - this plan takes you through 6 steps to build your own campaign. Consider the questions, review the 'example' sections and then complete the 'your campaign' sections detailing your specific plans.

	Step 1 - What is your campaign message? Why?	Step 2 - Who is your audience?	Step 3 - What activities will you run?	Step 4 - What resources do you need? <small>See links and sections below for resources.</small>	Step 5 - When will the activities take place?	Step 6 - Actions: Who will do what?	
Example:	Raising Awareness: We all have mental health. Mental health problems are common. It's time to talk.	A particular year group? Whole school? (What is their existing level of knowledge? What message would resonate?)	• Run a lesson or assembly. For example our Make time Assembly and film • Show animation called Katie's Story • Put up posters and postcards	• See session plans area for Assembly and Vlogs, Blogs, Videos section for accompanying film • See Vlogs, Blogs and Videos section for animation • You can download posters from the Free Stuff section	Date: Week 1 Lunch-time? Form-time? Assembly?	Action:	Name(s):
Your campaign:	→		→		→		
Example:	Challenging Stigma: What is mental health stigma and discrimination and why should we challenge it?	A particular year group? Whole school? (What is their existing level of knowledge? What message would resonate?)	• Show our short film, Stand Up Kid and hold discussion • Work through the Kid and I Interactive story and accompanying activities • Stigma stats • Put Screen Savers/school TVs	• See Stand Up Kid and resources in session plans and film in Vlogs, Blogs and Videos • See Kid and I in Vlogs, Blogs and Videos and activities in session plans • Download posters and screens savers from Free Stuff section	Date: Week 2 Lunch-time? Form-time? Assembly?	Action:	Name:
Your campaign:	→		→		→		
The ask: 'It's the little things' we do that can make a big difference. We can all support a friend	A particular year group? Whole school? (what is their existing level of engagement? What 'ask' would be appropriate?)	Host a Time to Change Stall: • Encourage students to view the films and blogs • Create a pledge petition to sign • Put up tips cards	• See links for Vlogs, blogs and Videos • See Free Stuff section for pledge sheets • See Free stuff for tips cards	Date: Week 3 Lunch-time? Form-time? Assembly?	Action:	Name:	
Your campaign:	→		→		→		

Links for Resources above

Please see our resources pages at: www.time-to-change.org.uk/resources/guides-and-toolkits/youth-professionals. You will find all of the resources you need for a Time to Change campaign from this page. Below is more information on where to find what you are looking for. The resources are broken in to four sections:

- Sessions Plans
- Vlogs, Blogs and Videos
- Free Stuff
- Support and Signposting



Simply cut out around the broken line to produce the Campaign Activity 3 resource sheet.

time to change

let's end mental health discrimination

