When was the last time you felt misunderstood?

Welcome

Icebreaker – get the young people to consider the question on the opening slide as they sit down. Facilitate a brief discussion about the ways in which young people in general can feel misunderstood and stereotyped – e.g. as “hoodies” or as disrespectful and challenging of authority. Make the connection with the fact that we make lots of assumptions about people with mental health problems and stereotype them too. They must feel misunderstood a lot of the time.
2.  WHAT IS TIME TO CHANGE?

Time to Change wants to end unfair treatment and unfair attitudes towards people with mental health problems, so they don’t feel misunderstood so much of the time.

Time to Change works with many different groups in society, using different ways to change attitudes and to get people talking about mental health.

All of us have feelings and all of us can make a difference so that people we know with mental health problems feel less misunderstood.

If your school, youth group or faith group has signed an Action Plan with the Time to Change Children and Young People’s team, you may wish to mention this here, and tell them about some of the actions and changes that will be taking place as a result.
3. INTRODUCTION

Learning Objectives
By the end of the session you will:
• Have been given information, facts and figures about mental health problems
• Have explored how mental health problems can affect the lives of young people (and adults)
• Have thought about what you can do to change attitudes and unfair treatment

Make it clear that this is not a mental health awareness course – it does not teach you about symptoms and treatment of different mental health problems. It is about our attitudes and behaviour towards people with mental health problems.

Tell the group how you are planning to deliver the course, e.g. 3 sessions over 3 weeks or one 3.5-4 hour session with breaks.

It will be a combination of presentation, discussion, group work and film clips.

1) Hopes and fears exercise

In pairs ask young people to discuss what they are hoping to get out of the training and some of the things they may be “fearful” or worried about.

Answers can be written on post it notes and the young people can come and stick them up on the flip chart in one of two columns, marked „Hopes” and „Fears”. This sheet can be put up in the room throughout the training. Summarise the different hopes and fears and state whether the hopes will be met by this course and/or the fears allayed.

This activity enables the trainer to get an idea of where the group are at in terms of their expectations and to allay any fears at the start. Use this as an opportunity to clarify what the course will and won’t cover (e.g. a hope to learn about signs and symptoms of different mental health problems won’t be met, as the course is about our attitudes and behaviour towards people with mental health problems, not about recognising signs and symptoms).
4. Ground rules

- Confidentiality - you can talk about the session but don’t talk about personal things or names that have been shared in order to create a safe space.
- Try to take part in discussions
- Respect – challenge the opinion not the person
- Listen
- Be on time after breaks
- Mobile phones off or on silent and no texting
- Talk to the trainer or another adult if you need support during or after the session
- Have fun!

Get the group to create these and then check them against the slide

Confidentiality needs to be very well discussed as the group must be clear about what **is** and what **is not** possible for you to agree to. This will add to the culture of trust in the group when you are clear, open and honest. You will need to make it clear when you can and cannot keep confidentiality.

**If a young person discloses problems or distress:**

- It is important they are guided to talk to a parent, teacher or GP.
- If a young person is expressing thoughts of suicide it is important that someone stays with them and inform one of the above listed people (or A & E in an emergency).
- You **cannot** and **should not** promise confidentiality
- You have a duty of care in this situation.
- You should keep the young person informed of your actions unless this is not possible in an urgent situation.
- Your organisation’s child protection policies and procedures must be followed.
Question 1:

How many young people will experience a mental health problem in any one year?

A: 1 in 10 young people
B: 1 in 100 young people
C: 1 in 1000 young people

The slide is designed so that the question and the answer choices come up first, and then the wrong answers disappear on the next click of the mouse, leaving only the correct answer showing.

Place 3 pieces of paper with A, B and C on them around the room. Ask young people to stand next to the letter they think is the answer.

**How many young people will experience a mental health problem in any one year?** (source ONS)

A - 1 young person in every 10 (Correct answer)
B - 1 young person in every 100
C - 1 young person in every 1000

Ask the young people if they are surprised at this. Point out that this is 3 students in a class of 30.
6. Quiz

Question 2:

What are the two biggest causes of death of males aged 14 to 25?
A: Cancer 1st and Diabetes 2nd
B: House fires 1st and Accidents at home 2nd
C: Road traffic accidents 1st and Suicide 2nd

The slide is designed so that the question and the answer choices come up first, and then the wrong answers disappear on the next click of the mouse, leaving only the correct answer showing.

Place 3 pieces of paper with A, B and C on them around the room. Ask young people to stand next to the letter they think is the answer.

What are the two biggest causes of death of males aged 14 to 25? (source ONS)
A - Cancer 1st and Diabetes 2nd
B – House fires 1st and Accidents at home 2nd
C - Road traffic accidents 1st and Suicide 2nd (Correct answer)

Ask the young people if they are surprised at this. Reflect on the fact that we hear a lot more about road safety than we hear about preventing suicide, even though suicide is such a big problem among young men.
Slide 7

7. Quiz

Question 3:

What percentage of the killings that take place each year are committed by people with mental health problems?

A: 5%  (Correct answer)
B: 25%
C: 65%

The slide is designed so that the question and the answer choices come up first, and then the wrong answers disappear on the next click of the mouse, leaving only the correct answer showing.

Place 3 pieces of paper with A, B and C on them around the room. Ask young people to stand next to the letter they think is the answer.

What percentage of the killings that take place each year are committed by people with mental health problems?

A – 5% (Correct answer)
B – 25%
C – 65%


Ask the young people if this is what they expected the answer to be. Reflect on the popular stereotype of people with mental health problems being violent and explore where this comes from with the group. They may mention TV, film, newspaper headlines etc.
8. Quiz

Question 4:

What are the most common mental health problems experienced by young people?

A: Schizophrenia
B: Depression and Anxiety
C: Anorexia

The slide is designed so that the question and the answer choices come up first, and then the wrong answers disappear on the next click of the mouse, leaving only the correct answer showing.

Place 3 pieces of paper with A, B and C on them around the room. Ask young people to stand next to the letter they think is the answer.

What are the most common mental health problems experienced by young people?

A – schizophrenia
B – depression and anxiety (Correct answer)
C – anorexia

Stress that despite a lot of media coverage about these problems, schizophrenia and anorexia are both quite rare, whereas depression and anxiety are very common, even though they don’t always make the headlines.
9. Facts and Figures

- Young people experiencing anxiety in childhood are **3.5 times more likely** than others to experience depression or anxiety in adulthood.*
- Young people in the UK from **Black and Minority Ethnic Groups** are at **higher risk of mental health problems** and also may find it more difficult to use mental health services.*
- Despite the impression we get from the media, people with severe mental health problems are **more likely to be victims of violent crime than to commit violent crimes.** **
- The majority of people **recover from mental health problems**, especially if they’ve sought help early

*ONS 2004; **Time to Change Website Oct 2013
10. What is mental health?

GROUP WORK ACTIVITY

‘Graffiti walls’:
Divide young people into two groups. Give one group a piece of flip chart paper with ‘Mental health’ written on it, and the other group a piece of flip chart paper with ‘Mental illness’ on it. Ask the groups to write what words come to mind when they see the term on their piece of paper.

Rules:
- Everyone in the group must contribute at least one word to the paper.
- People cannot cross out something that they don’t agree with or think is wrong.

Discuss the words written down:
Often, what happens is that the words are very similar for both groups, even though one group is associating to „health“ and the other to „illness“.

Point out how common it is for us to think of negatives when we think of „mental health“. In fact people often say that someone has „mental health“ when they mean that they have a mental health problem.

Highlight any positive words written down and discuss which words are appropriate or inappropriate to use in the session and in general.
11. A definition of mental health

“"The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities.”

Source: Young Minds 1999

Discuss with the group their responses to this definition.

Highlight that we all have mental health ups and downs, because we all sometimes have trouble with learning, meeting challenges, and dealing with the things that life throws at us.

Ask the group how easy or difficult they think it is to achieve good mental health all of the time, using this definition of mental health?

Think back to the words they used in the graffiti walls and reflect on the fact that we tend to think bad things about people with mental health problems, even though we may all have ups and downs in our mental health a lot of the time.
12. Mental health is on a spectrum

This can be complex for young people to understand.

What you want them to grasp is that:

• Even though someone has a diagnosis, whilst they receive treatment and support they can remain well. Recovery is possible, usually with treatment, from any mental illness, even from Bipolar Disorder and Schizophrenia, which used to be regarded as „life sentences“.
• Even if you do not have a diagnosis, you can be struggling. You could become unwell if you don’t seek help and support from professionals and/or friends and family.
• Your mental wellbeing is more important than whether or not you have a diagnosis.
• Overall, your mental health goes up and down all the time, whether or not you have a mental health diagnosis. It changes depending on what’s happening in your life and how well you are coping at that point.

A simple way to understand is to get young people to do the following:

PART ONE

• Place A4 sheets with “good wellbeing” on one side of the room and “poor wellbeing” on the other.
• Divide the young people into two groups, each group representing one young person on the mental wellbeing spectrum.
Slide 12 continued:

- GROUP ONE represents „Steve“ – Steve is 19, has a diagnosis of schizophrenia, is having treatment and feels life is going really well for him at the moment – he’s at university, works part time, he’s in a relationship with a very supportive partner and he’s got a good friendship group.

- Get group one to stand on the side of the room that best represents how Steve is feeling now (good wellbeing or poor wellbeing).

- GROUP TWO represents „Jenny“ – Jenny is 15, she does not have a mental health diagnosis, but is really struggling to cope with the pressure of her GCSE exam preparation and her friends are worried about her because she’s lost a lot of weight and doesn’t hang out with them after school any more.

- Get young people to stand on the side of the room that best represents how Jenny is feeling (good wellbeing or poor wellbeing).

PART TWO

- GROUP ONE – Steve breaks up with his girlfriend and is really missing home – his friends are still supportive but he’s starting to withdraw from them and they’ve decided to leave him be “to get over it”.

- Get young people to decide if Steve stays where he is or moves to the other side of the room. Get them to consider how far he moves along the wellbeing spectrum.

- GROUP TWO – Jenny has talked to one of her closest friends about how she’s feeling. Together they went to see the school nurse who got some help for Jenny. She’s still worried about her GCSE”s but feels that she’s better able to cope.

- Get young people to decide if Jenny stays where she is or moves to the other side of the room. Get them to consider how far she moves along the spectrum.

- Point out that, even though Steve has a diagnosis and Jenny doesn’t, they have both ended up at similar points along the wellbeing spectrum (i.e. around the middle).
Slide 13

13. Some types of mental health problems

- **Depression** – low mood, hopelessness, loss of energy
- **Anxiety disorders** – sense of worry, panic, dread which is affecting someone’s ability to live their life as usual
- **Eating disorders** – may have an unrealistic view of their body shape and weight. Not just about dieting - often low self esteem or a lack of control over other things.
- **Self harm** – often a way of coping with emotional difficulties.
- **Psychosis** – change of reality. Sometimes hearing voices and seeing things that others don’t see / hear. May feel paranoid.

For more information: [www.rethink.org](http://www.rethink.org)  [www.mind.org](http://www.mind.org)  [www.seemescotland.org](http://www.seemescotland.org)

If young people want more information, give them copies of the handouts in the manual under section 8 - „Additional Resources”.

Slide 14

This slide shows a film of young people’s experiences of unfair attitudes and treatment because of their mental health problems.

You may, if time allows, encourage responses to and discussion of the stories in the film.
15. Why do people develop mental health problems?

• Some people feel it is a chemical imbalance in the brain
• Some feel it is all about trauma (everyone has a personal story of trauma, abuse, grief, bullying, separation loss, etc)
• Some feel it is about lack of money or privilege
• There are a lot of views but it is important that someone’s personal view is listened to and respected
• There is no one answer

16. Quotes

“Many people make jokes about depression / bi-polar / other disorders and it can make people feel ...

...isolated. I was constantly picked on and called ‘emo’ because I was depressed. When people saw scars on my arms everyone made snide comments because they had no understanding.”

Source: online survey by time to change in 2012 with 1132 young people aged 14-25 about their experience of mental health and stigma and discrimination.
Slide 17

17. Many people report that stigma is harder to deal with than their actual mental health problem

• **A definition of stigma**: Having unfair attitudes about people with mental health problems, so that they get labelled as ‘different’ or ‘strange’.

• **A definition of discrimination**: Behaving unfairly towards people with mental health problems, e.g. bullying them, or turning them down for a job or course of study.

Point out from the title that stigma can be harder to deal with than the symptoms of the mental health problem itself.

(source: Time to Change Children and Young People’s programme development Summary of research and Insights 2012)

Slide 18

18. My story

You will now hear from a young person with direct experience of mental health problems

You will have an opportunity to ask questions

It may not be possible to answer all questions
SESSION 2:

Slide 20

View the film „Stand-Up Kid“ (it starts on the click of a mouse).

Tell the young people this is a fictional film developed for the Time to Change Children and Young People’s Project which is designed to get discussion going.

Slide 21

21. Stand Up Kid Reactions

• How did the film make you feel?

• What did it make you think about?

• Did it raise any important issues?

This is a powerful short film that may produce a strong and perhaps emotional reaction in some young people.

List the key feelings, thoughts and issues that young people come up with on a flipchart or whiteboard.

Key issues that could be explored or clarified if they don’t come up:
1. That a friend or classmate could experience a mental health problem and you wouldn’t necessarily know.
2. We might be acting in stigmatising ways without really knowing it.
3. Small changes can make a difference to how someone with mental health problems might feel - talking is really important.
4. We can all do something positive to help, from being supportive to a friend, through to supporting a programme like Time to Change.
22. Small group work

- Divide into 4 groups and think about how Michael, his classmates and his teacher might be feeling at different points in the story.
- Use the handouts that you will be given to guide you.

The group work sheets are in your manual and should be copied in advance – one for each group.

Each group will consider how Michael, his classmates and his teacher might be feeling and what they might be thinking at the following snapshots during the film:

1. When Michael comes in late and makes a joke
2. When Michael stands up on his chair
3. When a girl in his class also stands up on her chair
4. After class in the corridor (imagine what might happen next)

Each group then briefly presents their work.

You might also get the group as a whole to consider how Michael’s parents might be feeling about him being unwell and what help they might need.

Get the groups to think beyond feelings and thoughts to what might help each character to deal better with this situation – e.g. training, support, information etc.
23. Agree / disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with mental health problems are different from normal people</td>
<td></td>
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<tr>
<td>I know someone with a mental health problem</td>
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<tr>
<td>Mental health problems make you weaker</td>
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<tr>
<td>You can tell if someone has a mental health problem</td>
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</table>

One side of the room is agree, the other side of the room is disagree.

Get the young people to agree or disagree with each of the statements on the slide by physically going to one side of the room or the other.

**Statement 1**: “People with mental health problems are different from normal people”  
**Disagree**: We all have mental health just like everybody has physical health. What is normal anyway?

**Statement 2**: “I know someone with a mental health problem”  
**Agree**: 1 in 10 young people experience mental health problems – that’s 3 people in an a class of 30, so you probably will know a young person with a mental health problem.

**Statement 3**: “Mental health problems make you weaker”  
**Disagree**: Many people say that overcoming or coping with mental health problems has made them much stronger in the long run. However, it can be that you feel weaker at first, when your symptoms are new.

**Statement 4**: “You can tell if someone has a mental health problem”  
**Disagree**: Most mental health problems are invisible and you might be surprised because you might not have any idea from the outside that someone is coping with a mental health problem. A lot of the stereotypes about what people with mental health problems are like are not true.
Get young people to think about their own experiences or things they may have seen happen.

Reassure young people that they won’t be asked to reveal the personal issues that they may be thinking about.
25. What do stigma & discrimination affect in our lives?

- Self-confidence and well-being
- Beliefs in society about violence and danger
- Family and friendships
- Relationships
- Education
- Physical health

NOTE: You will not have time to talk through every area that stigma and discrimination might affect. Pick two or three areas to focus on.

Self confidence – people may have lost their self-belief, sense of identity, friendships and relationships, as well as having a lot of difficult experiences. Stigma and prejudice contribute a lot towards this. Even if other people are not horrible towards them, people may feel uncomfortable around them since they’ve been unwell and therefore avoid them. This will affect their self-esteem and self-confidence.

Beliefs in society about violence and danger. Whilst there are a few sensationalised cases that hit the headlines and involve individuals with mental health problems, the majority of people with mental health problems are more likely to harm themselves than they are to harm others. Only when someone is actively psychotic is there a slightly greater risk of violence and even this is a low risk compared to the chances of being attacked at pub closing time by people who have been drinking too much.

Family and friends can over-protect, avoid or disappear from people’s lives in the worst cases. However young people also tell us that they would seek help from parents and friends first.

Relationships can be affected by lack of confidence, bad experiences of relationship breakdown or struggling to know whether it is safe to tell your boyfriend or girlfriend about your mental health problem, for fear of others’ reactions.
**Education** – young people who develop mental health problems may drop out of education for many reasons e.g. withdrawing from people generally, loss of confidence, or the effect that their mental health problem or their treatment may have on their concentration and ability to study. This may mean that young people are at risk of not reaching their full potential. Many young people pick up the threads of their lives again later but may need confidence and support to do this.

**Physical health** – Sometimes people’s physical health is ignored and all their symptoms are put down to their mental health problem – for example feeling breathless may be put down to anxiety rather than to asthma or a chest infection. Doctors can do this just as much as the rest of us. The side effects of some medications for mental health problems can sometimes result in physical health problems such as high blood pressure, weight gain and diabetes. Some mental health problems, e.g. depression, may affect someone’s motivation to take regular exercise or look after themselves.
26. Impact of Stigma

Young People report that they have experienced stigma from:
- friends (70%)
- parents (57%)
- boyfriends and girlfriends (45%)
- teachers (40%)
- 26% said negative reactions from others had made them want to give up on life
- 57% said fear of stigma had stopped them applying for a job
- 32% said that it had stopped them applying for or taking up a place at college or university

Time to Change online survey, 1132 young people, April 2012

Present and discuss. Ask the young people if they are surprised by any of the figures.

Young people report that they have also experienced stigma from doctors and other medical professionals (47%).

BREAK (Slide 27)
Group 1 – When Michael walks into class late....

What is Michael’s Teacher thinking at the moment? How does he feel?
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What is Michael thinking at the moment? How does he feel?
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What are Michael’s classmates thinking at the moment?
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Group 2 – When Michael stands up on his chair....

What is Michael thinking at the moment? How is he feeling? What might help him right now?
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What are Michael’s classmates thinking right now? How do they feel?
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What is Michael’s teacher thinking at the moment? How is he feeling? What might have helped him deal better with this situation?
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Group 3 – When another girl in Michael’s class stands up on her chair....

How is this girl feeling? What might she be about to say?
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Imagine Michael, his teacher and his classmates in the school corridor after class.....what happens after the film ends?

Does the teacher talk to Michael? Does he talk to other teachers or pupils? How does he feel as he walks to the staff room?

How does Michael feel as he leaves class? Does he talk to his friends or to the teacher, or does he go off by himself? Why?

Do Michael’s classmates talk to Michael or to the teacher? Or do they just talk about them? What do they say?

How does this girl feel as she leaves class? Does she talk to Michael or to anyone else? Why?
Activity:
Get the young people to talk in pairs about how they would support a friend who had a mental health problem. Get some feedback and then show the rest of the slide.

Themes to bring out of the discussion are the importance of listening, having hope, talking about mental health openly, talking about recovery, not laughing along at jokes about people with mental health problems and standing up for someone if they are at the butt of a joke.

The point of this slide is to encourage young people to treat those with mental health problems in the same way as they would treat anyone else. However, it is good to encourage young people to behave with empathy and to be non-judgemental.
29. Quotes from Young People

I remember the first person I really spoke to was a friend. She listened and didn't panic. With her support, I spoke to a teacher at school. Without their help, I doubt I would be alive today.

Luckily, all my housemates know. The conversations were casual but they all understand. When I published my first blog there were people around university approaching me. It was nice in a way, people would say "I would never have known.

I have recently started dating again. I found it hard to tell him I had psychosis. It wasn't easy but I showed him who I was at first then after a few weeks I came out with it. He just took me for who I am, which was a relief.

Ask for any reactions to these quotes.

Get young people to think about how they could react differently to someone with a mental health problem, giving them a positive rather than a stigmatising experience.

Show how simple it is just to be accepting and continue to treat someone normally when they have a mental health problem.

How do we talk about someone who has a mental health problem?

GROUP WORK ACTIVITY

You will need to photocopy and cut out the activity cards (at the back of session 3 in your manual) in advance of doing this exercise.

Divide the young people into 3-4 groups and give each group a set of cards to sort. Each card has a term or word on it used to describe someone with a mental health problem. The young people need to sort the cards into two sets, one set of "acceptable" words or terms and a second set of "unacceptable" words or terms.

Walk round the groups as they are working and look at how they are sorting the cards. When they have all finished, bring them back into one large group and discuss which cards go where, and if there is any disagreement about any of the words or terms in particular.
Talk the young people briefly through each campaign idea:

In clockwise order from left:

**Making an Organisational Pledge**
A school, youth group, faith group, or any organisation that works with young people can sign a Time to Change Children and Young People’s Organisational Pledge and complete an Action Plan to set out how they are going to tackle mental health stigma and discrimination within their organisation. Examples of actions might be to introduce Personal Health and Social Education (PHSE) lessons on mental health, to provide training for staff, to plan an event, to get local publicity involved, or any other idea that appeals. The Time to Change Children and Young People’s team are on hand to provide support with this.

**Making a photo pledge**
This photo shows Frankie Sandford from the Saturdays signing a pledge to “start the conversation about anxiety”, which is something she has experienced herself. Any individual person can sign a pledge and promise something they will do differently, however small, to help the campaign. Organisations which have signed an organisational pledge can also have a “photo pledge-signing” event to publicise their commitment to the campaign.
Train the Trainer:
The idea of this is that teachers, youth workers and other professionals who work with young people go on this course to learn how to deliver this training session directly to young people. This allows the training to reach a wider audience than would be possible if one team had to deliver every single session to young people themselves. Sometimes, young people go on the course too, and learn to deliver it to their classmates or youth group members.

Rolling out this training through the organisation, to staff and young people, is often part of an organisational action plan and pledge commitment.

Pop Up Village:
These events are often run by Time to Change in partnership with organisations who have signed an action plan. They can have a variable number of elements that you might find in a typical village centre: a post office, a cinema, a surgery, a village green, a tea shop and even an arcade and tattoo parlour.... but with a difference! The cinema plays films like „Stand Up Kid“ to get discussions going. The village green plays „open mic“ sessions where people can perform. The tattoo parlour sprays on temporary tattoos supporting the campaign. The arcade offers young people the chance to play our interactive online story „The Kid and I“. At the post office people can find information about local mental health services and pledge their support by making a promise (e.g. to call someone they know who has a mental health problem). At the „surgery“ people can get one-to-one advice, perhaps from a school nurse. Villages vary a lot according to space and requirements. Putting on a pop-up-village is a two-way process – the organisation has to show commitment to the action plan and to making the village work in order for Time to Change to mobilise its” existing village resources.

Encourage discussion about these different ideas and why they work. Say that a campaign idea could be anything, from an event to a petition, to a performance, to a training session or a visual display.
This is the chance for staff and young people to think about what they might like to see in their organisational action plan. If your organisation is developing an action plan and there is a key contact for staff and/or young people to contact with ideas, then give out these key contacts now.
33. Let’s develop a plan to challenge stigma and discrimination...

...in either a school, youth group, community or online.

Think about:

– how you can deliver the Time to Change message in a creative way
– what materials you may need and where you will get them
– who you would need to involve

Lead this activity as a whole group activity, with you prompting them with questions and jotting down the group’s ideas on a flip chart or whiteboard.

The ideas do not have to be put into action – this is fun ideas activity to generate enthusiasm and make them feel that they could make a difference in this way.

Get them to think practically and realistically about what they could achieve. Help them to decide on one main focus for their idea (e.g. a performance) and get them to think how they would go about setting this up. Remind them to consider the budget and how they could get or raise enough money to put their ideas into action. Ask them who they know who might be able to help them. Get them to think of a name for their plan – something catchy! Where will it be held? How can they generate publicity? How can they get other young people interested and involved?
34. Get involved with Time to Change

- Look at: [www.time-to-change.org.uk](http://www.time-to-change.org.uk)
- Watch and share “Stand Up Kid” at [www.youtube.com/timetochangecampaign](http://www.youtube.com/timetochangecampaign)
- Like us on [www.facebook.com/timetochange](http://www.facebook.com/timetochange) or tweet us @timetochange or use #StandUp
- Pledge to support Time to Change at [www.time-to-change.org.uk/pledgewall](http://www.time-to-change.org.uk/pledgewall) and get your friends to pledge too
- Run an event or anti-stigma campaign in your school, youth group, local community, or online - or join in one of ours!
- Start a conversation about mental health....

Go onto the website ([www.time-to-change.org.uk/young-people/how-can-i-standup-stigma/spread-word](http://www.time-to-change.org.uk/young-people/how-can-i-standup-stigma/spread-word)) to find out what you can do in 1 minute, 1 hour or longer. You might want to discuss some of these ideas with the young people in the group.

Mention that Time to Change can support your event or campaign by sending you useful things like leaflets, badges, pens, wristbands, key-rings and postcards – just go to [http://www.time-to-change.org.uk/resources/posters-leaflets](http://www.time-to-change.org.uk/resources/posters-leaflets) to order your resources now.
Encourage young people to pledge online. This shows that they are choosing to do something positive to change unfair attitudes and unfair treatment of people with mental health problems.

Slide 36

This slide shows a follow-on film of the same young people who featured in the earlier film (where they were talking about their experiences of stigma and discrimination). In this film, they speak about how things have improved for them more recently and what they are doing with their lives now.

If time allows, encourage responses to and discussion of the stories in the film.
<table>
<thead>
<tr>
<th>Mentally Challenged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
</tr>
<tr>
<td>Experiencing a mental health problem</td>
</tr>
<tr>
<td>Disabled</td>
</tr>
<tr>
<td>Suffering with their nerves</td>
</tr>
<tr>
<td>Unwell</td>
</tr>
<tr>
<td>Having a breakdown</td>
</tr>
<tr>
<td>Going mad</td>
</tr>
<tr>
<td>Looking for attention</td>
</tr>
<tr>
<td>A bit weird</td>
</tr>
</tbody>
</table>
‘When was the last time you felt misunderstood?’ – young people’s feedback form

Date: ............................................................................................................................

Venue: ..................................................................................

Trainees: ................................................................................................................................

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>agree nor disagree</th>
<th>Disagree</th>
<th>Strongly</th>
<th>Don’t know/ non-applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training was interesting and enjoyable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have learnt more about mental health stigma and discrimination.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The film Stand Up Kid helped me to understand the impact of mental health problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now that I’ve had the training I think that I’d do something positive to support someone in my class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training session helped me to understand how important it is to challenge mental health stigma and discrimination.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to do something to spread the word about ending stigma (e.g. liking Time to Change on Facebook, making a pledge, running a campaign)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The personal story from the young person with experience of mental health problems helped me understand why challenging stigma and discrimination is important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please make any other comments