



Six Activities to Start Tackling Mental Health Stigma in the Youth Sector



In partnership with Youthlink Scotland

This Delivery Manual and accompanying presentations make up a 6 activity starter pack intended to get young people and those in the youth sector thinking about how mental health stigma and discrimination can be tackled.

Our message is that you don't need to be an expert to talk about mental health – this training focuses on just that.

Introduction:

These activities are flexible, simple and can be shared and delivered by peers, young people or Youth Workers. You will know your setting and community best and you can use this manual in the way you see fit.

You might want to set up some structure around how you deliver these activities and have a project lead who can check in, support and co-ordinate the learning. To keep everyone safe, just make sure you follow your organisations usual risk and safeguarding procedures.

Learning Outcomes

- An improved understanding of mental health stigma and discrimination
- An ability to understand and challenge mental health stigma and discrimination in the context of the youth sector/ with young people
- Build confidence to deliver the activities to young people and peers

This manual does not qualify you to deliver mental health training, counsel anyone with mental health problems or be involved in any sort of professional help for others.



Methods to deliver the training:

Alongside this pack there are presentations for the 6 activities which could be adapted and used in a number of ways.

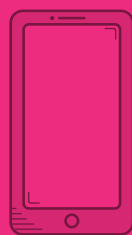
- As an online guided learning, using a platform like Zoom. Please note that ideally your choice of platform would have breakout rooms.
- As a face to face learning – adapting the group activities to use flipcharts, notes and groupwork etc.
- A blend of learning appropriate for your young people and the resources available.

What do you need when working digitally?

A digital platform where your group can work together: This will be a private space where all participants can communicate, files can be shared and videos can be broadcast.

Hardware: Each participant will need a digital device which can:

- Access the internet
- Interact with the chosen platform
- Play media
- Participate in video conferencing



Software: Each participant will require:

- A video conferencing platform
- Internet Browser

Documents:

- The facilitator will have the six See Me Powerpoint Sessions and this delivery manual.
- Videos – we have provided links to videos on Youtube. If your group will not have access issues to Youtube during your sessions, we suggest downloading the videos and embedding them into the presentations.

What have people used for these activities before:

- Zoom for your digital platform and video chats.
- Participants had a mix of laptops and school/council issued tablets.
- For any question and answers we used Zoom features like polling and the text chat to help the participants answer if they were not confident to appear on video.
- Please consider your normal safeguarding and risk procedures and how they apply on a digital platform.



What do you need when working together in person?

- Space for breakout groups around different tables or spaces
- A screen with a projector and access to the internet for the videos
- Pens, paper, flipcharts, post-it notes

Setting the Scene

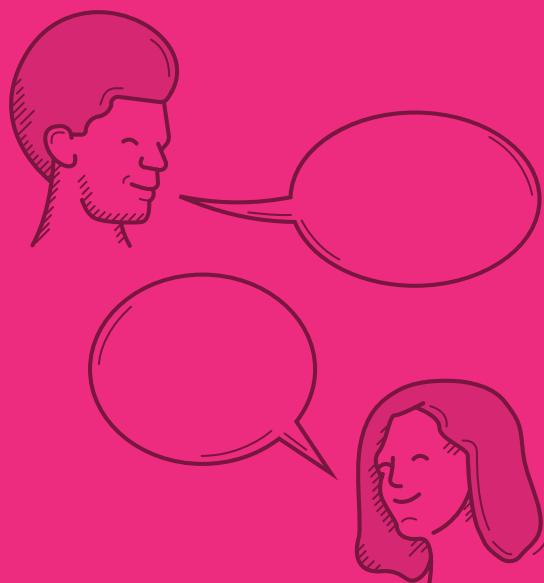
Staff/Leaders: 1-2 leaders can lead this delivery either in person or digitally.

Social Contact: You could consider having some young people, volunteers or youth workers involved in or leading delivery.

Group Values: It is important to create a safe training environment for all, mental health stigma and discrimination is an emotive subject and we should practice self-care and consider confidentiality when disclosing personal information. Participants may differ in their opinion but it is important during the training session that attitudes are challenged, not individuals.

See Me Recommends: on our digital deliveries of this work we:

- Have a team of 2 youth champions and 2 youth workers.
- Have youth champions and volunteers take the lead on posting and hosting calls – making sure that voices of lived experience were prominent and that the participants could relate to the project leads through social contact



Introduction:

See Me and the Training Goals/Outcomes 15-20 minutes

Ask delegates: to introduce themselves, where they are from and to share brief hopes or concerns they have for the day. You may design an introduction activity around your own skill set and audience.

Aims:

- To give participants an understanding of mental health stigma through our materials and activities.
- To introduce the format of the sessions
- To set out any goals or aspirations

Slides	Actions	Approx. Timings
1-2	Introduction: Who is See Me? Explain that See Me is Scotland's programme to end mental health stigma & discrimination – you can refer to the website if you would like to cover this in more detail: http://www.seemescotland.org	3 minutes
3-4	Cover learning outcomes Outline the course modules	3 minutes
5	Session Guidelines – set up any necessary guidance and signpost for any triggering materials.	5 minutes
6	Introduce the LINK model – show it briefly and explain that we will refer to it throughout the training	2 minutes
7	Discussion: What is your own goal for this training?	5 minutes



Module 1:

Iceberg Theory 40-60 Minutes

Introduction: Every society has preconceived notions and stereotypes, like the idea that all Scottish people wear tartan, eat haggis and play bagpipes. These are often based on a variety of factors and hold an element of cultural truth. In order to consider what ‘mental health’ really means, we have to take into account the broader societal stigma and discriminations that prevail and how these intersect with mental health.

Young people often tell us they feel defined by one aspect of themselves and not considered as a whole person. It is essential to consider all the different factors in a young person’s life and the ways that these can impact their mental health and wellbeing.

One way of doing this is through a theory called “Intersectionality”. This says that the various biological, social, and cultural things which can be used to define us (such as gender, race, class, ability, sexual orientation, religion, and age), interact on multiple and often simultaneous levels. So to fully understand a person we need to think about how all these traits are linked, not just use one to judge a person.

Aims:

- Gain better understanding of other people’s perspectives.
- Understand factors which can influence a person and their behaviour.
- Explore mental health discrimination and intersectionality.

Materials Needed: Ability to show video to the group and flipchart/notepad/pens

Space and Grouping: Split into 3 groups for discussion – spread around a space however appropriate or use breakout rooms if possible online.

Section 1:

Slides	Actions	Approx. Timings
1-2	Introduce section and session aims	1 minute
3	Show the following video about the iceberg theory (show the first 1 minute 10 seconds). https://www.youtube.com/watch?v=ye7TVMI-_TQ	3 minutes
4	Ask: how much of the iceberg we can see? Answer – about 9% Ask how this relates to what’s really going on with people. Explain that we often only see the tip of the iceberg and not the whole picture of what is happening in someone’s life.	10 minutes

Module 1: Continued

Section 2:

Slides	Actions	Approx. Timings
5	<p>Ask when we see challenging behaviours (eg. anger, fear) what do these feeling look like? What behaviours might we see? I.e. swearing, fighting.</p> <p>What are possible things that could happen in someone's life that cause these? How might social isolation affect this?</p> <p>How might this look different in lockdown when we are socially distanced from each other?</p>	15 minutes

Section 3:

Slides	Actions	Approx. Timings
6	<p>Ask what might be at the bottom of the iceberg under the water that contributes to the type of person they are and write these in.</p> <p>What makes people similar and different?</p> <p>ANSWER: I.e. Values, skills, beliefs, culture, identity, past experiences.</p> <p>Ask participants to explore what these mean to them.</p>	15 minutes
7	<p>What are the basic needs of human beings?</p> <p>ANSWER: Love, shelter, food, water, air, connection and safety.</p> <p>How might your behaviours change if these needs are not met? Consider the effects of lockdown/social isolation, COVID situation</p>	10 minutes
8	<p>Conclude with the quote and remind participants to try to be empathetic at all times and treat people with 'unconditional positive regard'</p>	3 minutes

Module 2: Understanding Stigma 40-60 Minutes

Introduction: Many people with mental health conditions say that the stigma that surrounds mental health conditions is harder to live with than the condition itself. Stigma results in discriminatory or negative behaviour and treatment towards people and the fear of stigma often prevents people from seeking help and treatment.

Stigma is frequently perpetuated through mistaken beliefs about mental health problems, and can be seen in people's attitudes and public policy, in the media etc. We can all work together and reduce stigma by providing accurate information about mental health conditions and their treatment.

Aims:

- Explore the relationship between attitude, stigma and discrimination.
- Discover how attitudes can be changed with accurate information.
- Describe how stigma can act as a barrier to getting help for mental health.

Materials Needed: Ability to show video to the group/flipchart/notepad/pens

Space and Grouping: Split into 3 groups for discussion – spread around a space however appropriate or use breakout rooms if possible online.

Section 1:

30 minutes

Slides	Actions	Approx. Timings
1-2	Introduce session aims	1 Minute
3	Ask participants what they think the definitions of stigma and discrimination are and post these in the chat function online, or discuss in the room. It's okay for them to be wrong or not know. They may use words like fear or embarrassment.	5 minutes
3	Show participants See Me's definition of stigma and discrimination: If working with young people, you can use these definitions also: Stigma is about disrespect. It's the use of negative words to identify a person. It stops people from getting the help they need due to the fear of being discriminated against. Discrimination is the unfair treatment of one person or a group of people. OR (very basic) Stigma is a negative thought. Discrimination is a negative action because of stigma.	5 minutes

Module 2: Continued

Slides	Actions	Approx. Timings
4 – 5	<p>Split the participants into break out groups on online platform (i.e. Zoom) or in person. Alternatively, run the activity as one large group discussion, encouraging the use of the chat function.</p> <p>Ask the groups to discuss what stigma means to them, and the relationship between stigma, stereotyping and discrimination.</p> <p>Use the slide questions as discussion prompts.</p>	15 minutes
5	Groups share answers back to wider group and discuss.	5 minutes

Section 2:

30 minutes

Slides	Actions	Approx. Timings
6-7	<p>Explain to participants how there are different types of stigma that can affect people in different ways. Understanding these different types of stigma can help to identify and challenge stigma where ever it appears.</p> <p>See Me identifies 4 types of stigma:</p> <p>Cover content in slides.</p>	10 Minutes
6-7	Discuss with participants how these different types of stigma could affect people with mental health conditions. Have participants seen examples of how these different types of stigma present in real life?	10 Minutes
8	<p>Follow up questions and conclude:</p> <ul style="list-style-type: none"> ● Are participants surprised how different issues have been stigmatised throughout history? ● Has this made participants think differently about any of the attitudes they have or language they use? ● Is there any COVID specific stigma participants can think of? 	10 Minutes




Module 3: Language & Stigma 40-60 Minutes

Introduction:

We know that when people feel listened to and valued, they are much more likely ask for help with their mental health. Listening seems like an easy thing to do, but takes practice and awareness of how you listen and also how you speak.

With that in mind, one of the simplest ways to tackle stigma is to consider your language and where this might be reinforcing stereotypes.

Aims:

-  Understand the value of listening
-  Learn how to ask effective questions in difficult situations
-  Consider use of language and how it contributes to stigma

Materials Needed: Ability to show video to the group/flipchart/notepad/pens

Space and Grouping: Have participants write in the chat or speak to voice their ideas.

Slides	Actions	Approx. Timings
1-2	Introduce Session Aims	1 minutes
3	Video: The Power of Okay- https://www.youtube.com/watch?v=CC4QzwlmhxQ Remind participants of the power of asking someone how they are.	2 minutes
4	Discussion: Active listening Questions: What is active listening? Why is it important? What are some good active listening tips?	15 Minutes
5-6	Discussion: Types of Questions What are open questions? Can you think of examples of open questions? What are closed questions? Can you think of examples of closed questions?	10 minutes
7-8	LINK MODEL: Listening Effectively Cover the 'L' in the LINK model now that listening has been considered	5 minutes

Module 3: Continued

Section 2

Slides	Actions	Approx. Timings
9-10	<p>The Power Of Language:</p> <p>Cover the points in slide 9.</p> <p>Discussion: What negative words do people say when describing mental health problems or when talking about mental health?</p> <p>What words or statements can make it harder to talk about or open up about mental health?</p> <p>Finish with Freud quote.</p>	10 Minutes
11-18	<p>Tips on speaking about mental health and trying to remove stigma and discrimination:</p> <p>Read the slides and cover the different language that can be stigmatising – and the suggested alternatives.</p> <p>TRIGGER WARNING – bear in mind that you may get into some detail around mental health problems, as well as topics like suicide and self-harm. Consider what is safe and appropriate for your group.</p>	10 Minutes
19-20	<p>LINK: Introduce Non-Stigmatising Language:</p> <p>Cover the 'I' in LINK now that language has been considered</p>	5 minutes



Module 4:

Social Contact & Lived Experience Time: 45-60 minutes

Introduction: Social contact is when conversations happen between those who have experience of mental health problems and those who do not and is one of the most effective ways to change negative attitudes and behaviours towards people with mental health problems. This tends to be a planned interaction between people with mental health problems and key groups and can also extend to include listening to, watching or reading about someone's experiences. Social contact works because it focuses on the people, not the labels of the mental health problem.

Aims:

- Understand social contact.
- Assess the impact of conversations with those who have experience of mental health discrimination.
- Assess the impact of using social contact in youth work.

Materials Needed: Ability to show video to the group/flipchart/notepad/pens

Space and Grouping: Split into 3 groups for discussion – spread around a space however appropriate or use breakout rooms if possible. Online you can use breakout rooms, or have a whole group discussion and use the chat function if more appropriate.

Section1

Slides	Actions	Approx. Timings
1-2	Introduce Session Aims	2 minutes
3	Video: Time to Change explains social contact https://www.time-to-change.org.uk/get-involved/time-change-champions/social-contact	2 minutes
4 - 6	Explain that we know social contact is an important and useful tool in tackling mental health stigma and discrimination and clarify what it means. Discussion: What does social contact mean to you? How can social contact be adapted in response to the Covid-19 pandemic? How can these adaptations last? (summarise the points made by the group and feedback)	10 minutes

Module 4: Continued

Slides	Actions	Approx. Timings
7	<p>Social media and its impact during Covid-19 – Share BBC Article - https://www.bbc.co.uk/news/health-53022369</p> <p>Do the group think social media has become more or less useful during lockdown?</p>	5 minutes
8	<p>Watch and consider the work See Me does relating to social contact.</p> <p>Video: See Me in Schools Video https://www.youtube.com/watch?v=0icvZ0SDStQ</p>	7 minutes

Section 2:

Slides	Actions	Approx. Timings
9-11	<p>Why See Me values the voice of lived experience.</p> <p>Cover the slide content and consider how it relates in your own setting.</p> <p>Discussion: Why do you think lived experience is so important to developing anti-stigma programmes?</p> <p>What inspires you from the experiences of others?</p> <p>What do you feel would help you share your own experiences?</p> <p>(Summarise the group's thoughts)</p>	15 minutes
12-13	<p>A See Me Story – read out the story from a young person to demonstrate what someone with experience of stigma and discrimination goes through</p>	5 minutes
14	<p>Video: See Me values lived experience (Feels FM) https://www.youtube.com/watch?v=YiUf_01o8EM</p>	7 minutes
15 - 16	<p>Six Degrees of Separation – use this as a positive 'hook' to emphasise that we are all connected.</p>	5 minutes
17-18	<p>LINK: Notice how to make a connection</p> <p>Cover the 'N' in LINK now that connection and the voices of lived experience have been considered.</p>	5 minutes

Module 5: Mental Health Literacy : 45 minutes

Introduction

Stigma frequently acts as a barrier to people seeking help for mental health problems and conditions. By providing factual information about these conditions, participants can be supported to positively challenge negative and inaccurate attitudes about mental health.

Aims:

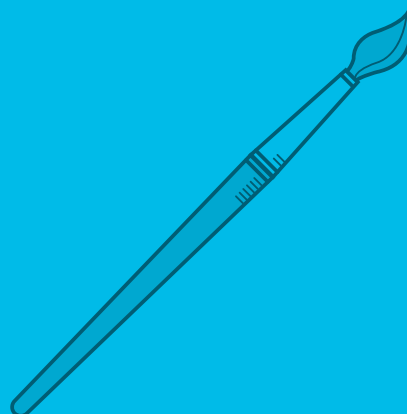
- To provide information about common mental health conditions.
- To have participants learn about these conditions and share their learning with others.

Materials Needed: Ability to show video to the group/flipchart/notepad/pens

Space and Grouping: Split into 3 groups for discussion – spread around a space however appropriate or use breakout rooms if possible. Online you can use breakout rooms, or have a whole group discussion and use the chat function if more appropriate.

Section 1:

Slides	Actions	Approx. Timings
1 -2	Introduce Session Aims	
3	Explain to participants that education and providing people with accurate information is one effective way to challenge mental health stigma.	5 minutes
4-7	Show the following set of questions, and show the example on depression found within the slides What is the Condition? What is the Associated stigma? Reason for stigma? What is it really?	5 minutes



Module 5: Continued

Slides	Actions	Approx. Timings
8 – 9	<p>Split the participants into 3 break off groups and assign each group with a different mental health condition to research from the previous information link i.e. anxiety, eating disorders, psychosis. Ask them to note down their answers</p> <p>Provide participants with the following link with information about different mental health problems:</p> <p>https://www.seemescotland.org/stigma-discrimination/stigma-relating-to-individual-mental-health-conditions/</p> <p>Groups feedback: How will this knowledge change how participants view mental health stigma?</p>	15 minutes
10-11	LINK: Keep yourself safe and ask for help: cover the 'K.'	10 minutes



Module 6: Case Studies and Next Actions: 35 minutes

Introduction: People report one of their biggest worries is not knowing what to do next or what to say/ask if someone is struggling.

Similarly, people are worried about messing up and making the situation worse – which is actually very unlikely to happen.

The LINK model can help provide a step by step guide for people who need guidance when supporting those with mental health problems. Having covered the LINK model throughout the previous activities, it can now be applied.

Aims:

- Learn to apply LINK when supporting others who are struggling.
- What are the next steps to support someone experiencing stigma and discrimination?
- How can we apply what we have learned in a “real-life ” situation?

Materials Needed: 4 case studies. LINK Model. Flipchart/Paper/Pens

Space and Grouping: Split into groups for discussion – spread around a space however appropriate or use breakout rooms if possible. Online you can use breakout rooms, or have a whole group discussion and use the chat function if more appropriate.

Section 1:

Slides	Actions	Approx. Timings
1 -2	Introduce session aims	1 minutes
2-4	Cover some of the common concerns when speaking about mental health	3 minutes
5-6	Explain the LINK model and how it might be applied. Remind participants that they don't have to be experts to have conversations about mental health. Stress that their job is never to diagnose – but just to help them find professional support if necessary and appropriate.	9 minutes

Module 6: Continued

Section 2:

Slides	Actions	Approx. Timings
7-14	<p>Case Study: In groups of 4-8 read over one of the case studies and answer the reflective questions.</p> <p>Case Studies are in slides 11-15 – you may copy the text and give out separate versions.</p>	7 minutes
	<p>Groups feedback:</p> <p>How did the LINK model help the people in the case study?</p> <p>What were the three next actions?</p> <p>Remind participants that they don't need to focus on fixing the persons problem – rather it's about how you will listen and give someone a chance to ask for help and be heard.</p>	8 minutes
15 - 20	<p>Signposting and conclusion.</p> <p>Suggest and show some basic signposting that participants might use or show others and share resources</p>	10 minutes



Additional Activities and Next Steps:

Please refer to the resources listed in the slides to find further activities relevant to your setting. We would encourage you to enhance, develop and explore the training using these additional resources.

Safeguarding – the end of any training please check in with your participants and signpost to services in case they are distressed by any of the content.

You can find links here <https://www.seemescotland.org/urgent-help/>

Contact:

If you would like more information on See Me or to speak to someone from our Education and Young People's Programme please email:

info@seemescotland.org with "For attention of EYP Manager in the subject line."





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