

MIND

Your HEAD



A Resource for
Exploring Mental
Health Issues with
Young People



ACKNOWLEDGEMENTS

Resource compiled by:

Diane Mackin (Youth Worker, Youth Work Ireland Cork)

Stephen Murphy (Community Health Worker, Health Action Zone, HSE)

Designed by:

Charlotte Donovan (Arts for Health Worker, Niche)

We would like to thank

all the young people who have participated in the 'Mind Your Head' programme whose feedback and evaluations were central in creating this resource. We would especially like to thank the transition year students of the North Monastery Secondary School 2007/2008 whose posters images are used throughout the resource.

We would like to thank the North Monastery staff for their co-operation and support during the extensive but enjoyable process of drawing this programme together.

Youth work Ireland cork

Gurranabraher/Churchfield Youth Development Project provides a community based response to young people's needs by offering them the opportunity to contribute to and participate in social, educational, artistic and educational activities.

Gurranabraher/Churchfield Health Action Zone

The Community Health Worker's role is

- To develop and implement the delivery of health programmes in cooperation with the HSE and the local community.
- Strategically target the delivery of health services in disadvantaged areas.
- To improve the health and lifestyle of an area through a series of health focussed initiatives that build on existing services and facilities.

Working in partnership has made the 'Mind Your Head' programme a more sustainable project and it is an excellent example of partnership, sustainability and commitment to peer education.

Please note that this resource is available as a PDF

Online : www.ywic.com or www.nicheonline.ie or www.corkhealthactionzone.com



TABLE OF CONTENTS

★ INTRODUCTION

★ AIMS

★ HOW TO USE THIS RESOURCE

★ WHAT WORKED WELL

★ **SESSION 1** introducing the group to the programme

★ **SESSION 2** communication

★ **SESSION 3** conflict/anger

★ **SESSION 4** image

★ **SESSION 5** drugs and alcohol

★ **SESSION 6** stress

★ **SESSION 7** design a poster

★ **SESSION 8** evaluation

★ APPENDICES

★ EVALUATION

★ FEEDBACK

★ CONTACTS

★ RESOURCES

MIND YOUR HEAD

A Resource for Exploring Mental Health Issues with Young People

INTRODUCTION

The 'Mind Your Head' programme originated from a need recognised by the Youth services in Gurranabraher, (on the north side of Cork city), where issues around mental health and self-harm had been brought up by young people attending the youth centre. This programme was written and compiled by a youth worker and a community health worker.

This is a resource for exploring mental health issues with young people. It is designed specifically for youth workers, youth leaders, peer educators, and others working with young people. It is made in an accessible format that we hope makes it easy to use and photocopy.

The programme is very much about giving the young people space and time to explore and talk about their concerns and opinions on mental health. It also highlights tools and supports to help them cope and deal with issues that can have a negative affect on their mental health.

The programme was created with a moderate to low budget as this allows others to follow our programme session by session without needing major funding to do so. The information, activities and exercises used come from a variety of sources and various training days. We hope that the layout of the session plans and the style used make them accessible and easy for Youth Workers and others to use.

The contents of this resource has been largely informed and influenced by the young people we have worked with. We have included their feedback and responses from the evaluations to give insight into how they found the programme. The poster designs and messages about mental health that you see throughout the resource are from many of the young people who have taken part in the 'Mind your Head' programme.



AIMS

- 
- To facilitate an interactive fun programme on the subject of mental health that would engage young people in a meaningful way
 - To provide a safe and supportive space for young people to explore their concerns and ideas about their own mental health
 - To highlight coping tools and supports that young people can use in their everyday lives to maintain good mental health
 - To communicate accurate information and knowledge on the subject of mental health
 - To facilitate the young people to use their creative skills to raise awareness of mental health issues amongst their peers
 - To work in partnership with the young people in order for them to have as much input as possible into the programme
 - To raise awareness and understanding of the importance of good mental health

"it was good fun"

"it gave me an insight to how things can affect you in ways you can't imagine"

"It was a nice way to talk and be open minded without the supervision of teachers"

"it helped me a lot with my own life and problems"

"yeh, it really helps you to learn about things you are probably going to come to in life at some point"

"we learned a lot about mental health"

**WHAT THE
YOUNG PEOPLE
SAID**

HOW TO USE THIS RESOURCE

The 'Mind Your Head' programme begins with an introduction session followed by five sessions which explore different topics in relation to mental health. Session seven ties together the work of the previous sessions and facilitates the group to create something (for example posters) that will highlight mental health issues or promote good mental health to their peers. This is followed by evaluations from the young people that took part in the programme.

It is designed as a programme of workshops to be used in sequence as a whole or, in individual parts as needed or required. Each workshop is divided into parts and each activity is timed. Obviously these timings act as guidelines as each group will vary. Some of the topics could be extended over a period of weeks depending on the response and needs of the group. Many of the activities/exercises can be found in the appendices at the back of this resource.

From our experience of running the 'Mind Your Head' programme with a number of different groups, the following is a list of tips for facilitators

WHAT WORKED WELL

- ✿ The young people co-facilitating the activities/exercises
- ✿ Asking for feedback from the previous week at the beginning of each session
- ✿ Reviewing the workshops half way through proved vital for tying the whole programme together
- ✿ The variety of activities and resources used and the range of topics covered meant that everyone responded and had in-put at some point or another
- ✿ The use of written, visual and discussion based methods catered for all learning types in the group
- ✿ The mixture of working in pairs, small groups and as a large group helped give everyone the opportunity to participate and created different group-dynamics from week to week.
- ✿ Practical techniques to relieve stress and relax.
- ✿ Creating their own peer support (in one case it was posters) and sending them out to various other youth groups gave the group maximum ownership over their learning.
- ✿ Allowing for flexibility during the sessions to deal with issues/questions that come up

THINGS TO WATCH OUT FOR

- ✿ The limitation of time
- ✿ The number in the group needs to be manageable. This depends on various factors such as; the needs of the young people, the space available, the number of workers etc.
- ✿ Ensure there is enough practical and appropriate activities and information for each session.
- ✿ Issues arising for the young people after group sessions
- ✿ Ensure the group know what supports are available to them
- ✿ Ensure that there is follow up to any questions the young people have asked
- ✿ Ensure that there is a child protection policy in place

INTRODUCTION

Introducing the group to the Mind Your Head Programme

MATERIALS

An outline of the Mind Your Head week to week programme, A selection of photographs* of people in a range of situations or emotional states (could use images from the media), large sheets of coloured paper, markers, post its, name stickers, blue tac.

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session

INTRODUCTION



1. Introduce the 'Mind Your Head' programme, giving the group an outline of the topics that will be covered over the agreed period of time
2. Pass out name stickers to everyone and chat to the group about their ideas and thoughts and ask for their input and suggestions. It is a good idea to ask a volunteer to write up their ideas/suggestions on a large sheet of paper.

ACTIVITY ONE

Group Agreement†



Ask the group to think of things that they want from the group, how to make it safe and fair for everyone. Explain that this is their agreement, their group and it is their responsibility to maintain it. Ask for a volunteer to write up the points on a sheet of paper as maximum ownership can be afforded to the agreement. The group agreement must be put up in the room for each session.

The group agreement must include:

Child protection law**: Take the time to explain Child protection Law and obligations and why it must be must be adhered in the group and be part of the group agreement.

Confidentiality must be kept within group sessions except when in breach of child protection law.

* The photo's we used are from a pack called photospeke produced by the 'Copping On'. See back of pack for more information.

**See www.dohc.ie for further information

ACTIVITY TWO

Mental Health Survey



Pass out the survey (see appendix #1) to the group and ask them to fill it in. This is to get the group thinking about mental health and for the facilitators to gauge their understanding of the subject. This can be referred back to at a later date or perhaps repeated to show the groups learning.

After this exercise the facilitators should give a clear definition of mental health and put it up in the room visible to everyone:

'Mental Health is a balance of all aspects of life, social, physical, spiritual and emotional. It impacts on how we manage our surroundings and make choices in our lives'

ACTIVITY THREE

Game using the photo images



This activity is to encourage the group to identify feelings and to think about possible coping skills and supports:

Divide the group into small groups and give each group some post-its. Spread the photos out onto a table or on the floor where everyone can access/see them.

Ask each group to pick 3 photos from the selection and to discuss the following questions together. Let the group know they can write down their answers on the post-its if they prefer,

1. Describe how you think the person/people in the photo feel
2. Give reasons why you think they feel this way
3. What supports do you think could help them feel better

Give the groups at least 10 minutes to discuss their photos. Ask for a volunteer from each group to give feedback to the larger group.

Allow the group the chance to comment at the end of each group's feedback.

ACTIVITY FOUR

Moving Debate



See appendix # 1 for list of statements

WRAP UP



Ask the group for their thoughts and discuss any issues/questions that have come up.

Give the group the opportunity to write down anything they want to get more information about or anything that they are concerned about, and explain that the facilitators will try and respond to their requests or refer them to a source that can.

E

N

O

N

O

H

S

S

E

S

COMMUNICATION

The Way We Communicate and how it may affect our mental health

MATERIALS

Large sheets of coloured paper, markers, post-its, blue tack, sheets of A4 paper, group agreement

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session and to prepare the room



INTRODUCTION

Ask the group if there are any comments or questions from last week's session?

Introduce the topic of communication and outline how the way we communicate in our daily life and relationships can affect our mental health

ACTIVITY ONE Brainstorm: Communication?



Ask a volunteer to take comments from the group and write them up on a large sheet of paper.

Break the group into two groups and ask group one to write down as many points as they can on 'What is good communication'?
Group two to do the same on 'What is bad communication'?

ACTIVITY TWO Effective Listening



(See appendix# 2 for sample story)

This exercise is to highlight the difference between passive and active listening. It should create awareness as to how easy it is to stop listening and relate to our own memories and experience. After the group have listened to the story the facilitator asks them the following:

- ✿ To list back the story in order of sequence.
- ✿ Feed back one by one without too much coming from any one individual.
- ✿ Was it difficult to listen?
- ✿ How hard was it to concentrate, and why?
- ✿ Did you start to remember situations from your own life as you listened?
- ✿ What could have made it easier for you to listen to the story?

(see appendix for further exercise on communication)

ACTIVITY THREE

role plays on communication skills



The facilitators prepare volunteers to act out two role-plays. The aim of the role play's are to highlight the difference between good and bad communication skills and the affect they can have on us.

sample story

Two Friends are talking, one person is upset: he/she is sick of his/her friends brushing him/her off and avoiding him/her... he/she went to the cinema the other night to meet them but they never showed up and later he/she heard they were playing pool down the youth centre. This has happened loads of times and he/she is sick of being treated like this. He/she asks for advice on what should he/she do? The friend doesn't respond very well and the scene ends with him/her feeling even more isolated.

first role play

The facilitators try to encourage the young people to use all the elements of bad communication they identified earlier (such as: going off the point, negative and disinterested responses, passive listening, closed body language and inattentive behaviour). The scene shows that the friend with the problem hasn't been able to express him/herself properly and his/her friend is passively listening and unresponsive. The scene concludes with the two being irritated with each other because of the poor communication and the friend with the problem feels worse.

Group Discussion:

- ✿ Why were the two friends annoyed at the end of the scene?
- ✿ How could they have communicated better?
- ✿ What are the possible outcomes from this situation for the two friends?
- ✿ How do you think poor communication can affect their mental health?

second role play

The facilitators encourage the group to use all the elements of good communication they identified earlier (such as: sticking to the point, positive interested responses, active listening, open body language, and attentive behaviour). The scene shows the friend with the problem, expressing it clearly and his/her friend actively listening and responsive. The scene concludes more positively and the friend with the problem feels more hopeful

WRAP UP

Ask the group for their thoughts and discuss any issues/questions that have come up.



O

M

T

N

O

H

S

S

F

S

CONFLICT/ANGER

And how it can affect our mental health

MATERIALS

Flip chart/Coloured paper, markers, post-its, blue tack, a box/or envelope, and a small note pad. Leaflets, information and support on mental health

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session.

Note: Facilitators need to select specific scenes from films/shows that show conflict. It is a good idea to involve the young people in choosing current or topical films that are relevant to them.

INTRODUCTION

Ask the group for any comments or questions on last week's session. Introduce the topic of conflict/anger and how the way we deal with it can affect our mental health



ACTIVITY ONE Brainstorm; what is conflict?

Ask the group to name everything they think of when they hear the word conflict. (e.g. gang fights, family conflict, interpersonal conflict, political conflict etc.)



ACTIVITY TWO

Break the group into smaller groups and give each group large sheets of paper and markers. Then ask them to explore the following questions:

- ✿ What's the most common form of conflict in your life
- ✿ How does it make you feel/how does it affect you?
- ✿ How do you deal with it?



Group Discussion / Feedback

The facilitator can ask one person from each group to feedback their responses to the larger group and then have a chat about what they have come up with.

ACTIVITY THREE

Types of behaviour



Facilitator talks to the group about the three different types of behaviour **Assertive, Passive, and Aggressive**. (See appendix#3)

- ✿ Ask the group which type of behaviour they identify with most and why?
- ✿ Do they change their behaviour type in different situations? (e.g. in school, with families, with friends, boyfriends/girlfriends etc.)

Short role plays on the types of behaviour:

Ask for two volunteers to do a one minute role play. Give each volunteer a piece of paper with the main traits of a behaviour type. Ask them to have a look at the traits and not to let the larger group know what they have. The two volunteers act out a scenario for about one minute and the larger group have to identify which behaviour type they were acting out and give reasons why they think so.

The role play can be on anything, an e.g. is one person has borrowed money from the other and now he/she is asking for it back. This scenario can be repeated with other volunteers using different behaviour types and mixing up the behaviour types.

ACTIVITY FOUR

viewing of selected DVDs



This exercise can be used as a tool to help the group **identify conflict, identify behaviour types** and to use the conflicts shown to go through the steps towards **conflict resolution**.

Show the group the pre-selected scenes from the films. Follow with a group discussion using the following questions as guidelines

- ✿ What caused the conflict?
- ✿ Can you identify who is **assertive, passive** and **aggressive** in these conflicts?
- ✿ What could have been done to avoid the conflict? (Remind the group about good communication)
- ✿ How do you think the conflicts could affect the mental health of the characters in the future?

Organise the group into smaller groups again and using the steps for conflict resolution (See appendix 3) ask each group to go through the steps to resolve the conflicts they have just watched. Each group can deal with a specific scene(s).

It would be good to facilitate a discussion on how to resolve conflicts in their own lives.

WRAP UP



Ask the group for their thoughts and discuss any issues/questions that have come up.

ASK GROUP TO BRING MAGAZINES NEXT WEEK!

IMAGE

How we feel about how we look and how it can affect our mental health

MATERIALS

Magazines and newspapers, large sheets of paper, scissors, and glue, statements for moving debate, markers, stickers, feedback sheets, photos* prepared for train game and information leaflets.

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session and to prepare for the activities. Facilitators need to write a brief description of each person and stick it to the back of the photo. These descriptions need to challenge the stereotypical responses the photo images may bring up.

INTRODUCTION

Review the group agreement
Ask the group for any comments or questions from last week's session.
Introduce the topic of Image/self image and its connection to our mental health.



ACTIVITY ONE Train Game

This game is used to explore how we judge people by how they look. Prior to the session stick photos* of a diverse range of people on to the wall. Ask the group to walk around the room and look at the photos and to stand beside the person they would like to sit beside on a train journey. Ask them to think about the person for e.g. what the person does for a living/what are the interests of the person? All this is based on what we see first. After the group have judged the person, ask them to turn over the photo and learn a bit more about the person.

Feedback from the group:

- ✿ Were they surprised by the descriptions? Why?
- ✿ Would they still like to sit beside that person? Why?



*Photos are from photospeke or you can use images from magazines/papers

ACTIVITY TWO **Moving Debate**



The facilitator reads from a list of prepared statements (see appendix #4) about image. The group must move across the room in order to agree, disagree, or be unsure. As the group decide on their opinions, the facilitator explores the reasons why they have decided on that position. It is important to get the group to reason why they are taking a particular position and to allow the group to interact with one another on the points being made.

The other facilitator could be writing up some main points on the sheet to record what the group are feeling about the issues.

ACTIVITY THREE **collage**



The group is broken up into smaller groups. Newspapers, magazines scissors, glue and markers are placed in the middle of the table. Using the newspapers and magazines the group are asked to create a collage showing their ideal man or woman in relation to what they look like, what they do for a living, and characteristics. The group are encouraged to be as creative as possible, using images and text.

Feedback on group collages.

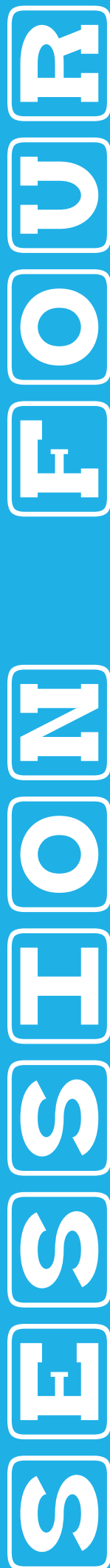
Take time to explore the collages back to the main group:

- ✿ Why they chose the images and text they did.
- ✿ How does it reflect reality?
- ✿ Do any of them look like that?
- ✿ Does anyone they know look similar?

WRAP UP



Ask the group for their thoughts on the session and discuss any issues/questions that have come up



DRUGS AND ALCOHOL

How they can affect our mental health

MATERIALS

Video*, large sheets of paper, markers, fact sheets, goggles*, ball, bowl, the outline of the human body is drawn on to a large sheet, information leaflets on alcohol/drugs and support services

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session.

INTRODUCTION

Review the last 4 weeks, ask the group to recap on what we have covered. Introduce the topic and talk about its connection to our mental health



ACTIVITY ONE Drugs and their effects



Brainstorm drugs: Break the group up into smaller groups and ask each group to come up with their own definition of a drug. Give the group 5 minutes to come up with their definition. Ask one person from each group to write their definition on a large sheet of paper.

Ask for comments from the larger group, and give them the definition below

"A drug is any substance that can alter how you act, think or feel"

Why we use drugs and alcohol?

Give each young person a **'Why do people take drugs?'** worksheet (see appendix #5). Give them 10 minutes to complete the questions. Use their top two responses to generate a group discussion.

What do you know about the effects of drugs?

Hang up the large sheet with the outline of a human body. Ask the group to name the affects alcohol and drugs have on a person. (The physical, the **mental** emotional and the spiritual)

ACTIVITY TWO

Goggles



Perception under the influence of using drugs or alcohol

Use the goggles to get the group to do a number of tasks e.g. Throw a ball into a bowl, dial a phone number, write their name and number on a piece of paper, walk in a straight line.

After the group have tried this, ask for their comments/observations on how easy/difficult it was to complete the tasks and why.

ACTIVITY THREE

Drugs Quiz



Break the group into teams and read out the questions (see appendix #5) ask the group to write their answers down on a piece of paper.

Go through the answers and correct any mis-information and clear up any questions.

ACTIVITY FOUR

video on drugs made by young people



Play the 15 minute video. Ask for comments and questions from the group.

It is very important to highlight where young people can get help if they have concerns about drugs or alcohol

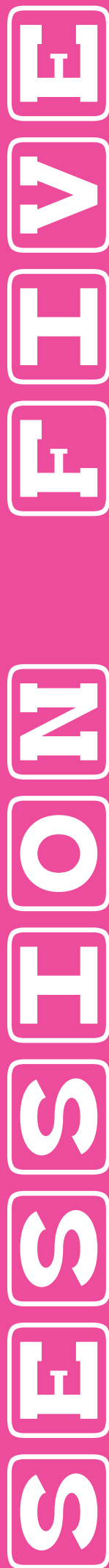
WRAP UP



Ask the group for their thoughts on the session and discuss any issues/questions that have come up

*For more information about the video see the list of useful resources in the appendix

*For more information about the goggles see the list of useful resources in the appendix



STRESS

And how it can affect your mental health

MATERIALS

Stereo and a relaxing cd, large sheets of paper, markers, individual speech bubbles, outline of the human body drawn on to a large sheet, copies of 'No one is an island' exercise for everyone, information leaflets and support services. See list of useful numbers and websites located after the appendix.

PREPARATION

Session facilitators need to meet 30 minutes before hand for a final run through of the session.

INTRODUCTION

Review last week's session. Ask the group for any comments or questions.

Introduce the topic of stress, relating it to how it can affect our mental health.

"Stress is a part of modern day life and occurs in all areas of our daily lives, at home, at work, and socially. Although we cannot eliminate stress, we can learn how to recognise and cope with it more effectively. It can have a major effect on ability, performance, confidence, energy levels and quality of life. Stress cannot be avoided but it can be managed" (www.mentalhealthireland.ie)



ACTIVITY ONE stress bubble

Give each person the piece of paper with a speech bubble on it to, ask them to complete the following statement in the speech bubble write in the speech bubble: 'I feel stressed when.....' Explain to the group that this is a confidential exercise, but the facilitators will respond to any issues that arise.



ACTIVITY TWO moving debate

Call out a list of statements about stress and related subjects (see [appendix#6](#)). The group need to move to the agree/disagree/unsure areas of the room and know why they take that position. Explore the issue through the statements and their responses.



ACTIVITY THREE

Symptoms of stress



Using a large sheet of paper with the outline of the human body drawn on it ask the group to pinpoint the signs and symptoms of stress. Try to facilitate the group to explore all symptoms of stress on all aspects of the person: *Mentally, Emotionally, Physically, and spiritually*. (See list of useful resources for information on where to get leaflets on stress)

Group Discussion:

- ✿ What are the causes of stress?
- ✿ How do you recognise that you are stressed?
- ✿ How do you cope with stress?
- ✿ What action is needed to manage it?

ACTIVITY FOUR

How to improve your mental health



Group activity: Using a large coloured sheet use the image from '**No one is an island exercise**' (See appendix#6). Ask the group to name supports they have in their lives and supports they would like/need.

The facilitators can also use this opportunity to highlight mental health services locally and nationally (eg.GP's, health board, support groups, and help lines, including numbers and websites)

ACTIVITY FIVE

Relaxation Techniques



(see appendix#6)

Go through the relaxation techniques and give each person a copy of them to take home. This could also be repeated in the next few sessions so that the group will remember them.

WRAP UP



Ask the group for their thoughts on the session and discuss any issues/questions that have come up. Encourage the group to take leaflets etc.



DESIGN A POSTER

To highlight mental health issues to their peers

MATERIALS

A4 paper, A3 paper, pencils, colouring pencils, marker pens, rubbers, rulers, paints, a selection of posters/flyers/leaflets as examples and inspiration.

PREPARATION

The Idea of designing a peer support is discussed with the group previously and they are asked for their ideas and input. Session facilitators meet with the art tutor (if available) prior to the intended workshop date to discuss the aim of the course and of the workshops. They work together and with the input from the group to design the workshop and to organise materials required for the sessions (If there is no opportunity to work with an art tutor, the following may be helpful)

Session facilitators meet 30 minutes beforehand for a final run through of the session. Hang up a selection of feedback sheets from the previous sessions.

INTRODUCTION



Note to Facilitators: Designing posters will take at least two sessions but can be increased depending on time/resources available.

Review the Mind Your Head programme to date session by session to remind the group of what has been covered and to provide inspiration and ideas for their posters.

ACTIVITY ONE

Brainstorm



The group are asked to brainstorm around the idea of promoting good mental health for young people. They are specifically encouraged to think of images and text that are relevant to them and their peers. It is a good idea to bring in old posters for e.g. those advertising gigs/plays etc, so they can get some ideas of what works well, lettering, style colours and how the visual and text work together to effectively convey a message.

ACTIVITY TWO

Poster Groups



The group are divided into smaller groups. The aim of this session is to produce a rough version of the poster to be worked on in the following sessions. The group are encouraged to look at the list of ideas from the brainstorming activity to help them get started. Each group is to design one poster. Each person in the group is encouraged to take part in some aspect of the poster design, so even if they don't want to draw they can do lettering or arrangement for the poster.

Once the rough version of the poster is complete the groups are encouraged to start thinking about arrangement of their designs on the page, the use of colours and the style of lettering. They are encouraged to develop their own ideas and to remember that they are designing a poster to promote good mental health for young people.

SUGGESTED FOLLOW UP

- ✿ Encourage full participation of the group in relation to production and distribution of this peer education resource.
- ✿ If computers and scanners are available to the young people they could work on the design and production of the posters themselves. Alternatively depending on funds the posters could be produced by a printer.
- ✿ Facilitate a brain storming session with the young people to decide where and whom they want the poster to be sent to.
- ✿ Try to be aware what's going locally and nationally with regards to mental health campaigns or poster competitions as this would give extra visibility and validity to the young people's work. Look into the possibility of displaying of their work on appropriate web pages.
- ✿ In this particular group the young people got together and choose to send the posters to various places such as youth centres, clubs and schools. As part of this process the young people composed a letter to accompany the posters explaining the purpose and their experience of the Mind Your Head programme.
- ✿ They also laminated and choose the best places to put the poster in their own premises so as to afford maximum exposure to other young people.
- ✿ Another group of young people created 4 short animations around mental health issues, these can be viewed at: www.youtube.com/user/Ainm8Productions ("The Troubled Farmer", "Man Behind the Mask", "There's 2 Ways" and "Montanta Sports")

EVALUATION

MATERIALS

Evaluation sheets (see appendix#8), pens, overview of the sessions, feedback sheets from previous sessions, list of contact numbers and support agencies

PREPARATION

Session facilitators need to meet 30 minutes beforehand for a final run through of the session.

INTRODUCTION



Go through the overview of the programme to remind the group of the topics and activities we covered. It is a good idea to put up some of their own feedback sheets for each of the sessions to help remind the group of what they covered. Explain to the group the importance of filling in the evaluations and how valid their opinions and comments are for future 'Mind Your Head' programmes with other groups and for us to get an insight into what works for young people

EVALUATIONS



Pass out the evaluation sheets and a pen to everyone in the group. Ask the group to read through the questions and encourage them to ask questions about anything they are unsure of. Allow the group time to fill in the evaluation forms while making sure to be aware of anyone who may need help.

WRAP UP



This being the final session it is essential to provide the young people with a list of local and national services in relation to mental health. This could take the form of information leaflets containing help lines, web sites, a list of local support groups, counselling services and any other appropriate supports.

DIFFERENT COLOURS



RACISM
CAN
LEAD
2
STRESS

BUT EQUAL

STRESSED?



**TLK 2 SUMI
ABOUT IT**

WHAT THE YOUNG PEOPLE SAID

"Mind your head was really good because we had freedom of speech and we did great"

"We had a chance to learn about our feelings and stuff like boys don't usually show their feelings but I think now we know it's good to show your feelings instead of keeping them to yourself"

"They explained stuff well and we tried different things to understand mental health more"

"Mind your head, it helped us to deal with stress and who to contact if we need help"

APPENDIX 1

Statements for Moving debate

Clear the room so there is space to play the game. Explain the game to the group. The room is divided into three areas, AGREE, DISAGREE and UNSURE.

A facilitator reads out a statement or headline from the list. Everyone in the group must move to the space that demonstrates their opinion on the statement, i.e. whether they agree, disagree or remain unsure.

After each movement, take the time to explore the questions and answers with the group by asking them to explain why they are standing in a particular place. As the group make different points this often leads to a person moving places to suit their changing opinion.

- * Young men are more likely to drive too fast
- * Men are more likely to hit out during an argument than girls
- * Young men use humour to cover up their emotions.
- * 25 pints a week is a moderate amount of alcohol to drink.
- * Young men think about their appearance.
- * Bullying can cause mental health issues.
- * A person who is depressed needs pity
- * All young men talk about is sports
- * Young men find it easier to talk to girls rather than other boys
- * When a young person has an argument with their parents it is usually the young persons fault.
- * Young men will often ignore problems
- * Girls are better than boys at solving emotional problems
- * Girls worry too much about what other people think!
- * Young men are more likely to turn to drink and drugs than young women
- * It's the parents' fault that teenagers are drinking alcohol
- * Opening 'Childline' on Christmas day is a complete waste of time!
- * Binge drinking is linked to high suicide rates in Ireland
- * A local youth café would be a great place to relax and chill out (or chillax!!).

Attitudes to Mental Health

This questionnaire sets out to explore your beliefs and feelings about mental health issues. There are no right or wrong answers, simply different views and experience.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	1	2	3	4	5
1. People are not really sure of what is meant by mental health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal problems are often difficult to talk about?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Feelings such as anger, fear, guilt and jealousy are often difficult to deal with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific mental health issues such as anxiety, depression, bereavement and suicide are not openly discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mental health is beyond our control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communication of feelings and emotions is easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Mental health is relevant Only to those who have problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. People with mental health problems make us feel uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 2

Sample Effective Listening Story

Pick an incident or story that most people in the group can relate to such as:

My first day at school:

I will always remember my first day at school. I was just five years of age and I remember being all packed with my new bag and lunch box and wearing a new rain coat my mother had bought the week previous. On the morning of my first day my younger brother was quite sick and my two older brothers were put in charge of bringing me to school. There were no roads to cross on our walk to school so it was quite safe. I remember arriving at the school gates which to me at that stage were huge and black and the next thing both my brothers bolted into the yard to play with their friends leaving me just outside the school gate.

Well I didn't fancy the look of the place at all so I decided I would go home and tell my mum I had decided to leave it till next year to start school. I of course didn't take the right hand turn which lead directly home and soon found myself in front of the local shop. I went in because I had been there a few times before. The man behind the counter was a tall skinny man with a large moustache, he asked me what I was doing and I told him I was lost and I started to cry. At this point he figured out who I was and called the Gardai to take me home.

The Garda car wasn't long arriving. I remember it was an old hatch back car with the lights on top and the Garda emblem on the doors, the two Gardai took me home and I will never forget the look on my mothers face when she answered the door!! Well the Garda proceeded to give out stink to my mum for letting my brothers walk me to school and my brothers got a serious telling off when they got back. That was my first day at school.

APPENDIX 2

communication Exercise

Organise two rows of chairs so they are back to back. Ask the group to get into partners and to sit back to back with each other.

Give all the people sitting in one row (A) a picture and ask them not to tell their partner what it is.

Give all the people in the other row (B) an empty sheet and marker.

The object of the exercise is to for all the people in row A to describe the object on their page to their partner.

The people in row B can't speak or ask any questions they have to follow the instructions of their partner.

Give the group about 5 minutes to complete the task and follow with a group discussion about how it felt.



Three Different Types of Behaviour

AGGRESSIVE

- * You ignore other people's feelings
- * You use silly or irrelevant arguments
- * You bring up past events
- * You don't try to resolve the issue

PASSIVE

- * You ignore your own feelings
- * You avoid any conflict
- * You do anything to 'keep the peace'
- * You may become bitter or resentful later on

ASSERTIVE

- * You acknowledge your own feelings, and those of other people
- * You state what you feel you want
- * You stick to it
- * You try to find a solution/compromise

CONFLICT RESOLUTION

- * Listen to the other persons point of view
- * Do not interrupt them when they are putting forward this view
- * Try to agree on the issues and facts of the situation
- * Talk through all options without judging them
- * Try to find a solution in which all parties gain something
- * Each person should say what he thinks is meant by the agreement

AVOID VIOLENCE

- * Do not carry weapons!!
- * Be prepared to walk away
- * Avoid or be cautious of areas where conflicts tend to arise
- * Reject taunts for a fight. Walk away
- * Stay away from certain people
- * Talk to someone if you are fearful, angry or anxious
- * Do not be afraid to get a third party involved such as a teacher, parent or a trusted adult.

Moving Debate

- * Girls who wear make-up look way better than those who don't
- * People who are in control of their lives are usually considered good-looking
- * Teenagers judge each other by the way they dress
- * You have to be wearing the latest fashion to be accepted
- * Boys feel as much pressure as girls to look a certain way
- * If you're confident, you won't worry about how you look all the time
- * You have to work out to look good
- * Boys never think about what they're going to wear
- * Boys can spend just as time in front of the mirror as girls
- * Most young women have eating disorders!
- * Personality is more important than looks!
- * The way men look in the media is not how they look in real life
- * When we look at how people look in advertisements we feel good about our body image!
- * Only girls suffer from bulimia or anorexia!
- * Most teenagers never think about the way they look!
- * Fitting in is the most important thing for young people
- * Young people can end up harming themselves because they don't have what they consider the right image
- * The media puts us all under pressure to look a certain way

APPENDIX 5

why do people take drugs?

Number 1 to 5 with Number 1 being the main reason

- ☐ Everyone else does
- ☐ For the Buzz
- ☐ Because they are fed up
- ☐ They don't want to look chicken
- ☐ For something to do
- ☐ To see what it is like
- ☐ They think it makes them look cool, or grown up
- ☐ Just for the laugh
- ☐ Because they are bored
- ☐ To forget their problems
- ☐ To annoy their mam or dad

What's the main drug people your age use?

(circle your answer)

A) Hash

B) Alcohol

C) Solvents

★Drugs Quiz

- 1★ Q. Is alcohol a stimulant or a depressant drug?
A. Alcohol is a depressant drug that slows down the activity of the brain
- 2★ Q. How much is one unit of alcohol?
A. half pint/1 spirit/small glass of wine
- 3★ Q. Name four drugs that are available in the supermarket
A. e.g. alcohol, tobacco, paracetamol, caffeine
- 4★ Q. What is the difference between prescribed and illegal drugs?
A. prescribed relates to drugs bought legally as part of medical prescription
- 5★ Q. True or false: Cannabis is the most widely used illegal drug in Ireland
A. True
- 6★ Q. Name four negative affects of alcohol/drug use on the mind
A. feel down, feel angry, confusion, high, depression, paranoid
- 7★ Q. Name four negative affects of alcohol/drug use on the body
A. being sick, memory loss, loss of concentration/coordination, slurring
- 8★ Q. How long does it take for the liver to break down 1 unit of alcohol
A. 1 hour
- 9★ Q. What is the recommended amount of alcohol for 15 year olds to drink per week?
A. none, it is illegal

10★ Q. Name three stimulant drugs

A. Coffee, cocaine, amphetamines, nicotine

11★ Q. True or false: Cannabis has no effect on a persons ability to learn

A. False: cannabis interferes with short-term memory loss and learning ability. It can also affect the way the brain takes in information and solves problems

12★ Q. Name two places where people who want to stop taking alcohol/ drugs can go to for help

A. Doctor, AA, Rehab units

13★ Q. True or false: The effects of smoking cannabis wear off quickly.

A. False, the cannabis high can last up to 2/3 hours during which judgement is impaired, reaction time is slowed down, and the person can become confused. If cannabis is swallowed it can last up to 24 hours

14★ Q. What factors can affect the way alcohol makes you feel

A. whether you have eaten, how you are feeling, your size, how quickly you drink

15★ Q. What drugs might make you do something you will regret?

16★ Q. Who would you talk to if you were worried about alcohol/drugs?



Moving Debate

- * One in five children suffer from psychological problems. (True)
- * Teenagers have no reason to get stressed
- * Teenage boys get angry instead of dealing with stress
- * If you ignore stress it usually goes away.
- * Over 60% of teenage boys don't know what to do when someone becomes emotional toward them
- * Name 5 reasons why teenagers might get depressed?
(relationships, bereavement, bullying, high expectations, isolation)
- * One in ten 11-15 year olds are thought to be suffering from depression
- * Suicide will claim 500 lives this year (This was the prediction for 2009)
- * Being stressed can cause sleeplessness and appetite loss
- * It's not possible for boys to cry or talk about stuff that is upsetting them
- * Your self-esteem can affect your mental health.
- * Girls deal with stress better than boys
- * Feeling stress is a normal part of life
- * Ireland is a really stressful country

No One is an Island

1 _____

2 _____



3 _____

4 _____

5 _____

One valuable “survival skill” is having supports in our lives to help us cope.

Fill in the names of your supports above

If you were not able to fill in all the supports above, how and where can you find them?

Relaxation Exercises

These exercises will help you to learn how to relax when you are feeling uptight and to get rid of tension in your body. You can do them anywhere and any time. When you are doing this exercise pay attention to how your muscles feel i.e.; when they are tight and when they are loose and relaxed. The more you practice the more relaxed you can get

2 MINUTE RELAXATION

Concentrate your thoughts on yourself and your breathing.

Take a few deep breaths, exhaling slowly.

Mentally scan your body.

Notice areas that feel tensed or cramped.

Concentrating on these areas breathe in deeply and relax the muscle on your exhale.

Let go of as much tension as you can. Rotate your head in a circular motion once or twice. (Stop any movements that cause pain) Roll your shoulders forward and backward several times. Let all of your muscles completely relax. Recall a pleasant thought for a moment. Take another deep breath and exhale slowly. You should feel more relaxed.

MIND RELAXATION

Close your eyes. Concentrate your thoughts on yourself and your breathing. Take a few deep breaths, exhaling slowly.

Mentally scan your body.

Notice areas that feel tensed or cramped.

Concentrating on these areas breathe in deeply and relax the muscle on your exhale.

Let go of as much tension as you can.

Breathe normally through your nose. As you exhale, silently say to your self one short word such as "peaceful" or a short phrase such as "I feel quiet" or "I am safe". Continue for as long as you feel comfortable with. If your mind wanders gently bring it back and remind your self to think about your breathing and your chosen word or phrase. Let your breathing become slow and steady.

PROGRESSIVE MUSCULAR RELAXATION (PMR)

Progressive Muscular relaxation is useful for relaxing your body when your muscles are feeling tense.

The idea behind PMR is that you tense up a group of muscles so that they are as tightly contracted as possible, hold that feeling of tension for a few moments, then release the tension and relax the muscles.

Start with the hands and arms, working your way through to the arms and shoulders, the jaw, the face and nose, the stomach and to the legs and feet.

Hold the muscles in a state of extreme tension for a few seconds. Then, relax the muscles to their previous state. Finally, consciously relax the muscles even further so that you are as relaxed as possible.

By tensing your muscles first, you will probably find that you are able to relax your muscles more than would be the case if you tried to relax your muscles directly.

Experiment with PMR by forming a fist, and clenching your hand as tight as you can for a few seconds. Then relax your hand to its previous tension, and then consciously relax it again so that it is as loose as possible.

You should feel deep relaxation in your hand muscles.

For maximum relaxation you can use PMR in conjunction with breathing techniques



EVALUATION

of the Mind Your Head Programme

Q1 ★ Did you enjoy the programme?



Yes

☐

'Kinda'

☐

No

☐

Tell us why?

Q2 ★ Name some signs/symptoms of someone being mentally unwell

Q3 ★ What things would you do if you were worried about your mental health?

Q4 ★ What things can you do to support others?

Q5★ Name at least two things you can do to relieve or prevent stress?

Q6★ Number the sessions you got the most from in order of preference

Communication _____ Conflict _____

Drugs & Alcohol _____ Image _____

Stress/Relaxation _____

What did you learn from your top two sessions?

Q7★ What games/activities did you like?

Best: _____ Least: _____

Q8★ Would you recommend taking part in 'Mind Your Head' to other young people? And Why?

This is an example showing feedback from one of the groups who took part in the MYH programme

Q1★ Why did you enjoy the programme?

- ★ Got Information on mental health
- ★ Learned what mental health is
- ★ Learned about the affects of good and bad mental health
- ★ It was interesting
- ★ Awareness of mental health
- ★ We had a laugh and fun

Q2★ Name some signs/symptoms of someone being mentally unwell

- ★ anger
- ★ depression
- ★ sadness
- ★ not taking part
- ★ tired
- ★ looking physically unwell

Q3★ What things would you do if you were worried about your mental health?

- ★ Talk to someone
- ★ Talk to friends
- ★ Talk to your doctor/Childline
- ★ Go out and do something you enjoy
- ★ Avoid being angry
- ★ Eat properly
- ★ Keep positive
- ★ Try to relax

K
C
A
B
D
E
E
F

Q4★ What things can you do to support others?

- ★ Talk to them
- ★ See how they feel
- ★ Listen to them
- ★ Give them information numbers of mental health groups, youth centres, health services
- ★ Do positive things with them (inclusion)

Q4★ Name at least two things you can do to relieve or prevent stress?

- ★ Talk to people/Doctor
- ★ Relaxation exercises
- ★ Play sport/go to the gym
- ★ Having fun
- ★ Go out Places
- ★ Be around friends
- ★ Don't keep it inside

Q4★ What did you learn from your top two sessions?

- ★ Awareness about drugs and alcohol and their affects on the mind
- ★ How good communication is very important
- ★ Conflict can ruin your life
- ★ How to create posters
- ★ Art was fun
- ★ How to relax

K

C

A

B

D

F

F

F

EMERGENCY NUMBERS

Console & Turn the Tide of Suicide	1800-201 890
1lifesuicide helpline (open 24hrs)	1800-247 100
Southern Health Board Suicide Help Line: (6p.m. to 10p.m.)	1800-742 745
Samaritans:	Call save 1850-609 090
Samaritans Cork:	021-299 5913
Teenline	1800-833 634
Childline:	FreeFone 1800-666 666
South Doc	1850-335 999

NUMBERS OF INTEREST

Cork Mental Health Association	021-451 1100
Mental Health Ireland	01-284 1736

USEFUL WEBSITES

Aware

www.aware.ie

Grow

www.grow.ie

Samaritans

www.samaritans.ie

Samaritans online

jo@samaritans.org

HSE new website

www.letsomeoneknow.ie

Child line

www.ispcc.ie

Barnardos

www.barnardos.ie

Mental Health Ireland

www.mentalhealthireland

Cork Mental Health Foundation

www.corkmentalhealth.com

Spunout

www.spunout.com

Schizophrenia Ireland

www.sirl.ie

Teenline

www.teenline.com

Belong 2 (Organisation for gay, bi-sexuals
and trans gendered young people)

www.belong.ie

Cork Gay Community Project

www.corkgayproject.com

(Has services for young gay men)

National organisation for people affected by eating disorders

www.bodywhys.ie

Minister for Children and Youth Affairs

www.omcya.ie

Copping On

www.coppingon.ie



USEFUL RESOURCES

- 'Copping On' (National Crime Awareness Initiative) Resource Pack and Facilitators Guidelines
- Photospeke from Copping On (See www.coppingon.ie for more information)
- 'Mental Health Matters': A Mental Health Resource Pack for 14-18 year olds (See www.corkmentalhealth for more information)
- Goggles: The perception goggles used in session 5 come from a sexual health pack from the HSE South. This pack can be accessed, when you have completed sexual health training, from the HSE through the HSE South Community Work Department. (See www.hse.ie)
- Video: 'What's the Buzz', video made by young people involved in the Farranree Alcohol & drugs Awareness Project (FADA) and the Gurranabraher Youth Development Centre in collaboration with Framework films.
- Leaflets on stress, depression etc can be obtained in HSE South area from Health Promotion department, Eye, Ear & Throat Hospital, Western Rd., Cork. (Ph: 021 4921641)
- Animations completed by another group of young people who took part in the 'Mind Your head Programme' in 2009 these are an interesting add on to several of the sessions, check them out on www.youtube.com/user/Aim8Productions ("The Troubled Farmer", "Man Behind the Mask", "There's 2 Ways" and "Montanta Sports")

What's

W

R

O

n

G



Open Up

HAPPY
MIND



HEALTHY
MIND