

DISCUSSION GUIDE 1:

RECOMMENDED FOR ALL AGES

Discussion Questions: 'Puffy' - 'Just Talk' film.

www.youtube.com/watch?v=2qyfWsFh5vQ

WHAT MESSAGE DO YOU THINK THIS FILM IS TRYING TO GET ACROSS?

Possible pupil responses and prompts: Talking makes life better and can improve our mental health. We often have the same worries as other people, but if we keep them to ourselves we don't realise.....

WHY IS PUFFY REPRESENTED BY A CLOUD?

Possible pupil responses and prompts: Clouds can get bigger or smaller depending on the weather (just like mental health can change from day to day). Worries and stress can sometimes feel like a rain cloud hanging over us.....

WHY DOES TALKING SOMETIMES HELP PEOPLE TO FEEL LESS WORRIED OR STRESSED?

Possible pupil responses and prompts: Talking about a problem can make you realise you're not the only one experiencing a problem. It can also enable people to help you and offer solutions or support. You can also encourage them to talk to an adult about their problems / having a friend's support can be important to help someone recover from their problems.

AT THE END OF THE SESSION TELL THE CLASS:

It is important to talk about mental health – we all have mental health as we all have physical health and sometimes we feel good but sometimes we can feel down. If you or a friend are having problems or struggling to cope with something, a simple step can help to make things better - 'Just talk' to someone. Find someone who you can talk to about things, or who can help you to get more support if you need it. This might be a friend, parent, brother/sister, teacher, youth worker or someone else you know.

Talking shows strength.

DISCUSSION GUIDE 2:

RECOMMENDED FOR ALL AGES

Discussion Questions: 'Be in your mate's corner: Do something together.'

Time to Change Film 1:

www.youtube.com/watch?v=Wu6c8hKoLC4&index=2&list=PLW8cG1kJhcvdTZYKKjdmhyc9JlkhjZZJ

Time to Change Film 2:

www.youtube.com/watch?v=SGIta5graLc&list=PLW8cG1kJhcvdTZYKKjdmhyc9JlkhjZZJ&index=4

WHY IT IS IMPORTANT TO DO SOMETHING WITH A FRIEND IF THEY'RE FEELING LOW OR STRUGGLING?

Possible pupil responses and prompts: Having positive shared experiences creates good memories together. It shows you care, especially if someone is feeling low and doesn't feel like going out or doing things. They might be more likely to do it if you are there with them.

WHAT DO YOU THINK ABOUT THE HUMOUR IN THIS FILM?

Possible pupil responses and prompts: Is it good to have some humour? Is it done in the right way? Would anyone be upset by the humour?

HOW DID THE PERSON IN THE FILM FEEL WHEN HIS FRIEND HELPED HIM? CAN YOU THINK OF A TIME SOMEONE HAS GONE OUT OF THEIR WAY TO HELP YOU? HOW DID IT MAKE YOU FEEL?

Possible pupil responses and prompts: Was he pleased? Did he feel supported by his friend? It is important to have friendships and to think about how to help others. Pupils may come up with examples of how their family, friends, school staff, or someone unexpected did something to help them. It can make you feel happier, wanted, important, valued.

WHAT SMALL THINGS DO YOU THINK YOU CAN DO TO MAKE SOMEONE FEEL BETTER?

Possible pupil responses and prompts: encourage them to talk, make them laugh, being there, asking questions, not judging, suggesting support, ask if there's anything you can do to help, don't minimise the problem, give them a hug, make them a cup of tea.

AT THE END OF THE SESSION TELL THE CLASS:

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DISCUSSION GUIDE 3:

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Discussion Questions: 'Be in your mate's corner: listen, don't judge'.

Time to Change Film 1:

www.youtube.com/watch?v=X6YHW7sQ2wM&feature=youtu.be&list%20=PLW8cG1kJhcvdY37Nutu786dQ5bJ%20Pk0F8

Time to Change Film 2:

www.youtube.com/watch?v=86Cz9F-pTv4&index=1&list=PLW8cG1kJhcvdTZYKKjdmhyc9JlkhjZZJ

DID THE OPENING OF THESE FILMS MAKE YOU THINK THEY WERE ABOUT MENTAL HEALTH?

Possible pupil responses and prompts: The young man looked strong and tough. The music gave the same impression. Would you think a film on mental health would start this way? Contradiction to the stereotype of weakness being linked to mental health

WHAT DO YOU THINK ABOUT THE HUMOUR IN THESE FILMS?

Possible pupil responses and prompts: Is it good to have some humour? Is it done in the right way? Would anyone be upset by the humour?

WHAT WAS THE MAKESHIFT TENT SHOWING YOU?

Possible pupil responses and prompts: Comical way of showing how someone might be behaving different if they are having a problem / everyone needs a safe space to go to

WHY IS IT IMPORTANT TO BE IN YOUR MATE'S CORNER?

Possible pupil responses and prompts: You can encourage them to talk to an adult about their problems / having a friend's support can be important to help someone recover from their problems.

AT THE END OF THE SESSION TELL THE CLASS:

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DISCUSSION GUIDE 4:

RECOMMENDED FOR SECONDARY SCHOOL AGED YOUNG PEOPLE

Discussion Questions: 'Don't keep it to yourself' - 'Just Talk' film.

'Just Talk' film: www.youtube.com/watch?v=cakN1RUF4Qk

WHAT MESSAGE DO YOU THINK THIS FILM IS TRYING TO GET ACROSS?

Possible pupil responses and prompts: Talking makes life better and can improve our mental health. Keeping things to ourselves can make us feel isolated. Talking can help us to cope with the stressful and difficult things that life can throw at us.

WHAT WERE THE THINGS THAT WERE EFFECTING THE BOYS' MENTAL HEALTH AND WELLBEING AT THE START OF THE FILM? ARE THERE OTHER THINGS THAT AFFECT OUR MENTAL HEALTH AND WELLBEING NEGATIVELY?

Possible pupil responses and prompts: feeling left out, exam stress, peer pressure to get involved in drugs or alcohol, bullying, body image issues.

Other things might include social media, family pressures, financial pressures, physical health, relationships, etc.

WHY MIGHT THE BOYS' LIVES HAVE IMPROVED BECAUSE THEY TALKED?

Possible pupil responses and prompts: His friends may have made more effort to look out for him, and ensure he is included in things. His mind may be calmer and clearer enabling him to focus more in his exams – or he may have spoken to a teacher and got some more help with studies.

WHY DOES TALKING SOMETIMES HELP PEOPLE TO FEEL LESS WORRIES OR STRESSED?

Possible pupil responses and prompts: Talking about a problem can make you realise you're not the only one experiencing a problem. It can also enable people to help you and offer solutions or support. You can also encourage them to talk to an adult about their problems / having a friend's support can be important to help someone recover from their problems.

AT THE END OF THE SESSION TELL THE CLASS:

It is important to talk about mental health – we all have mental health as we all have physical health and sometimes we feel good but sometimes we can feel down. If you or a friend are having problems or struggling to cope with something, a simple step can help to make things better - 'Just talk' to someone. Find someone who you can talk to about things, or who can help you to get more support if you need it. This might be a friend, parent, brother/sister, teacher, youth worker or someone else you know.

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DISCUSSION GUIDE 5:

RECOMMENDED FOR SECONDARY SCHOOL AGED YOUNG PEOPLE

Discussion Questions: 'Meet the #Wolfpack'.

Time to Change film: <http://bit.ly/W0lfpack>

WHAT DID YOU THINK OF THE FILM?

Possible pupil responses and prompts: Was it amusing with the dogs portraying men? Does it make you want to watch it more because the characters are dogs? Was it a good way to make people think about mental health?

WHY DO YOU THINK THEY USED DOGS INSTEAD OF PEOPLE?

Possible pupil responses and prompts: Does it make the message simpler to understand using the dogs? Does it make you think about it in a different way?

WHAT MESSAGE WAS THE FILM GIVING?

Possible pupil responses and prompts: Obviously dogs cannot talk, so it makes it clear that we are different to the characters in the film. We can talk to each other about our problems whereas the dogs cannot.

The main message was that friendship adds so much to all of our lives - it's important to take care of your friends and look out for each other.

AT THE END OF THE SESSION TELL THE CLASS:

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DISCUSSION GUIDE 6:

RECOMMENDED FOR SECONDARY SCHOOL AGED YOUNG PEOPLE

Discussion Questions: Suli Breaks' 'Problems with mental health can be hard enough'.

Time to Change video: www.youtube.com/watch?v=irADsjrhjlj

WHAT DID YOU THINK ABOUT USING RAP MUSIC TO TALK ABOUT MENTAL HEALTH?

Possible pupil responses and prompts: Does it make it easier to listen to? Does it make it feel more relevant? Was it more appealing and made you want to listen to it?

WAS IT GOOD THAT A YOUNG MAN WAS TALKING ABOUT MENTAL HEALTH?

Possible pupil responses and prompts: Did it make it different because it was a man rather than woman? Fewer boys talk about mental health, why do you think that is? Do you think this video would help to encourage more boys to talk? How easy would you find it to create a rap about your own feelings?

WHAT WAS THE MESSAGE SULI WAS GIVING IN HIS RAP?

Possible pupil responses and prompts: That we shouldn't judge each other? We all have different experiences and you don't know what someone else is going through? We should treat each other with kindness and understanding and not judge each other. That it's ok to talk. 'Just talk'.

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DISCUSSION GUIDE 7:

RECOMMENDED FOR SECONDARY SCHOOL AGED YOUNG PEOPLE

Discussion Questions: 'The Stand Up Kid'.

Time to Change video: http://www.youtube.com/watch?v=SE5lp60_HJk

WHAT WAS THE TEACHER'S REACTION TO THE BOY ENTERING THE ROOM?

Possible pupil responses and prompts: He commented that the boy had been off from school for another two weeks. The other pupils laughed. Did he sound concerned and caring?

IF YOU HAD A MENTAL HEALTH PROBLEM, HOW WOULD THIS MAKE YOU FEEL?

Possible pupil responses and prompts: Would you feel uncomfortable? Like you would rather walk back out of the classroom than stay? That it is more of a hostile place to be than a caring one? Nobody understands you?

WHY DO YOU THINK HE STOOD UP ON THE CHAIR?

Possible pupil responses and prompts: To tell his story? To stop them making jokes? To make them understand how difficult depression is? To show he's not ashamed? To show strength?

HOW DO YOU THINK THE OTHER PUPILS AND THE TEACHER FELT ONCE HE EXPLAINED HE HAD A MENTAL HEALTH PROBLEM?

Possible pupil responses and prompts: Uncomfortable? Sorry that they had made jokes? They hadn't realised he had a problem? Admiration for the boy for his courage.

WHAT DO YOU THINK THE BOY THOUGHT WHEN ONE OF THE GIRLS STOOD ON HER CHAIR?

Possible pupil responses and prompts: That he wasn't alone in having a mental health problem? That he didn't realise she has a problem too? Who else in the class might be suffering but no one knows? It is more common than he thought. That he has support. That he can inspire others to open up too.

AT THE END OF THE SESSION TELL THE CLASS:

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DISCUSSION GUIDE 8:

RECOMMENDED FOR SECONDARY SCHOOL AGED YOUNG PEOPLE

Discussion Questions: 'I had a black dog. His name was Depression'.

Video: www.youtube.com/watch?v=XiCrniLQGYc&t=4s

HOW DID THE FILM MAKE YOU FEEL?

Possible pupil responses and prompts: happy, sad? Could you understand how the man felt?

WHY WAS LIFE DIFFICULT FOR THE MAN? WHAT DID THE DOG DO?

Possible pupil responses and prompts: made him feel isolated, made everything he did very difficult, he felt he needed to hide the black dog.

WHY WAS THE MAN AFRAID PEOPLE WOULD FIND OUT ABOUT 'THE DOG'?

Possible pupil responses and prompts: was he worried what people would think of him? Feel sorry for him? Think he was different to other people? Judge him because of it. Mental health stigma is a real issue for people experiencing mental health issues. Sometimes people are treated differently because they have a 'black dog'. This isn't right and we should talk about mental health, not judge people.

WHAT DID THE MAN LEARN IN THE END?

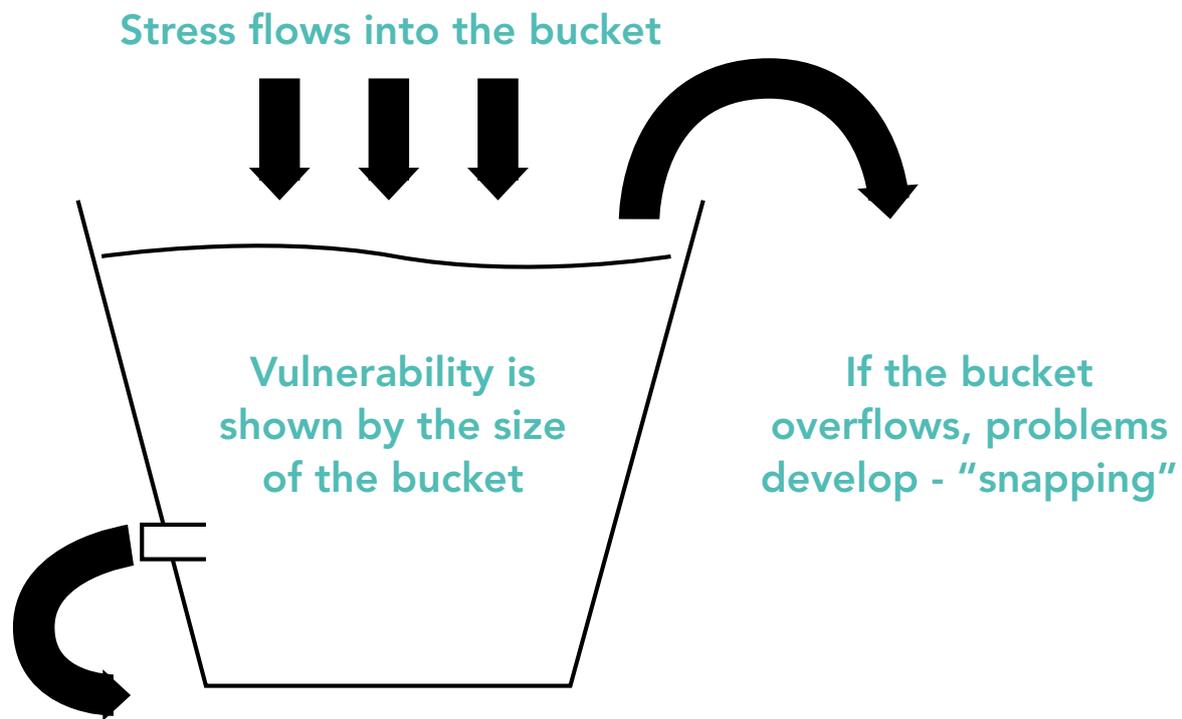
Possible pupil responses and prompts: was he the only one with a 'black dog'? With help, could he live with his depression more easily? He learnt about how exercise was good for you and everyone learns to cope in different ways.

AT THE END OF THE SESSION TELL THE CLASS:

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STRESS BUCKET ACTIVITY



Good coping = tap working lets stress out

Bad coping = tap not working so the bucket overflows

Discuss the diagram above, note the tap or release valve which is a metaphor for coping skills.

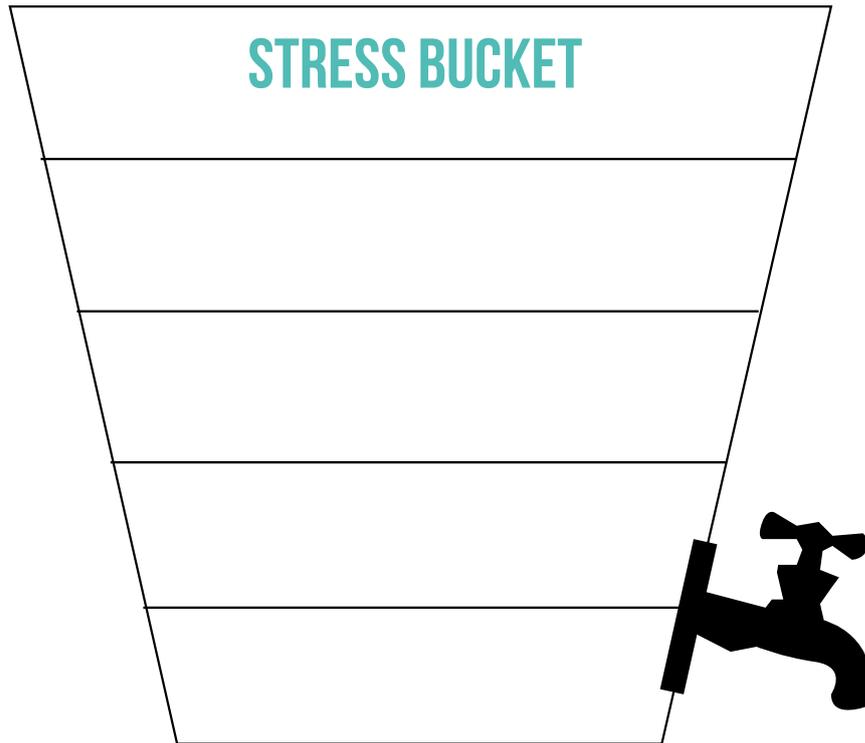
Firstly think about the size of the bucket – the worksheet enables you to choose a size to reflect how vulnerable the person feels they are in relation to managing the stresses in their life.

Secondly, ask the young person to think about the things that could go in the bucket - all the things that contribute the stress in their life.

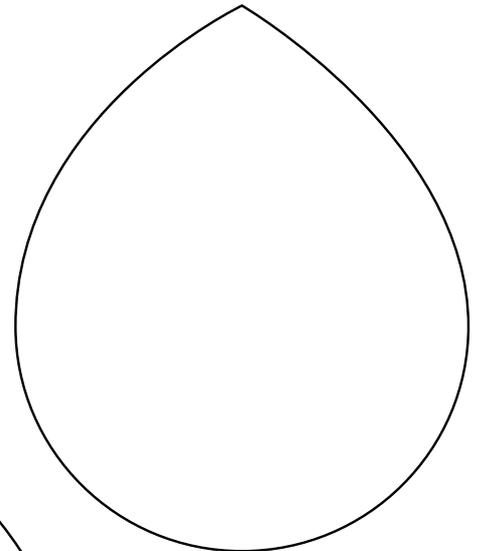
Thirdly, ask the following questions or ask the young person to ask themselves:

- 1. Do you have any evidence to support your feelings?**
- 2. What can you change?**
- 3. What can't you change and need to accept?**
- 4. What needs your urgent attention?**
- 5. Can anyone help you?**

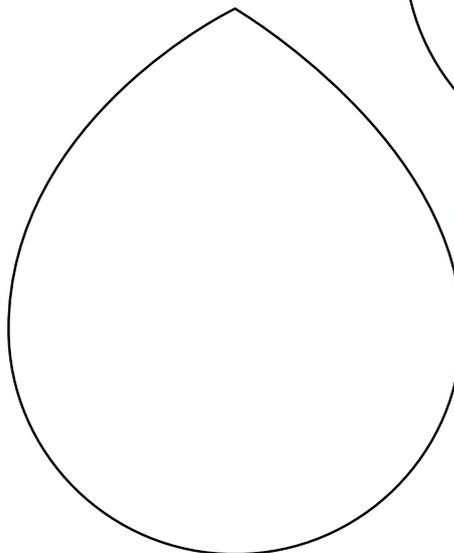
Finally, ask the young person to consider the helpful and unhelpful coping strategies that they employ. Are there any unhelpful strategies that they could reduce and any helpful ones they could increase?



1. Do I have evidence to support my feelings?
2. What can I change?
3. What can't I change and need to accept?
4. What needs my urgent attention?
5. Who can help me?



Helpful coping strategies



Unhelpful coping strategies

Think about the things you currently do or could try to do for each of the five ways to wellbeing. Write down the things that you've found work well to make you feel happier / boost your mood.



KEEP LEARNING

TAKE NOTICE

BE ACTIVE

CONNECT

GIVE

You can go to your GP, or visit www.justtalkherts.org for details of other support that's available.



MENTAL HEALTH QUIZ QUESTIONS



1. How many people in the UK will experience a mental health problem every year?

1 in 8 / 1 in 2 / 1 in 4

2. How many young people will experience an anxiety condition at some point in their lives?

1 in 6 / 1 in 15 / 1 in 24

3. Which of these UK Prime Ministers experienced and talked about mental health issues?

Margaret Thatcher
Winston Churchill
Gordon Brown

4. What proportion of Hertfordshire boys feel that it's ok to talk about their mental health?

20% / 50% / 70%

5. Depression in young people can be best helped with talking therapies

True / False

6. What proportion of young people with mental health problems say the stigma they face has made them want to give up on life?

26% / 6% / 52%

7. Girls access support through talking therapies more than boys. What percentage of places are taken up by boys?

15% / 25% / 40%

8. Give 2 reasons why boys do not want to use mental health services

9. Suggest 2 things which can improve your mental health and wellbeing

10. Mental Health affects everyone

True / False

MENTAL HEALTH QUIZ Q & A SHEET



1. How many people in the UK will experience a mental health problem every year?

1 in 8 / 1 in 2 / 1 in 4

ANSWER - 1 in 4

2. How many young people will experience an anxiety condition at some point in their lives?

1 in 6 / 1 in 15 / 1 in 24

ANSWER - 1 in 6

3. Which of these UK Prime Ministers experienced and talked about mental health issues?

Margaret Thatcher
Winston Churchill
Gordon Brown

ANSWER - Winston Churchill

Churchill had clinical depression which he described as his "black dog", a phrase still used.

4. What proportion of Hertfordshire boys feel that it's ok to talk about their mental health?

20% / 50% / 70%

ANSWER - 70%

72% of girls. This may be higher than pupils expect. We need to make it even higher - 100%.

5. Depression in young people can be best helped with talking therapies

True / False

ANSWER - True

Evidence clearly shows that counselling (and other treatment options) can help. Counselling may be available at school or locally, or online through www.Kooth.com

6. What proportion of young people with mental health problems say the stigma they face has made them want to give up on life?

26% / 6% / 52%

ANSWER - 26%

Every classroom is likely to have 3 young people experiencing a mental health issue. 26% of those young people have felt the stigma around their condition was so severe that it made them want to give up on life. That is why we must support the people around us.

7. Girls access support through talking therapies more than boys. What percentage of places are taken up by boys?

15% / 25% / 40%

ANSWER - 25% of places in counselling sessions and other mental health support services are taken by boys. Girls don't have more mental health problems, they just ask for help more often.

8. Give 2 reasons why boys do not want to use mental health services.

E.g. Fear of bullying / Worrying what people think / Embarrassment / Not knowing what to say / Fear of being judged / Don't think they need help / Believe they can sort out own problems / Don't believe services will help

9. Suggest 2 things which can improve your mental health and wellbeing.

POSSIBLE ANSWERS: Talking to someone / Getting enough sleep / Exercise / Healthy eating / Hobbies / Doing things you enjoy – music, art, etc.

10. Mental Health affects everyone

True / False

ANSWER: True

Just like physical health, we all have mental health, and this can fluctuate throughout our life – sometimes it is good, sometimes it is bad. The important thing is to look after it and to talk to someone you trust if you are struggling.

