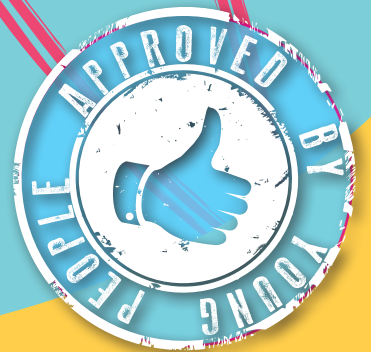


SOUTH TYNESIDE YOUNG PEOPLES PARLIAMENT

# Mental Health Campaign 2019



South Tyneside Council



## PARTICIPATION TEAM

South Tyneside Council's Participation Team is here to ensure children and young people have a voice and are included in decisions that affect them. Here are some of our main activities:

### • MAGIC UMBRELLA

South Tyneside's Children in Care Council, including three main strands:

- Mini-Magic events and reference group - for children aged 6-11yrs
- MAGIC 1 and MAGIC 2 groups for young people aged 12-16yrs
- Care Leavers Council for young adults aged 17yrs+

### • SOUTH TYNESIDE YOUNG PEOPLE'S PARLIAMENT (STYPP)

A group of young people aged 13yrs+ that meets every Wednesday from 6-8pm. STYPP's main activity is to deliver an annual campaign on a key issue highlighted by young people living in South Tyneside.

### • SUPER SAFETY SQUAD (PRIMARY VOICES)

A fortnightly group of up to 12 primary school children aged 9-11yrs. They run an annual series of events based on a topic important to primary school-aged children in South Tyneside.

Keep up to date with Participation Team activity:



@ParticipationST



Participation in South Tyneside

Participation Team contact details & key responsibilities:

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The Participation Team is managed by

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## INTRODUCTION

Every year South Tyneside Young People's Parliament (STYPP) plan and deliver a new campaign. This begins with a residential planning weekend, and is followed by a series of events where we invite 3-4 Year 9+ students from every secondary schools in South Tyneside. Each event is facilitated by STYPP and the campaign follows this format:

### 'MAKE YOUR MARK'

Make your Mark is a national ballot for young people highlighting 10 important issues. All South Tyneside secondary schools take part and each year STYPP use the local results of Make your Mark to plan their next campaign.

### RESIDENTIAL

STYPP attend a weekend residential to Thurston Outdoor Education Centre, to educate themselves on the topic, explore activities/resources and plan for the year ahead.

**EVENT 1** is an introduction/education to the theme and an opportunity gauge attendees understanding through activities/consultation. Information is gathered to begin identifying key issues for young people within the theme.

**EVENT 2** explores the theme further, focusing on areas highlighted in the first event activities. Further consultation takes place, exploring ideas for how improvements can be made.

**EVENT 3** is a celebration and summary event where all schools are invited to share actions and achievements made around the theme. STYPP also present their own work/ achievements and explain future plans. 'Make Your Mark' is explained and schools are encouraged to get involved.

### WHAT YOUNG PEOPLE SAID?

Mental Health came out top in Make Your Mark for South Tyneside (receiving 1046 of the 4680 votes cast) and became the theme for 2019 events, some of the issues that emerged from the campaign included:-

- Pupils would like more information and support about Mental Health
- Young people want practical tips on managing their mental health and opportunities to try new coping strategies
- Biggest influences on mental health were identified as social media, exams, stress and anxiety, body image and negative feelings about themselves and family/life events.

### WHAT STYPP DID

- Designed and produced of a series of leaflets including top tips and coping strategies
- Produced a series of leaflets and posters on coping strategies
- Produced postcards using art work by young people
- Designed lesson plans to be distributed to all secondary schools and youth groups

## EVENTS AND ACTIVITIES

Three events were held (February, April and June 2019). The events featured a number of activities exploring the theme of mental health, including: young people's thoughts and feeling on mental health, and coping strategies.

Here are a selection of the best and how to use them:

### MENTAL HEALTH DEFINITIONS

Each group was given two sets of cards. One set of cards showed words connected to mental health, the other contained definitions. The young people were asked to match definitions to the words. Once the groups had completed the activity we worked through the answers to make sure they had matched them correctly.

This activity was designed to give attendees a better understanding of words connected to mental health and mental health illnesses. It was important that everyone had a basic understanding of words they might hear during activities and also of words used regularly when talking about mental health.

### POOR MENTAL HEALTH VS MENTAL HEALTH ILLNESS

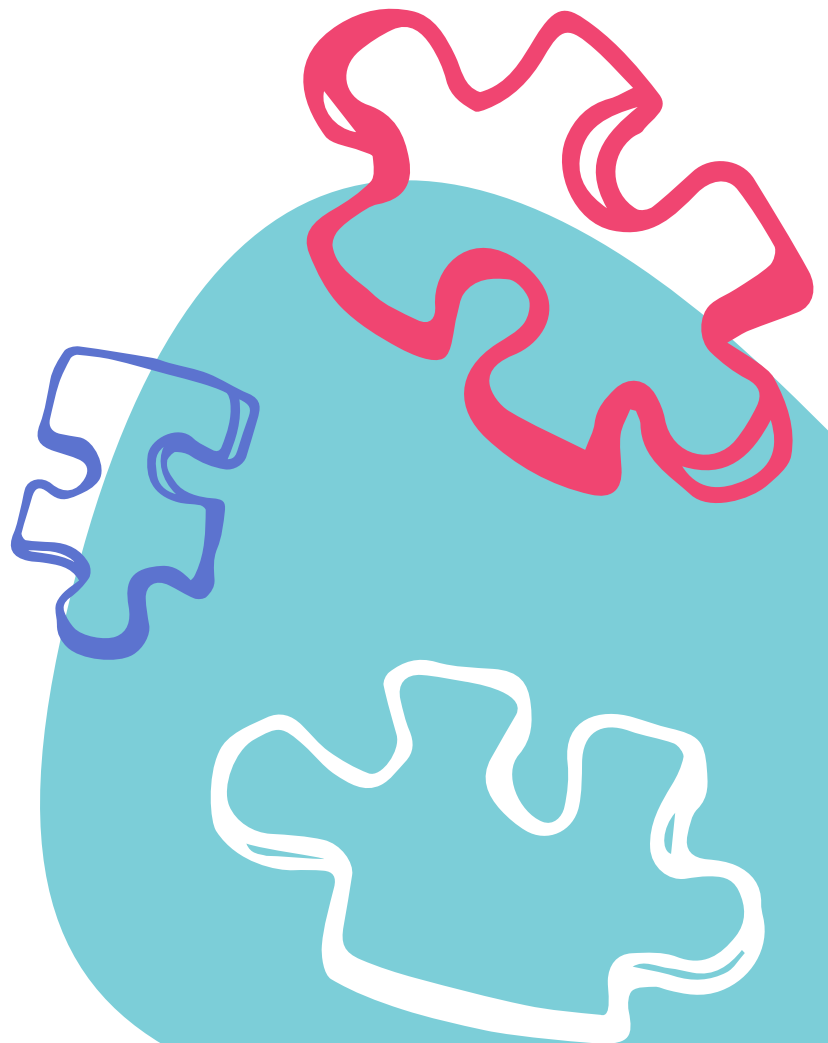
A series of statements were read out and groups either held up cards or moved around the room to show if they thought each was either an example of poor mental health or a mental health illness. People were encouraged to explain their choices and discuss different opinions.

This activity was designed to highlight that mental health changes and moves over time, that distinguishing poor mental health and mental health illness can be difficult, and that poor mental health can sometimes lead to a more serious illness. Other issues highlighted included the importance of talking to people, not diagnosing yourself without seeing a doctor, that it's natural to feel anxious and stressed occasionally (and to over-think these situations), and just like physical health your mental health can move from poor mental health to positive mental health.

### PICTURE MATCH/CELEBRITY QUOTES

Groups were given two sets of cards for this Activity: Set one was a combination of pictures of celebrities who have spoken openly about their mental health, and cards showing anonymised quotes. The young people were asked to match the quote to the correct person. The second set of cards were jigsaw pieces that built to reveal pictures of celebrities and their quotes on mental health.

This activity was designed to highlight that anyone can be affected by mental health issues - with or without fame and money, we all have mental health.



## INTERNAL/EXTERNAL MENTAL HEALTH INFLUENCES

Having looked at what some celebrities have to say about mental health we ran this activity to explore what young people think influences their own mental health. Each group was handed a sheet of paper showing the outline of a person. Inside the person we asked everyone to write all the internal things which might affect mental health (e.g hormones, phobias). Outside the person they were asked to write external influences on mental health (e.g. social media, school). Once they had written down everything they could think of we asked them to choose what they considered to be the 5 biggest influences on the mental health of young people.

## BEST AND WORST COPER

The aim of this activity was to identify qualities and behaviours of someone who has positive coping strategies compared to someone who has negative coping strategies. Each group was provided with two sheets of paper, each showing the outline of a person. Inside the 'best copier' they were asked to write qualities of a person who can cope positively, inside the 'worst copier' they were asked to write qualities of someone who copes negatively or struggles to cope. They were reminded not to focus on activities they would be doing but think about how they think, behave and feel.

## POSITIVE AND NEGATIVE COPING STRATEGIES

The group were asked to think of as many coping strategies as they could, both positive and negative; things they might do if they are feeling low, stressed or struggling with their mental wellbeing. Each strategy was written on a sticky note and stuck next to either 'positive' or 'negative'. People were also asked to write their own stories and personal examples and add them to the collection box throughout the event. The aim of this task was to ensure young people could distinguish between positive and negative ways of coping and also to gather personal stories and strategies to use in the resource STYPP planned to develop.

## SOCIAL MEDIA AND MENTAL HEALTH

Social Media and mental health was mentioned in several activities so this activity challenged people to discuss it further. The statement they were asked to discuss was, 'The media likes to portray the negative effects of social media that no doubt exist. However, there are positives. It is our duty to make social media the best it can be'

## POSITIVITY CARDS

Bringing together learning from previous events and work done in schools, we decided to get everyone thinking creatively and positively. Each school was provided with a number of small cards and asked to fill them with positive statements, quotes or encouraging words and decorations. The aim was to create 'positivity cards' to be handed out or left around school for people to pick up, hopefully offering encouragement at difficult times or cheering someone's day up. When finished the cards were collected and shared out between the schools

# WHAT'S GOOD, BAD AND COULD BE BETTER ABOUT MENTAL HEALTH SUPPORT IN SCHOOLS?

THERE ARE  
PEOPLE TO  
TALK OPEN  
TO

SCHOOL  
MENTORS  
AND PEER  
SUPPORT

NOT  
EVERY  
HAS  
CONFID  
TO S

IN SOME SCHOOLS  
YOU HAVE TO GO  
TO HEAD OF HOUSE  
TO GO TO SEE A  
COUNSELLOR

AWARENESS OF  
MENTAL HEALTH  
ISSUES

SOME  
PROBLEMS  
KEEP COMING  
BACK

THE FACT  
THAT YOU  
HAVE TO BE  
INVITED FOR  
HELP

NOT ENOUGH  
TIME GIVEN

LGBT  
SUPPORT  
GROUP

DISCUSSING  
PROBLEMS



TS

COULD BE BETTER = SOCKS



# THE CAMPAIGN IN PHOTOS



YOGA



MEDITATION



'ICE BREAKER'



YOGA



PICTURE MATCH



INTERNAL / EXTERNAL INFLUENCES



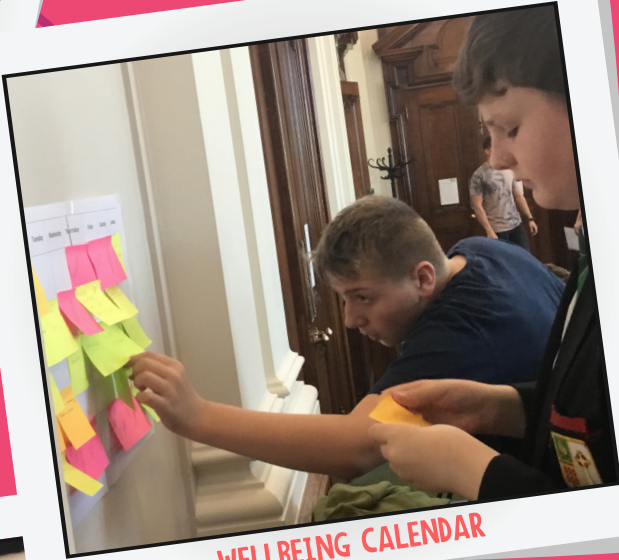




POSITIVITY CARDS



SOCIAL MEDIA DISCUSSION



WELLBEING CALENDAR



EVENT PLANNING



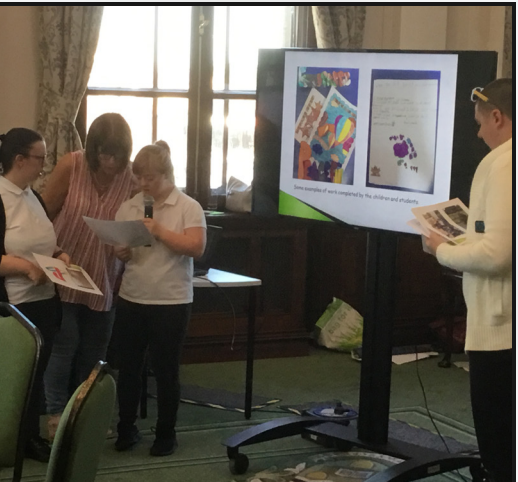
LEAFLET DESIGN



SCHOOL PRESENTATION



SING AND SIGN



SCHOOL PRESENTATION



# OUR 2019 MENTAL HEALTH CAMPAIGN IN WORDS AND NUMBERS



South Tyneside Schools were represented



## WHAT DID YOU LEARN FROM BEING PART OF ALL OUR MENTAL HEALTH EVENTS?

"I know how to do meditation"

"Everyone has mental health"

"I have learnt more about mental health and dealing with it"

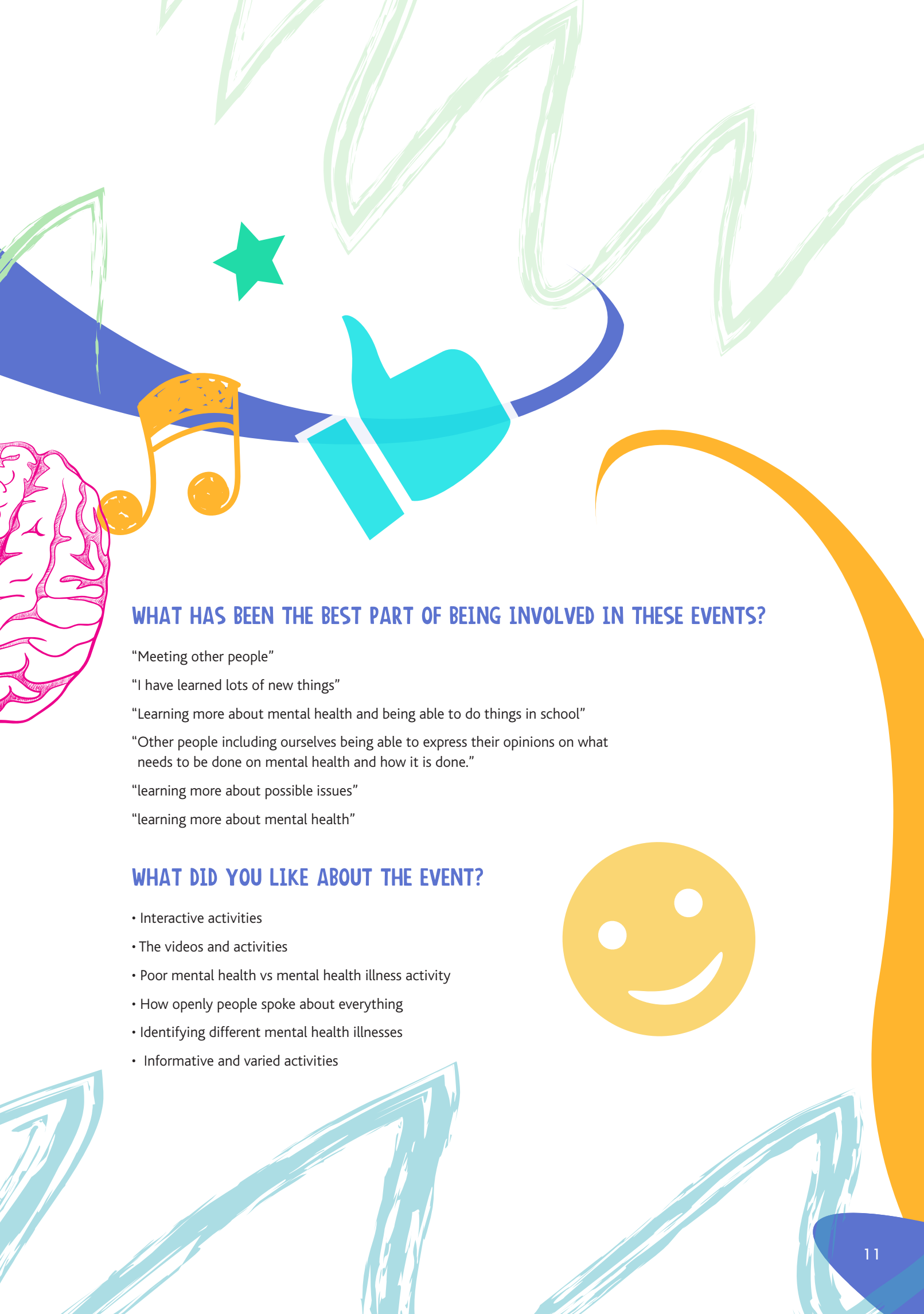
"How to cope with mental health"

"I have learned different ways of coping"

"That mental health can affect everyone and that it's ok"

"I learned about different types of mental health issues"

"It's ok not to be ok"



## WHAT HAS BEEN THE BEST PART OF BEING INVOLVED IN THESE EVENTS?

"Meeting other people"

"I have learned lots of new things"

"Learning more about mental health and being able to do things in school"

"Other people including ourselves being able to express their opinions on what needs to be done on mental health and how it is done."

"learning more about possible issues"

"learning more about mental health"

## WHAT DID YOU LIKE ABOUT THE EVENT?

- Interactive activities
- The videos and activities
- Poor mental health vs mental health illness activity
- How openly people spoke about everything
- Identifying different mental health illnesses
- Informative and varied activities



For more information about this campaign, please contact:

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For more information about participation in South Tyneside contact:

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Follow South Tyneside's Participation Team:

 **@PARTICIPATIONST**

 **PARTICIPATION IN SOUTH TYNESIDE**

Thank you to the following schools for their participation:

- Park View School
- Hebburn Comprehensive
- St Wilfrid's RC College
- St Joseph's Academy
- Mortimer Community College
- Keelmans Way School
- Epinay Business and Enterprise School
- Whitburn Academy

Thanks to South Tyneside Young People's Parliament (STYPP) for all their hard work and inspiration: Shana, Rio, Steph, Victoria, Hollie, Daniel, Katie, Hilary, Kelsie, Charlotte and Jessica

