



Mental Health Action Plans

**A toolkit for
education establishments**

The Scottish Youth Parliament

Our Vision

The Scottish Youth Parliament represents Scotland's young people. Our vision for Scotland is of a nation that actively listens to and values the meaningful participation of its children and young people. Our goal is to make this vision a reality, in order to ensure Scotland is the best place in the world to grow up.

Our Mission

We are a fundamentally rights-based organisation, and our mission, vision, and values are grounded in the United Nations Convention on the Rights of the Child (UNCRC). In particular, our purpose embodies Article 12: *'Young people have the right to express their views freely and have their opinions listened to in all matters affecting them'*.

As a completely youth-led organisation, the words and sentiment of Article 12 have profound importance for our work.

Our democratically elected members listen to and recognise the issues that are most important to young people, ensuring that their voices are heard by decision-makers. We exist to provide a national platform for young people to discuss the issues that are important to them, and campaign to effect the change they wish to see.

Our Values

Democracy - We are youth-led and accountable to young people aged 14 to 25. Our democratic structure, and the scale of our engagement across Scotland gives us a mandate that sets us apart from other organisations.

Rights - We are a fundamentally rights-based organisation. We are passionate about making young people aware of their rights, and ensuring that local and national government deliver policies that allow those rights to be upheld.

Inclusion - We are committed to being truly inclusive and work tirelessly to ensure the voices of every young person from every community and background in Scotland are heard.

Political Impartiality - We are independent from all political parties. By working with all stakeholders, groups, and individuals who share our values, we can deliver the policies that are most important to young people.

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About this toolkit

This toolkit offers suggestions and guidance for pupil councils and staff in education establishments to develop a Mental Health Action Plan, which promotes positive conversations about mental health, and highlights where support is available.

The toolkit has been developed in partnership with the Scottish Youth Parliament’s Education and Lifelong Learning Committee following the launch of *Our generation’s epidemic* - the results and recommendations from a Scotland-wide consultation which explores young people’s awareness and experiences of mental health information, support, and services. We are also very grateful to Laura Sharpe from See Me for her input and advice.

This document is not designed to be a ‘one-stop shop’. Instead, it offers ideas and suggestions for developing a Mental Health Action Plan that works for your establishment. It could be used in conjunction with other resources and local guidance, and there are details of these in the appendices.

Introduction

Every year, SYP runs a national campaign focusing on an issue that young people care about. In October 2015, Members of the Scottish Youth Parliament (MSYPs) voted for the 2016 campaign to focus on young people's mental health. The campaign, *Speak Your Mind*, has been developed by young people, and its key objectives are:

1. To increase young people's awareness and understanding of the issues associated with mental health.
2. To encourage the use of a common language in order to promote positive conversations and tackle stigma associated with young people's mental health.
3. To identify young people's awareness and experience of mental health information and services for young people across Scotland.
4. To advocate for high quality mental health service and information provision for all of Scotland's young people, with supporting guidance on best practice for service providers.

During the development of *Speak Your Mind*, MSYPs identified that there is currently a good deal of public discussion about the state of young people's mental health and wellbeing in Scotland, as well as the issues surrounding the provision of young people's mental health services, such as waiting times for treatment. However, it was found that young people's voices aren't always present in these discussions; there is a lack of available data about young people's views on mental health information and services. As a rights-based organisation, SYP's principles are firmly underpinned by the United Nations Convention on the Rights of the Child (UNCRC), particularly Article 12 (respect for the views of the child).

As such, MSYPs identified a need to capture young people's experience and awareness of mental health services and information through youth-led research, in order to ensure that young people's voices inform decision-making and discussions about mental health in Scotland.

The resulting report, *Our generation's epidemic*, was published in July 2016 and presents the results of a Scotland-wide consultation of 1,483 young people, carried out by MSYPs in early 2016.

The aim of the research was to better understand young people's experience and awareness of mental health services and information. As such, the report outlines recommendations based on the research findings, linked to four key themes:

Mental health information
Mental health support
Mental health services
Mental health and rights

Useful definitions

Mental health

*'...a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'*¹

Mental wellbeing

*'...your mental state - how you are feeling and how well you can cope with day-to-day life.'*²

Mental health problems

*'Mental health problems can affect the way you think, feel and behave... A mental health problem can feel just as bad, or worse, as any other physical illness - only you cannot see it.'*³

Anxiety

*'Anxiety is a word we use to describe feelings of unease, worry and fear. It incorporates both the emotions and the physical sensations we might experience when we are worried or nervous about something. Although we usually find it unpleasant, anxiety is related to the 'fight or flight' response - our normal biological reaction to feeling threatened.'*⁴

Depression

*'Depression is a low mood that lasts for a long time, and affects your everyday life... In its mildest form, depression can mean just being in low spirits. It doesn't stop you leading your normal life but makes everything harder to do and seem less worthwhile. At its most severe, depression can be life-threatening because it can make you feel suicidal or simply give up the will to live.'*⁵

Self harm

*'Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences that feel out of control. It can be the thing people turn to when they feel they have no other option.'*⁶

¹ World Health Organisation (2015) *Mental Health: a state of well-being*, available at http://www.who.int/features/factfiles/mental_health/en/#

² Mind (2013) *How to improve your mental wellbeing*, available at <http://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing#.WKSBDThyrZQ>

³ Mind (2013), *Mental health problems - an introduction*, available at <http://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/about-mental-health-problems/#.WKSBJjhrZQ>

⁴ Mind (2013), *Anxiety and panic attacks*, available at <http://www.mind.org.uk/information-support/types-of-mental-health-problems/anxiety-and-panic-attacks/#.WKSDDzhrZQ>

⁵ Mind (2013), *Depression*, available at <http://www.mind.org.uk/information-support/types-of-mental-health-problems/depression/#.WKSDCjhrZQ>

⁶ Mind (2013), *Self-harm*, available at <http://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/about-self-harm/?o=6809#.WMBiLThyrZQ>

Eating problems

*'Eating problems aren't just about food. They can be about difficult things in your life and painful feelings, which you may be finding hard to express, face or resolve. Focusing on food can be a way of disguising these problems, even from yourself.'*⁷

Self stigma

*'Self-stigma often brings itself to light from existing prejudicial attitudes. Anyone with mental health problems can start to believe what is being said about their illness from what others say publicly.'*⁸

Discrimination

*'Discrimination is when someone treats you less positively or appropriately than other people because of your mental ill- health.'*⁹

Prejudice

*'Prejudice is when people form an opinion before becoming aware of and understanding the relevant facts. Prejudice can also stir up emotional responses such as fear or anger towards the people who are being stigmatised.'*¹⁰

Intersectionality

*Intersectionality is '...the complex and cumulative way that the effects of different forms of discrimination (such as racism, sexism, and classism) combine, overlap, and intersect - especially in the experiences of marginalized people or groups.'*¹¹

⁷ Mind (2013), *Mental health problems - an introduction*, available at <http://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/types-of-mental-health-problems/#e>

⁸ See Me (2017), *Self stigma*, available at <https://www.seemescotland.org/stigma-discrimination/understanding-mental-health-stigma-and-discrimination/self-stigma/>

⁹ See Me (2017), *Discrimination*, available at <https://www.seemescotland.org/stigma-discrimination/understanding-mental-health-stigma-and-discrimination/discrimination/>

¹⁰ See Me (2017), *Prejudice*, available at <https://www.seemescotland.org/stigma-discrimination/understanding-mental-health-stigma-and-discrimination/prejudice/>

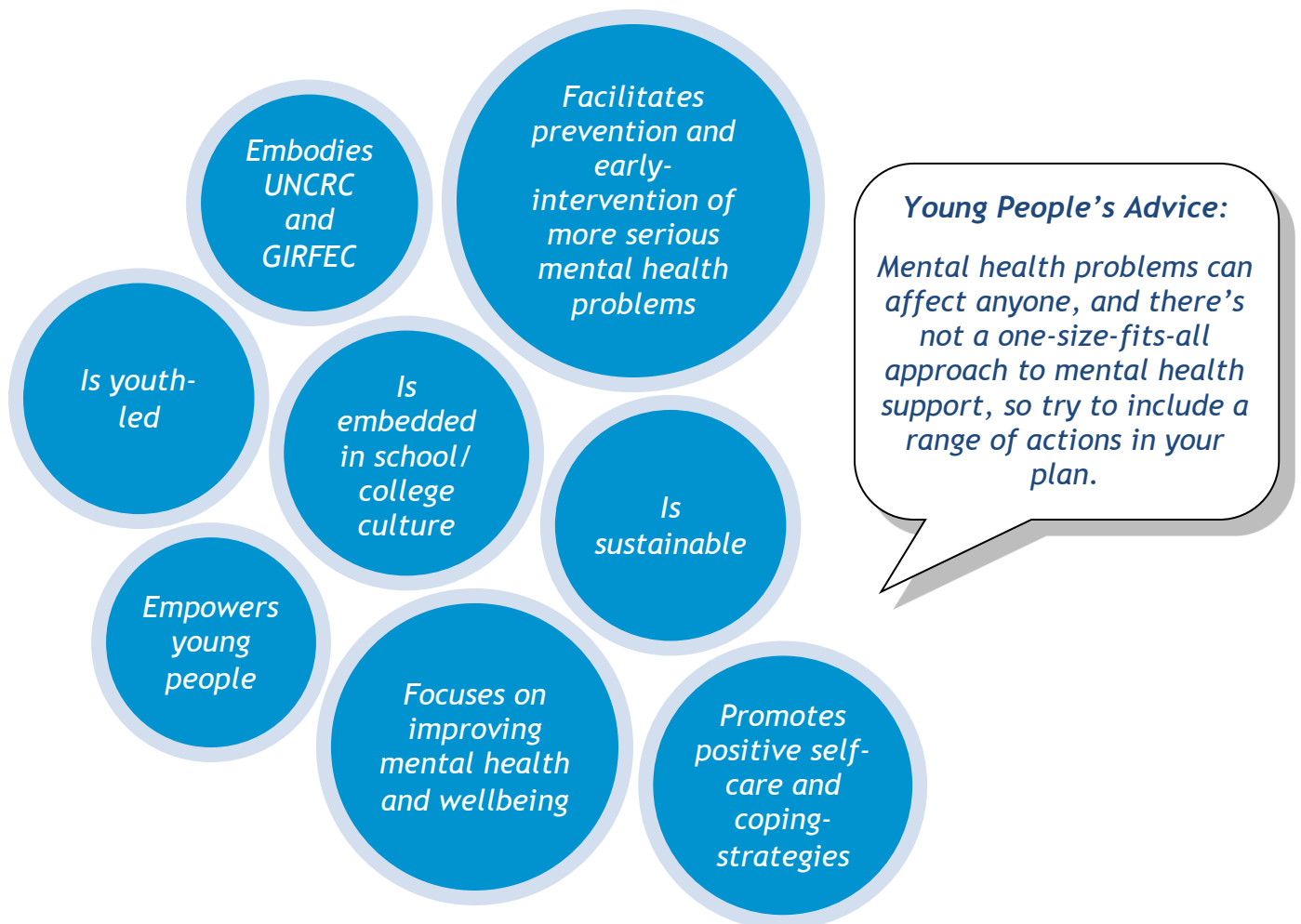
¹¹ Merriam-Webster (2017), *Intersectionality*, available at <https://www.merriam-webster.com/words-at-play/intersectionality-meaning>

What is a Mental Health Action Plan?

While it is valuable in itself to include young people's voices in discussions about mental health information, support, and services in Scotland, *Our generation's epidemic* also contains evidence with which to make recommendations, to ensure mental health information, support, and services are the best they can be for young people. This toolkit focuses on one of these recommendations:

'Every school, college, university, and youth group should implement a Mental Health Action Plan to promote mental health conversations and support. The Action Plan should include provisions such as an annual Mental Health Awareness Week, training for young people and staff in Mental Health First Aid, utilising See Me's 'What's on your mind?' resources, providing practical steps to manage stress and anxiety, and promoting local information, support and services.'

A mental health action plan is a school/college-wide strategy to promote positive mental health conversations and support for all members of the community within and around the education establishment. A successful mental health action plan:



What are the benefits of a Mental Health Action Plan?

Young people and staff will be empowered, and will have the knowledge and understanding they need to make informed decisions.

Young people and staff will feel more comfortable and confident to talk about mental health and wellbeing.

Young people and staff will be better able to manage their own health and wellbeing.

Reduction in stigma, discrimination and bullying

Improved attendance, attention, and attainment.

Young people and staff will be able to identify signs of a mental health problem, and develop positive coping strategies earlier.

Our generation's epidemic found:

One in five young people wouldn't know where to go for advice and support for a mental health problem.

27% young people felt that school/college/university/work didn't offer a supportive environment to talk about mental health.

70% respondents who considered themselves to have experienced a mental health problem did not know what mental health self-help guidance, information, and services were available in their area.

74% young people don't know what mental health support or services are available locally - this could be because the information isn't visible:

"I know of these services; however, I don't know where to find them"

"Young people have to seek out information rather than have it available to them before a crisis happens"

Young people feel that mental health is not treated as a priority in schools:

"It's felt to be more important for you to get qualifications than be healthy and happy at school."

"Teaching pupils about mental health is way down the list of priorities."

"Teachers are really stretched too thin, and there aren't enough resources."

Why should we create a Mental Health Action Plan?

There is a duty on Scottish Ministers, education authorities, and managers of grant-aided schools to ensure that schools are health-promoting.

It will help realise a whole-school approach to improving health and wellbeing.

An effective mental health action plan will help to meet the 'Ensuring Wellbeing, Equality and Inclusion' quality indicator in school inspections.

Health and wellbeing is a key curricular area.

A whole-school approach to improving mental and emotional wellbeing will have an impact on all aspects of school life and benefit all who learn and work in schools.

Improving health and wellbeing is a key priority of the National Improvement Framework.

How do we start creating a Mental Health Action Plan?

Seek buy-in from senior management:

- What is a mental health action plan?
- What are the benefits of a mental health action plan?
- What are the opportunities and challenges associated with implementing a whole-school/college mental health action plan?
- What resources will be needed?
 - Identify potential costs and suggest how these could be covered.
 - Provide an estimate of the time this project will take to develop and implement, and how roles and responsibilities will be distributed.
- How could senior managers be involved in development and implementation?
- How will the impacts be monitored and evaluated?

Form a steering group:

- Who will take the lead in designing and developing your Mental Health Action Plan?
- How will young people be involved in the steering group?
- How will the steering group work together?
 - How often will the group meet?
 - What will the group's remit be?
 - Agree a group charter which clearly lays out the parameters in which the group will work.

Identify aims, objectives, outcomes and intended impacts:

- What do you hope to achieve from your Mental Health Action Plan?
 - Make sure your goals are SMART
- What specific results do you want to see from your actions?
- How will you know if you have achieved your goals?
- How will you monitor and evaluate your project?
- How will you make sure your Mental Health Action Plan is sustainable?



SMART Goals are
Strategic
Measurable
Achievable
Realistic
Timely

Create a plan and project timeline:

- What actions do you need to take to achieve your goals?
- Who will take responsibility for making the actions happen?
- What are the timescales for achieving your goals?
- What resources will you need?
- How will you involve all members of the school/college community?
- How will your plan utilise existing policies, procedures, and resources?
- How will you promote your plans?
 - Consider using a range of online and offline methods.
- How will you launch your mental health action plan?
- How will you monitor and evaluate the impact of your plan?

1. Identify the baseline

Carry out an establishment-wide survey to help you understand the current level of awareness and experiences of mental health information and support in school/college.

You could contact See Me at info@seemescotland.org for information about this.

2. Find out what members of the community want in a Mental Health Action Plan

A consultation will help you identify what information and support members of the school/college community need, and collect their ideas for improving mental health and wellbeing.

Consultation ideas can be found in the resources section.

4. Map the local area

Find out what information, support and services are available locally, and how you could involve community partners and other groups in your Mental Health Action Plan.

Resources for mapping the local area are available in the resources section.

3. Review existing policies and processes

Review what currently works well, and how you could make the existing provision even better.

Don't forget to involve pupils, staff, parents, and community partners.

5. Identify development opportunities

Carry out a learning-needs analysis with members of the school/college community to identify what development might be needed.

There is information about training opportunities in the resources section.

6. Create a mental health and wellbeing policy

A mental health and wellbeing policy will outline the school/college's position in relation to mental health and wellbeing, and is the starting point for developing your mental health action plan.

A mental health and wellbeing policy may already exist, in which case, you may want to check it is up to date and still relevant.

What should a Mental Health Action Plan include?

A mental health action plan should include:

Actions and behaviours that support mental health and wellbeing.

A successful Mental Health Action Plan will have the support and backing of senior members of staff, will be ingrained in school/college culture, and will be sustainable, even if the original team members leave the establishment. Actions and behaviours that support mental health and wellbeing should be embedded throughout all school/college activities, rather than addressed as a stand-alone issue.

Young person-centred support, focussing on the individual.

Mental Health Action Plans should acknowledge that everyone within the school/college community is different, with different experiences and needs, and therefore should provide for a range of appropriate levels of support. Plans should be flexible, and adaptable to address individual needs accordingly.

Visible and accessible resources and activities, which are designed in consultation with young people.

Young people are experts in being a young person today, and therefore should be given a leading role in designing and developing resources and activities which are visible and accessible for their peers.

Inclusion of all members of the school/college community, including pupils, teachers, support staff, parents/carers, and external community groups or organisations.

In order to embed actions and behaviours that support mental health and wellbeing throughout the establishment, all members of the school/college community should be considered, consulted, and encouraged to support and work together towards the Mental Health Action Plan goals. A range of support networks could be established to ensure everyone has the opportunity to input in a safe and supported way.

A mental health action plan could include:

Inclusion in the PSHE curriculum.

The PSHE curriculum could be developed to acknowledge causal factors relating to poor mental health and wellbeing. For example, lessons focussing on drugs, smoking, and alcohol, could be developed to include discussion about the physical *and* mental health effects. Likewise, topics such as building resilience, developing effective coping strategies, managing grief and bereavement, understanding intersectionality, and effective resource management, could be addressed throughout the academic year to provide pupils with the skills and tools they need to deal with challenges in a positive way. Existing resources, such as those created by Education Scotland and See Me (see references on page 24) can be used to support curriculum development.

Providing practical steps to manage stress and anxiety.

As well as addressing mental health and wellbeing in the PSHE curriculum, there is potential for all subject areas to address mental health and wellbeing, and to provide practical advice and/or techniques for managing stress and anxiety. These could include (but are not limited to):

- Encouraging the use of mindfulness breathing techniques.
- Reducing the amount of coursework, and developing positive time management skills.
- Making a space available for members of the school/college community to take part in crafts, creative writing, and colouring in activities.
- Sharing meal planning tips, healthy recipes, and opportunities to learn basic cooking techniques.
- Promoting the benefits of exercise for mental health and wellbeing, and providing opportunities to try a range of activities.
- Empowering members of the school/college community to recognise signs of poor mental health, to share worries or concerns, and to ask for help.

Promoting local information, support, and services.

There is information in Appendix iii about how to identify local information, support, and services. Pupils could carry out a mapping exercise to find out about local provision for young people, and to develop a signposting resource that gives details in a young-person-friendly way.

Introducing peer mental health champions.

There is still a great deal of stigma associated with mental health, and many people do not feel comfortable talking about feelings and emotions for fear of judgement. Peer mental health champions can help to normalise mental health and wellbeing, by becoming mental health first aiders, by coordinating events, and delivering peer-led workshops.

Delivering Mental Health First Aid training for young people and staff.

Mental Health First Aid training has been available in Scotland since 2004, and aims to raise awareness of mental health in order to reduce stigma and fear, and to help participants feel more confident approaching a person in distress.

Holding mental health awareness events.

A sustainable plan should be delivered throughout the year, with attention to mental health and wellbeing becoming embedded in school/college culture, rather than focusing solely on delivering one single week of activities. However, mental health awareness events could be scheduled to take place in the run up to exam periods, and/or at other particularly high-pressure times in the year, to provide additional information and support to members of the school/college community during this more stressful time.

Utilising See Me's 'What's on your mind?' resources.

'What's on your mind?' is a free resource that has been developed to '...support both teachers and young people to learn about mental health and develop core skills and confidence to tackle stigma and discrimination in school and the wider community. The pack is designed to be used with young people between the ages of 11 and 18. It's relevant for everyone who wants to understand young people's mental health better.

The pack is split into three modules built around the four capacities outlined in the Curriculum for Excellence as well as addressing key learning outcomes of the Health and Wellbeing Curriculum:

- *Mental and emotional wellbeing*
- *Social Wellbeing*
- *Physical Wellbeing*
- *Relationships' (See Me, 2016)*

Mental Health and Rights

SYP is a fundamentally rights-based organisation, and our mission, vision, and values are grounded in the United Nations Convention on the Rights of the Child (UNCRC). There are a number of human rights issues to consider when thinking about mental health, as discussed in *Our generation's epidemic*. There is a positive commitment to taking a human rights-based approach to mental health in Scotland, with a range of legislation and policy in place to promote human rights and reduce inequalities in access to mental health care. However, despite advances in policy surrounding rights in relation to mental health, studies suggest that implementation of human rights remains an issue.

SYP research suggests that young people are unaware of their rights when accessing support for a mental health problem. More needs to be done to ensure that young people are aware of, and know how to claim, their rights if accessing support.

Additionally, young people were concerned that the rights of people experiencing mental health problems are not always upheld when they access services.

Addressing rights in your mental health action plan:

- Review rights education and awareness-raising through the existing curriculum.
- Ensure all young people are consulted and have the opportunity to feed in to all levels of decision-making.
- Ask young people what information they think young people need to receive about their rights, and what format this information should be in.
- Provide opportunities for peer mental health champions to become mental health first aiders and deliver workshops.
- Display relevant and accessible information about young people's rights throughout the school/college.
- Explore opportunities for staff development, such as training in UNCRC, and mental health first aid, in addition to child protection and GIRFEC.
- Visit CYPSC or Unicef websites for more information, and resources to develop knowledge and understanding of young people's rights.

Our generation's epidemic found:

Focus group participants largely understood rights as something that everyone should be entitled to as a human being; that a person's rights are protected in law; and that everyone should be treated equally:

"There are basic human rights, and you should have them through your whole life."

"We did work on this at school in modern studies. It's about entitlements, civic rights, and everyone is equally entitled. But I don't really remember what they were."

While participants generally understood rights as a concept, they had difficulty applying them to their everyday lives:

"I wouldn't know what to do if someone infringed on my rights. I feel like they're this intangible thing that don't apply in 'real life'."

The majority of participants felt current methods of educating young people about their rights do not equip young people to claim their rights in their lives:

"We're taught about rights in other countries, but never our own context."

All participants agreed it is important to base mental health support and services within a human rights framework, particularly because young people with poor mental health are more vulnerable, and may therefore be at increased risk of not having their rights respected.

Appendices

Appendix i - Mental Health Action Plan template

Appendix ii - Consultation tips

Appendix iii - Mapping the local area

Appendix iv - Mental health and rights activities

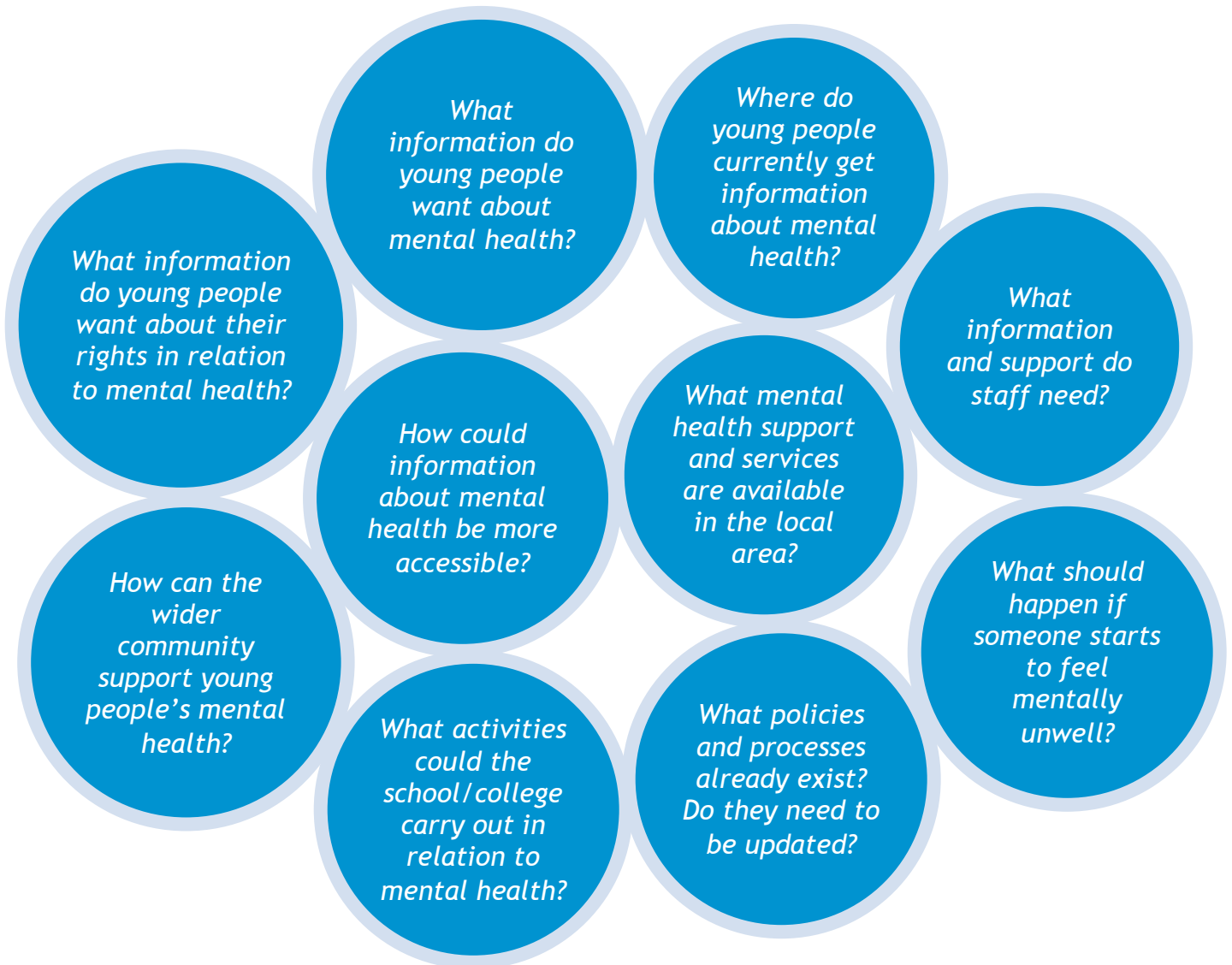
Appendix v - Useful contacts

Appendix vi - Local contacts

Appendix i - Mental Health Action Plan template

Consultation activities should help to answer the following questions. The answers should be used to inform a Mental Health Action Plan, using the process outlined on pages 10 and 11.

The table on page 18 is an example of what a Mental Health Action Plan could look like. The key thing to remember is that a Mental Health Action Plan is not a one-stop shop, and should be reviewed at least annually, if not more regularly.



Mental Health Action Plan - example

The aim of this Mental Health Action Plan is to promote positive mental health conversations and support for all members of the school community.

The objectives are:

1. To identify what information members of the school community need about mental health.
2. To develop knowledge and understanding of mental health support mechanisms.
3. To provide a support network for all members of the school community.

Activity	Who will this impact?	Expected impact	Resources	Responsibility	Deadline
Consult members of the school community to find out what information they need about mental health, and how they would like to receive this information.	All members of the school community will have the opportunity to respond to the consultation.	Members of the school community will feel involved in activity development, and will ensure information is relevant to the school.	Consultation questions, online survey tool, flipchart and pens, paper surveys	Pupil Council and Head of Guidance	Six weeks after action plan agreement.
Deliver mental health first aid training to key members of staff and pupils.	Staff members and pupils who receive training. Members of the school community who need additional support.	Members of the school community will feel more confident supporting others with mental health problems.	As required by the training providers.	Training to be coordinated by school Business Manager.	Two months after action plan agreement. Review annually.
Develop a peer support programme.	Staff members and pupils who become peer supporters. Members of the school who are supported by peer supporters.	Members of the school community will know who the peer supporters are, and will feel more confident speaking about mental health.	Training materials and guidance for peer supporters. Promotional materials to raise awareness within school.	Pupil Council and Business Manager.	Three months after action plan agreement. Review after six months.

Agreed by: *Head Teacher, Pupil Council Chair, School Governor, Parent Council Representative*

Signed:

Date:

Review date: *At least one year from the agreement date.*

Appendix ii - Consultation tips

The main reason we consult is to collect ideas and opinions, from which we can identify common themes and make suggestions or recommendations. Before you start your consultation, you need to be clear what you want to find out, and how you are going to present your findings after your consultation has ended.

There are lots of different ways that you can consult with members of the school/college community. You could:

Carry out online surveys - try using a free survey website like [surveymonkey](https://www.surveymonkey.com) to collect responses. Use a mix of open and closed questions, with some rating questions, and text boxes for comments.

Hold stalls or surgeries - speak to people in your school/college during lunch or break times to find out what they think about the issues, or what they would like to see change.

Collect feedback on social media - lots of social media sites give the option to set up a poll, and you could use these to find out whether people in your establishment agree, disagree, or aren't sure about a range of issues or options.

Meet with a range of pupils - not just your establishment's pupil council - different groups will have different views, and you can use these to help you find the most appropriate solution or options.

Play games to find out young people's views in a more relaxed way (see the next page for some ideas).

Set up a graffiti wall in a main thoroughfare or the canteen, with questions or statements that you would like young people to give their views on.

Hold an open meeting - invite any young people who are interested in a particular topic to come along and discuss their views. Don't forget to make a note of key points, or ask everyone to vote during the event.

Work with the MSYPs in your constituency, or in your local authority - everyone has different ideas about how to consult, and will have suggestions about what works and what doesn't. Find your local MSYPs at www.syp.org.uk/find_your_msyp.

Young People's Advice:

Use a range of consultation methods to include as many different people as you can.

Young People's Advice:

Don't patronise pupils by talking down to them, or assume they will understand everything you say.

Young People's Advice:

Paper isn't the only way to collect information. Face to face is much more informative.

Young People's Advice:

When planning a consultation, only ask relevant questions, and keep responses anonymous.

Consultation games

If you have time, you could use some of the following games and activities to find out young people's views and ideas on a topic.

Agree or disagree

Stick four signs (reading 'agree', 'disagree', 'strongly agree', and 'strongly disagree') on the walls around the room. Read out a statement that you would like an opinion on, and ask young people to move to the sign that most represents their views. Don't forget to make a note of how many people go to each sign before moving on to the next statement.

Postcards

Ask participants to write or draw their views or ideas about a topic on a postcard, and put them in a suggestion box. Afterwards, look through the cards and sort the similar views or ideas into groups to help you understand how many people have similar opinions.

Beans

Give each participant a handful of dried beans, beads or other 'token' (make sure everyone has the same number). Place tubs around the room with a statement attached to each, and ask participants to put a token in the tub if they agree with the statement. At the end of the session, count how many tokens are in each tub to work out which statements most participants agree with.

Dot votes

Write a list of statements on flipchart, or print them out onto individual pieces of paper. Similar to 'Beans', give each participant some sticky dots, and ask them to put a sticky dot next to each of the statements they agree with. At the end of the session, count how many dots are next to each statement to work out which most participants agree with.

Diamond ranking

This activity is used to identify group priorities. In smaller groups, ask participants to come up with nine different ideas relating to a theme or issue, and to write each of these onto a separate post-it note. Then ask them to arrange their post-its in a diamond shape, with their top priority at the top, two in second place, three in third place, two in fourth place, and the lowest priority idea at the bottom. There needs to be a consensus within the group, so they may take some time to come to an agreement. If possible, try to note down some of the key points of any discussions to get a better understanding of the different views. A variation on this activity is to give the group nine pre-set statements or suggestions, and ask them to rank these.

Appendix iii - Mapping the local area

You could use the questions below to find out about organisations which provide support and/or services for young people's mental health in your local community.

What services/support do you offer for young people?

How long is the current waiting list for young people?

What is the cost of the different services you offer?

Do young people need to be referred by a medical professional; is there a drop-in service; or can they self-refer?

How do you make sure the young people you work with are aware of their rights in relation to mental health support?

How can young people get in touch?

Do you have any other information or comments?

These questions can be adapted to identify services for all members of the school/college community.

After you have collected responses from the services in your area, you could enter them into a spreadsheet to help you keep them all in one place:

Organisation name	Website	Type of organisation (eg, charity, NHS-run, private)	Main contact	Email address	Phone number	Information about the organisation (eg, services offered, referral type, cost)

Appendix iv - Useful contacts

If you are worried about your own or someone else's mental health, the following organisations can provide information and support.

Breathing Space

Tel: 0800 83 85 87

www.breathingspacescotland.co.uk

Samaritans

Tel: 116123

www.samaritans.org

NHS24

Tel: 111

Tel: 08454 24 24 24

www.nhs24.com

Childline

Tel: 0800 1111

www.childline.org.uk

SAMH

Tel: 0141 530 1000

www.samh.org.uk

Find local NHS services

(GP surgeries, hospitals, etc)

<http://www.nhs24.com/findlocal/>

IN AN EMERGENCY, ALWAYS CALL 999

Scottish Youth Parliament

Tel: 0131 557 0452

www.syp.org.uk

Our generation's epidemic

<http://bit.ly/2a8nlyx>

See Me

www.seemescotland.org.uk

Unicef

UK work:

<http://bit.ly/2lPkwUl>

Child rights launchpad:

<https://launchpad.unicef.org.uk/>

Mental Health Foundation

www.mentalhealth.org.uk

Place2Be

www.place2be.org.uk

Children and Young People's Commissioner Scotland (CYPCS)

www.cypcs.org.uk

Penumbra

www.penumbra.org.uk

To find details of your local health board:

<http://www.gov.scot/Topics/Health/NHS-Workforce/NHS-Boards>

NHS Lothian (2012) - Information about independent advocacy:

<http://www.nhslothian.scot.nhs.uk/HealthInformation/Advocacy/Pages/default.aspx>

Rights for Life (2016) - A Declaration of Rights for Mental Health in Scotland:

<https://rightsforlife.org/downloads/>

CYPCS (2016) - UN Convention on the Rights of the Child (UNCRC):

<http://www.cypcs.org.uk/rights/uncrcarticles>

Appendix v - Local contacts

Educational Psychologist

Name:

Position:

Phone number:

Email:

School/College Counsellor

Name:

Position:

Phone number:

Email:

CAMHS

Name:

Position:

Phone number:

Email:

Local Authority Adviser

Name:

Position:

Phone number:

Email:

Local Youth Services

Name:

Position:

Phone number:

Email:

Name:

Position:

Phone number:

Email:

Name:

Position:

Phone number:

Email:

Name:

Position:

Phone number:

Email:

References

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NHS Health Scotland (2017), *Scotland's Mental Health First Aid*. Available at <http://www.smhfa.com/>

See Me (2016), 'What's on your mind?'. Available at <https://www.seemescotland.org/young-people/whats-on-your-mind/>

See Me (2017), *Resources, Packs, and Materials*. Available at <https://www.seemescotland.org/young-people/working-with-young-people/resources-packs-and-materials/>

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Unicef (2010), *A summary of the UN Convention on the Rights of the Child*. Available at http://353ld710iigr2n4po7k4kgvv-wpengine.netdna-ssl.com/wp-content/uploads/2010/05/UNCRC_summary.pdf

World Health Organisation (2003), *Creating an Environment for Emotional and Social Well-Being*. Available at http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf