See Me.
See Change.

Faciltator's guide

The See Me See Change sessions

See Me

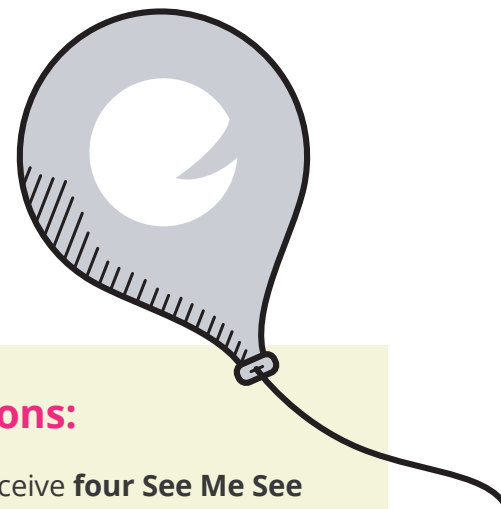**End mental health discrimination**

About this guide

This guide will provide you with everything you will need to know ahead of facilitating the See Me See Change staff and pupil sessions. The sessions can be the first step for schools on their See Me See Change journey to tackle mental health stigma and discrimination.

This guide will include an overview and the context of the capacity building sessions, learning outcomes, group sizes, resources required, safeguarding and an overview of the specific facilitation session notes.

Your facilitation should aim to create relaxing and engaged sessions for participants, who can learn from one another and gain increased knowledge and confidence around tackling mental health stigma and discrimination.

Overview of the sessions

Staff sessions:

- As part of the See Me See Change approach, school staff will first receive two sessions that will focus on understanding mental health stigma and discrimination and its impact; gaining knowledge of the ways to reduce it, and building confidence in having supportive conversations with pupils and peers.

- These sessions are open to all school staff, regardless of role or responsibility within the school. This will ensure that there is a whole school approach to creating a mental health inclusive environment for all.

- See Me See Change **staff sessions** should happen before the pupil sessions, to ensure that there is support for pupils who are participating in the pupil sessions.

- There are two See Me See Change staff workbooks to support staff through the sessions: Staff Workbook One and Staff Workbook Two. Read more about the Staff Workbooks on page 5.

- Staff Workbook One is mandatory to complete before Staff Session One.

- Staff Workbook Two is optional to complete but encouraged, as it will support learning and understanding and can be completed alongside Session One and Session Two.

- Staff Session One is 1 hour 45 minutes and Staff Session 2 is 1 hour 30 minutes. The sessions can be broken up into smaller chunks to accommodate for timetable needs.

Pupil sessions:

- Pupils will receive **four See Me See Change sessions**. These sessions will cover some similar topics to the staff sessions, also aiming at building capacity to reduce mental health stigma and discrimination.

- The sessions are open for S4 / S5 / S6 pupils to participate in.

- Pupil sessions are 1 hour long each and can be adapted to meet your school timetable needs.

- Pupils are required to complete three Pupil Workbooks alongside attending the four pupil sessions. Read more about the pupil workbooks on page 5.

- The pupil resources and sessions have been designed by young people for young people and it is encouraged that, as much as possible, there are peer to peer opportunities for learning throughout the sessions and when completing the workbooks.

Action Planning session(s):

- This guide and action planning templates are to co-produce an action plan for their school. This will be self-facilitated by the school with both staff and pupils co-facilitating the sessions in an 'equal power' environment.

- See Me See Change has guidance and an Action Planning Template to support staff and pupils with their action planning to tackle mental health stigma and discrimination in the school.

Staff sessions' learning outcomes

The sessions will include a variety of information, individual and group activities, videos and resources, which will support the following learning outcomes for participating staff:

- To gain an increased understanding of mental health stigma and discrimination.
- To develop a greater awareness of the impact of mental health stigma and discrimination.
- To gain an increased knowledge of the ways we can reduce mental health stigma and discrimination across various settings.
- To build capacity and confidence in taking action to tackle stigma and discrimination.
- To provide knowledge on where participants can access resources to continue development.
- To have an increased understanding of how to adopt a whole school approach to tackling mental health stigma and discrimination.

Pupil sessions' learning outcomes

- An increased understanding of mental health stigma and discrimination.
- A greater awareness of the impact of mental health stigma and discrimination.
- Increased knowledge of the ways in which we can reduce mental health stigma and discrimination across various settings.
- Increased capacity and confidence in taking action to tackle stigma and discrimination.

Participant numbers / group size

See Me See Change staff and pupil sessions should be made available to as many staff and pupils across the school as possible. However, due to the nature of the activities, we have advised some group size numbers.

We would suggest a maximum of **30 participants per block** of sessions to ensure that small group activities / break out rooms can remain at around 5–6 people. This will encourage more interaction and engagement.

If you are running sessions with up to **30 participants**, we would encourage that you have **at least 2-3 facilitators per session**. Some online sessions can have more participants; however, facilitators should endeavour to keep the small groups / breakout rooms to **no more than 6 participants per group**. In this case, it will also be important to consider increasing the number of facilitators available per session to support interaction and engagement, and be there should participants need support.

For the pupil sessions, try to ensure that a peer to peer approach is adopted, providing opportunities for senior pupils to help deliver and support the sessions can help to achieve this.

See Me See Change Workbooks

For both the staff and pupil See Me See Change sessions, there are corresponding workbooks which can be completed alongside the sessions. Below is some important information regarding the respective workbooks to be aware of ahead of session delivery.

Pupil Workbooks

- There are three Pupil Workbooks.

- Ahead of delivery of sessions, identify a member(s) of staff who will be responsible for receiving and reviewing the Pupil Workbooks so that pupils are aware of who to send them too. The staff member does not need to mark the workbooks per se, instead review whether all the sections have been completed – this is important for any pupils that are completing their SQA in Mental Health and Wellbeing award as these workbooks will contribute towards the evidence of completion.

- Pupil Workbooks can be completed after each of the pupil sessions, however Workbook 3 will require pupils to finish both session 3 and 4 before they can complete it.

- The Pupil Workbooks include some activities to test knowledge and understanding, however they are largely made up of reflective activities to complete.

- It is worth starting each See Me See Change sessions to check if anyone has any questions regarding any of the workbooks.

- Pupils can complete the workbooks in their own time, or they can be completed in small groups, encouraging a peer support approach to enhance their learning and understanding.

- All workbooks are editable PDFs which should be downloaded and completed on a computer/tablet, ensuring work is saved as it is completed.

Staff Workbooks

- There are two Staff Workbooks.

- Unlike the pupil workbooks, no one needs to review or mark the staff workbooks – these are instead to support with the learning and understanding of the sessions.

- Staff Workbook 1 is mandatory and needs to be completed ahead of the Staff Session One. Ideally, staff will need around 60-90 minutes to complete.

- Staff Workbook 2 is optional to complete but it is encouraged as it will provide staff with more opportunities to learn the varied and different ways schools have tackled mental health stigma and discrimination. This workbook contains more examples of emerging anti-stigma practice from Scottish schools.

- All workbooks are editable PDFs which should be downloaded and completed on a computer/tablet, ensuring work is saved as it is completed.

Resources required for sessions

The sessions can be delivered either online or in person, and the facilitation notes for each session will include both options for the activities. All types of sessions will require the same core resources, with additional resources depending on the delivery method.

Core resources:

☐ PowerPoint presentation

☐ Staff Workbooks (One and Two) and Pupil Workbooks (One, Two and Three)

☐ Computer(s) / tablet(s)

☐ Wi-Fi or internet connection

☐ Access to IT (if staff connect from elsewhere)

☐ Ground rules for sessions.

Online resources:

☐ Zoom / MS Teams link set up with functionality of break-out rooms, and shared with all attendees in advance of the sessions

☐ **Jamboard** (or alternative method) prepped and ready

☐ **Menti Polls** to ask questions (or alternative method) to engage participants on some of the discussions.

In-person resources:

☐ Flipchart paper

☐ Pens

☐ Post-it notes

☐ Spare paper

☐ Large enough room to accommodate staff discussion in small groups.

Safeguarding

For the sessions, it is important that there is a second facilitator or support to assist with the safeguarding of the session. The safeguarding procedures may be slightly different depending on whether the session is delivered online or in person.

Online sessions

- At the beginning of the session, introduce the facilitator leading on safeguarding during the session.

- Participants should be able to directly message the lead throughout the session if they are having any difficulties or need to take some time out.

- For better engagement, it is encouraged that cameras are on; however, this may not be possible for all people connecting to the call. If participants can't turn on their camera, it is good to find out if they can access the chat, and check in throughout the session with those engaging via the chat function.

- At the start of each session the facilitators should go over the ground rules or session rules to explain what is expected in terms of behaviour throughout the session as well as giving guidance on confidentiality and sharing experiences. These are on the corresponding powerpoint slides. It is important to remind the group that everyone will be coming to the session with different experiences so we need to be mindful of this when contributing to discussions. It's also a good idea to see if the group wants to add anything to the ground rules/session rules too.

- Ground rules should highlight the process if someone needs to take time out and the importance of confidentiality throughout the session.

- Facilitators should be mindful about what they are sharing in a session and ensure they are comfortable with what they are sharing and talking about.

- It is also important that a facilitator should never ask anyone directly to share something about their own mental health experience.

- Ahead of going into break-out room spaces, participants should be reminded not to share anything that they don't want to share and be mindful of potentially triggering topics when discussing in small groups.

- It is advisable to ensure that one or two of the facilitators remain outside of the breakout rooms and there is an empty break out space available in case anyone needs to take time out of the session or activity and needs to speak to someone.

- Clear signposting should be highlighted at the end of the session for anyone that may require further support or information from a range of support organisations and partners.
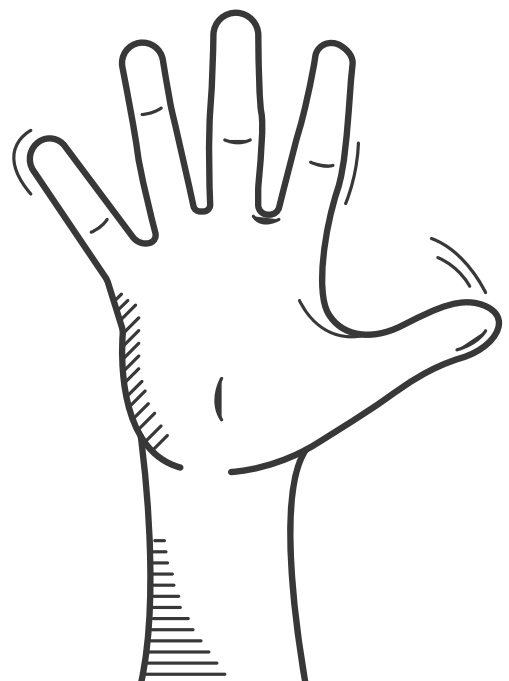
Safeguarding *(continued)*

In-person sessions

- At the beginning of the session, introduce the facilitator leading on safeguarding during the session.

- Identify a space or area that participants can go to if they need to take some time out or if they need to speak to a member of staff / facilitator.

- At the start of each session the facilitators should go over the ground rules or session rules to explain what is expected in terms of behaviour throughout the session as well as giving guidance on confidentiality and sharing experiences. These are on the corresponding powerpoint slides. It is important to remind the group that everyone will be coming to the session with different experiences so we need to be mindful of this when contributing to discussions. It's also a good idea to see if the group wants to add anything to the ground rules/session rules too.

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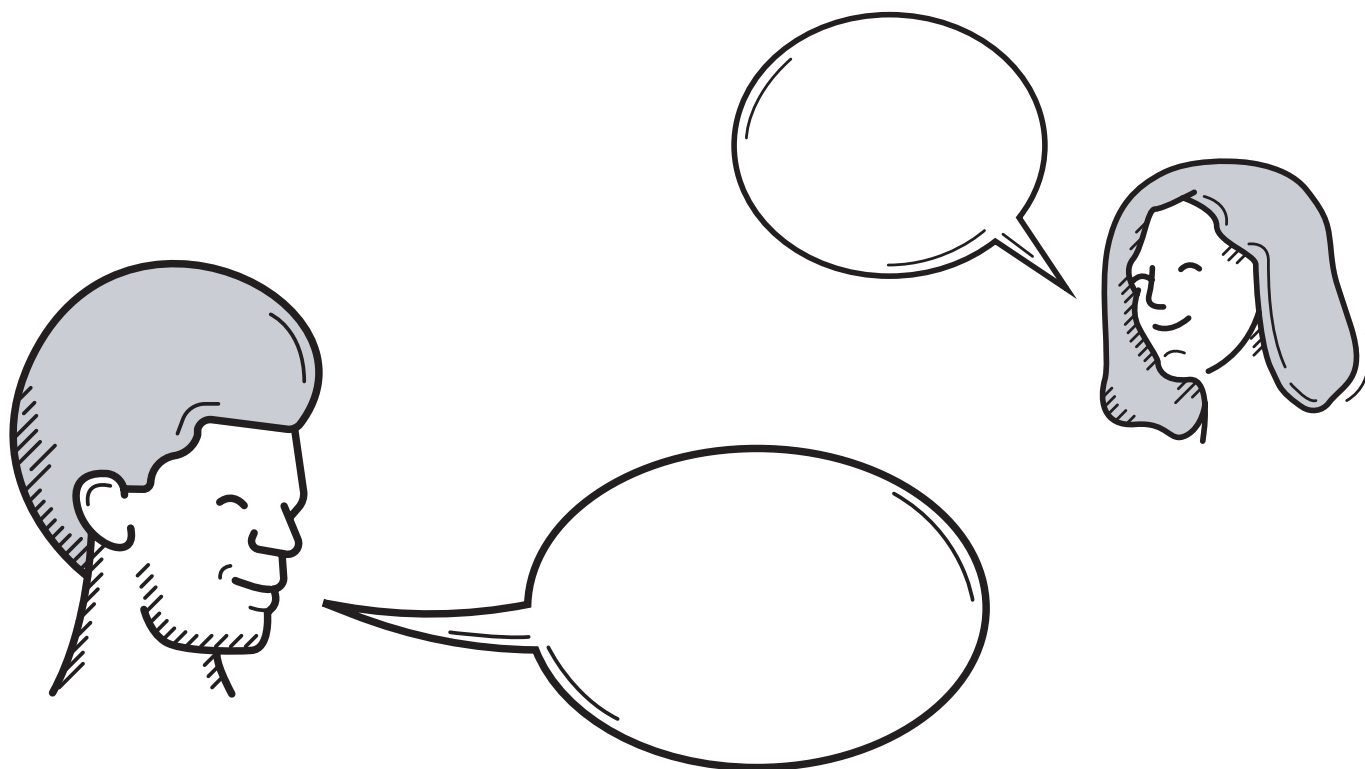
Signposting and support information

At the end of each of the pupil and staff sessions, you will find a Support and Signposting slide with details of some organisations which can support people with their mental health and also relevant websites to learn more about mental health. Below is a list of the support organisations included in the slides and a bit more info about them for anyone who needs it. It is encouraged to also include any relevant support that exists within the school.

Support for mental health

Breathing Space

Breathing Space is a free, confidential phone line service for any individual who is experiencing low mood and depression, or who is unusually worried and in need of someone to talk to.

Lines are open:
Weekdays: Monday to Thursday,
6pm to 2am
Weekend: Friday 6pm to Monday 6am
Visit: www.breathingspace.scot

NHS 24

NHS 24 is a call centre operated by the NHS to provide people with health advice and help over the phone when your usual GP services aren't available. Referrals can also be made over the phone to crisis support and other mental health professionals outwith normal GP practice working hours.

Call 111 or if you think you need an emergency ambulance **call 999** and speak to the operator.
Visit: www.nhs24.scot

LGBT Health Helpline

Call: 0300 123 2523
Tuesday and Wednesday, 12pm to 9pm
Thursday and Sunday, 1pm to 6pm

Samaritans

Samaritans provides confidential non-judgemental emotional support for anyone who is struggling to cope – you don't have to be suicidal. The service is available 24 hours a day, seven days a week.

Call: 116 123
Text: 07725 909090
Email: jo@samaritans.org
Self-help app: Welcome | Samaritans
Self-help visit: www.samaritans.org

Childline

Childline is a counselling service for children and young people. You can contact ChildLine anytime and in these ways:

Call: 0800 1111
Visit: www.childline.org.uk

7 Cups

7 Cups is an on demand emotional health service and online therapy provider, that connects you with a volunteer listener who will listen to some of the challenges or issues you may be facing.

Visit: www.7cups.com

Further information and resources about mental health, stigma and wellbeing

See Me website

For lots more information about mental health stigma and discrimination, lived experience examples and campaigns you can connect with.

**Visit: www.seemescotland.org**

SAMH website

Scottish Association for Mental Health website offers a wide range of mental health information and support services across Scotland.

Visit: www.samh.org.uk

Aye Feels

More information about how to look after your emotional wellbeing and mental health and support from support organisations.

Visit: www.young.scot/campaigns/national/aye-feel
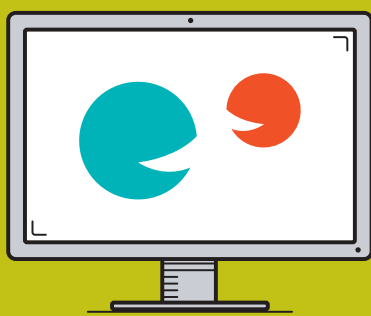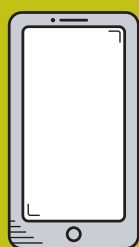
Add your own contacts here:

Contact 1

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Telephone:

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Email:

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Contact 2

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Overview of facilitation notes

Each set of facilitation notes starts with an overview of the session's activities, their aims and resources required. This is helpful to refer to in your planning and preparation for the sessions as well as time-keeping. Following the overview, you will find that the facilitation notes are broken down into sections and include instructions for the various activities throughout. What follows provides an overview of some key elements of those notes and what they mean for the facilitator(s).

Script and instructions

Each section will include content to set the scene. Script text that can be read out directly will be in italics or there will be some instructions of what to say to the group. For example:

Script: *You will have four one-hour sessions and get accompanying PDF workbooks. Your teachers and other school staff will also be getting two sessions, and you will all come together once the online training is complete to create an action plan together*.

Instructions: Invite each participant to introduce themselves (name and school year) and share one thing that they hope to get out of these training sessions. Facilitators should also take part in this activity.

[slide XX]

Where you see this, ensure that the corresponding slide in the PowerPoint presentation is also being presented to your participants. Try not to read directly off the slides; instead, highlight some of the key points as included in the facilitation notes.

Activity

Throughout the sessions there will be various activities for the participants to take part in; these are numbered throughout the notes. An overview of activities and key information is provided at the start of the facilitation notes for each staff session.

Group question

When you see this in the facilitation notes, it highlights a point of interaction with your participants. There are a range of ways you can get the group to feed back including speaking in pairs, commenting in the chat function, adding to jamboards, responding to Menti surveys or writing on post-it notes.

These questions should prompt discussion and help check understanding of different elements of the sessions. Some group questions are closed questions but others are open and discursive, encouraging participants to share ideas and challenges.

Summary

At the end of each section, the facilitation notes will offer a summary and look to the next part of the session. The notes include a script or suggestions of what might be helpful to say.

Hyperlinks

Throughout the facilitation notes there are hyperlinks to further information or resources. If you are delivering this online, you can share these via the chat; however, if in person, all the hyperlinks can be found in the workbooks.

It is advisable in advance of the session to ensure you have all the hyperlinks up on your browser to easily show when necessary.

Session delivery practice

For anyone who will be delivering the See Me See Change sessions in their school, it is vital that you make the time ahead of the sessions being delivered to practice, practice, practice!

If you are delivering the sessions alongside a group of other facilitators then we recommend meeting a few times in advance of delivery (2-3 hours at least) with the groups of pupils or staff to go over the content and structure of the sessions, familiarise yourself with the resources and also complete the corresponding workbooks for the respective sessions.
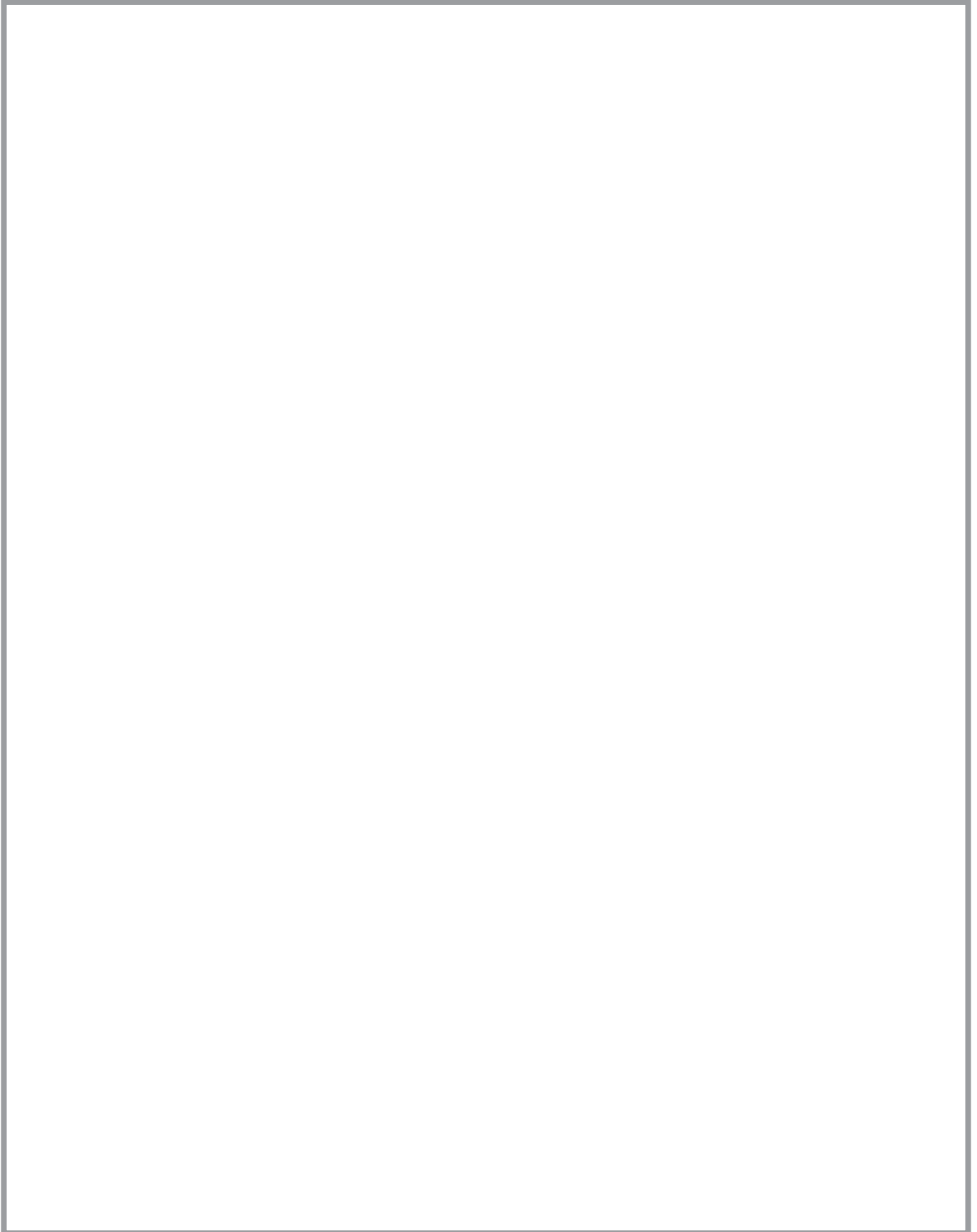
We also have a collection of facilitator videos for senior pupils who will be delivering the pupil sessions, which could be used as part of the practice time.

Below, we have included some key considerations to include in your practice time so that you feel fully prepared and confident for the session delivery. These considerations will be especially useful for senior pupils who may be new or relatively new to facilitating sessions.
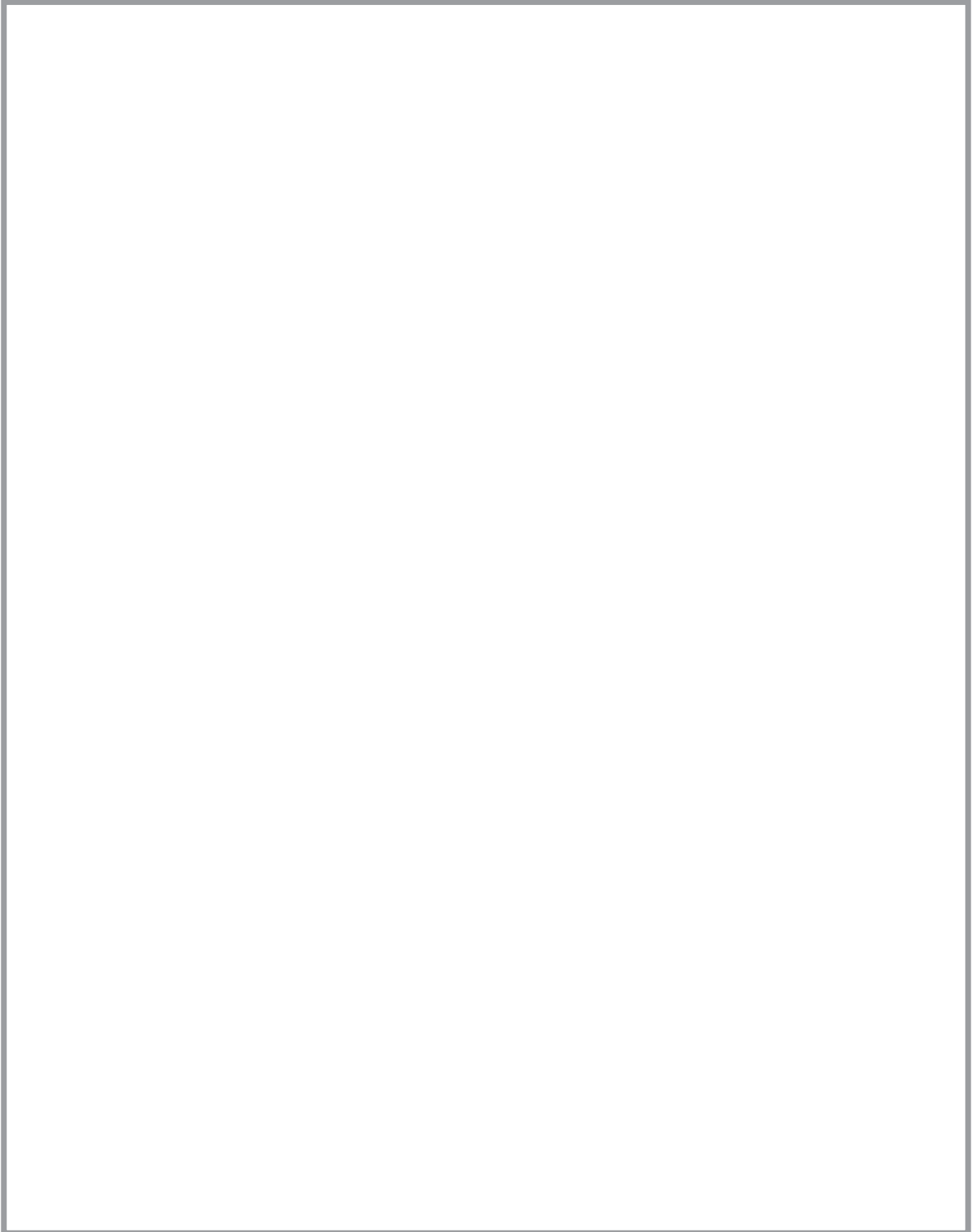
Structuring your session delivery practice – things to consider:

- Take time as a group of facilitators to think, "What makes a good lesson/session/workshop?" and note down the key factors you come up with. Talk through how you can achieve those in your See Me See Change sessions.

- Go through all the session facilitator notes to familiarise yourself with what content you will be covering and what activities you will be doing.

- It might be that, as a group, you decide to adapt some of the activities and content within the sessions to suit the groups you are delivering to. This will be good to discuss in these practice sessions.

- Use some of the practice sessions to identify who will be delivering each section within the facilitators notes and put the facilitator's name in the final column.

- Identify some sections to practice with each other and offer constructive and positive feedback, including presentation and communication skills.

- You probably won't have time to go over each and every session fully during your practice time, but make sure all facilitators are comfortable with the introductions, support and signposting (list of all suggested signposting is on page 8-9), and make any adaptations to those sections to fit your school and the group you will be delivering to.

- Make sure you are all comfortable with safeguarding procedures for the sessions (an overview of considerations is included on page 7 of this guide). As a group, identify which school staff members will support and what would you do if someone in your session needed some more support. Talk this through as a group so you are all aware and comfortable with this should it arise.

- When you start delivering with pupils and staff, it will be valuable to include some debrief time after each delivered session. Ensure you identify some time to reflect on how you felt the session went and offering feedback to each other. This will help boost confidence and motivation of each of the facilitators for future sessions.

- It might be useful to pair up facilitators to offer each other feedback, structuring feedback in formats such as two stars and a wish can be helpful e.g two stars – two things the facilitator did that were good in the session and one wish – something you could think about for the next session.
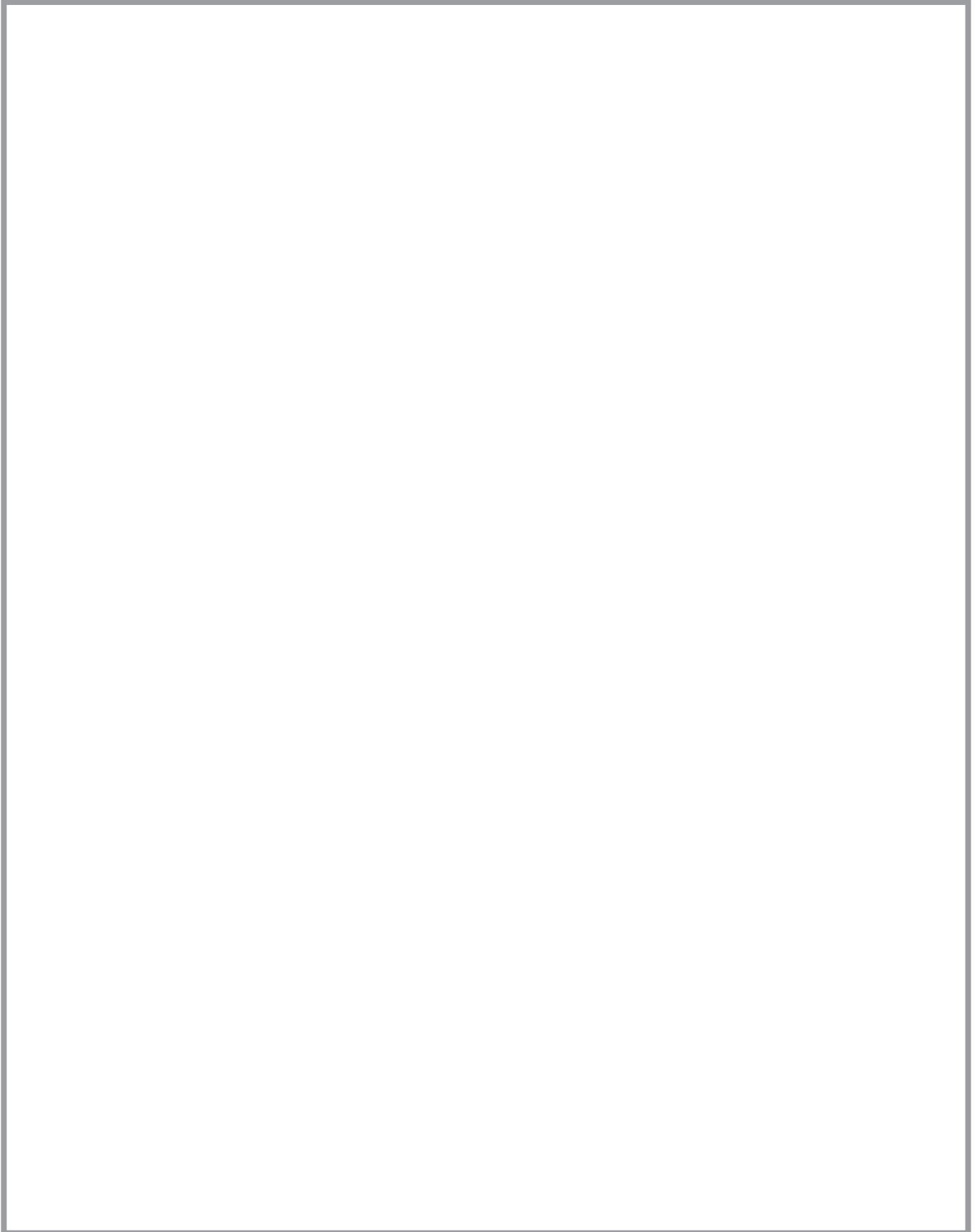
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See Me
End mental health discrimination

Thank you for taking the time to participate, reflect and learn about tackling mental health stigma and discrimination. You are now part of the **See Us** movement for change in Scotland!

Together we can create the movement to end mental health stigma and discrimination. Contact **info@seemescotland.org** with any questions you may have, or to share your insights.

Additional resources and support can be found at

www.seemescotland.org

SAMH
for Scotland's mental health

Mental Health Foundation
Scotland

Healthier Scotland
Scottish Government

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