



The Peer Educator Training Series



Peer
Education
Project

Session 1



Mental Health
Foundation



The aims of the training series:

- To explore the mental health concepts included in the lessons you will deliver.
- To learn the tools to deliver engaging lessons.
- To understand your role in keeping pupils safe during the lessons.
- To practise delivering the lessons.



We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others?

Click to add text...

The lesson structure:

- Welcome
- Being in the moment
- Introducing the topic
- Learning through activity
- Reflecting on the learning
- Being in the moment

Alternative activities:

- Taking action
- Challenging thinking



Being in the moment



SLIDE 5



Building connections



SLIDE 6

- Why did you want to become a Peer Educator?
- What do you hope to learn from the training sessions?
- What are you are most excited about for the project?



The core mental health lessons:

- Mental health and the mental health spectrum.
- The risk and protective factors to mental health.
- The 5 Ways to Wellbeing or The 8 Tips for Good Mental Health.
- Creating a mental health and wellbeing toolkit.
- Building a network of support.



Introducing the topic



SLIDE 8

**What does the
term 'mental health'
mean to you?**

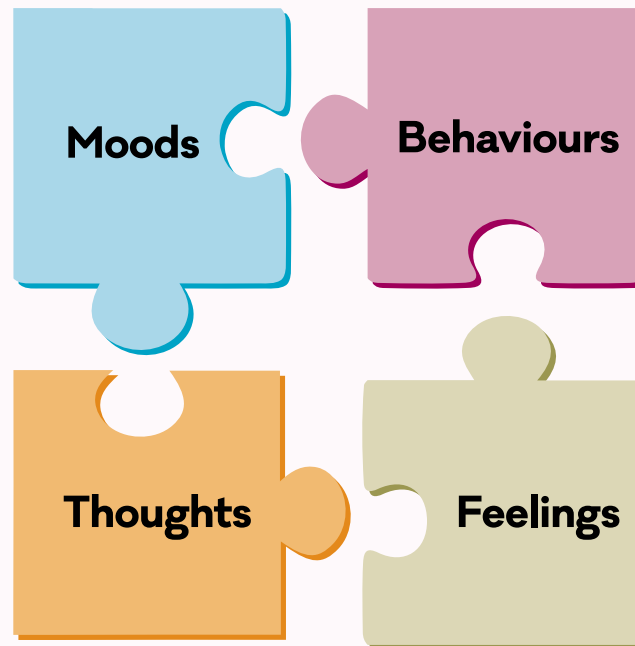
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Introducing the topic



Mental health is made up of our thoughts, feelings, moods, and behaviours.

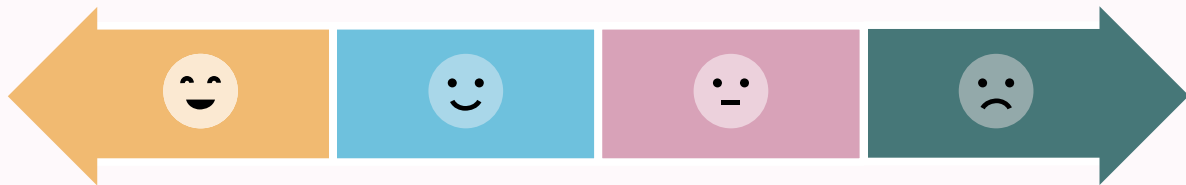


SLIDE 9

The mental health spectrum:

MENTAL HEALTH

Good mental
health /
coping well



Mental health
problems / not
coping well

Introducing the topic



SLIDE 11

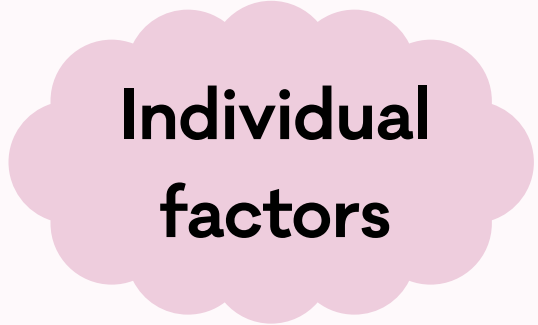

Risk factors:

Factors that can adversely affect a person's mental health.

Protective factors:

Factors that can improve a person's ability to maintain good mental health.

Risk and protective factors can be categorised into:



**Individual
factors**



**Social
factors**



**Environmental
factors**



Introducing the topic



SLIDE 13

Write at least five factors for your category.

For each factor, provide examples of how a person could either reduce the level of risk or strengthen the level of protection.

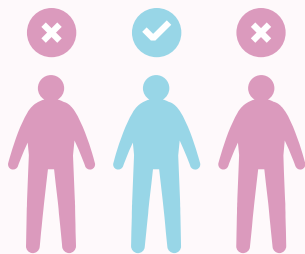
Categories:

- Individual risk factors
- Individual protective factors
- Social risk factors
- Social protective factors
- Environmental risk factors
- Environmental protective factors



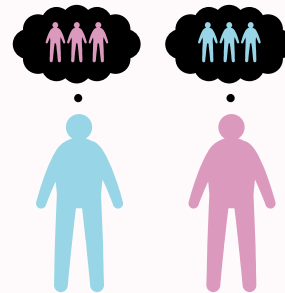
What do the terms
'mental health
discrimination'
and 'mental health
stigma' mean?





Mental health discrimination:

Giving some people less favourable treatment because of their mental health, which might include being less able to access opportunities and resources.



Mental health stigma:

Negative beliefs and attitudes about a person or group of people based on their mental health, related to social, institutional, or self-perceived stereotypes.

**Why do people
discriminate and
stigmatise people
based on their
mental health?**

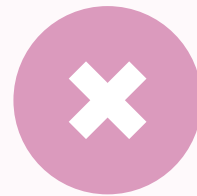


TRUE



OR

FALSE





**Very few children and young people
have a probable mental health problem.**

FALSE



It is estimated one in six children aged five to 16 have a probable mental health problem.

Mental health problems vary in both symptoms and complexities. This statistic is an average.



**Mental health problems are the same
as learning difficulties and disabilities.**



FALSE



Mental health is about our thoughts, feelings and emotions, rather than how we learn.



**Being bullied is something that
can affect your mental health.**

TRUE



Being bullied is something that can affect your mental health.

Bullying behaviour is the fourth most common concern raised in Childline counselling sessions.¹

Young people who have experienced bullying behaviour in the last 12-months feel depressed (45%), anxious (41%) and experience suicidal thoughts (33%) and self-harm (26%) as a result.²

1. Childline Annual Review (2018-19) 2. Ditch the Label (2019): The Anti-Bullying Survey



People with mental health problems only occasionally experience mental health stigma.

FALSE



90% of people experiencing mental health problems have experienced mental health stigma.

In Time to Change's 'Stigma Shout' survey, almost 9 in 10 people reported that stigma and discrimination had a negative impact in education, work, and medical treatment or in their personal lives.



**Experiencing anxiety is
different from feeling worried.**

TRUE



Experiencing anxiety is different from feeling worried.

Everyone has feelings of worry at some point in their life, which are often directed towards a specific situation and for a limited period of time. For example, you may feel worried about sitting an exam.

Whereas experiences of anxiety can often be over an extended period of time, accompanied by physical symptoms and often not defined to one specific concern. Anxiety is the main symptom of several conditions, including panic disorder, phobias, post-traumatic stress disorder and social anxiety disorder (social phobia).



Many people experiencing a mental health problem will tell their support network within a few weeks.



FALSE



A Time to Change survey showed that 60% of people with a mental health problem waited over a year to tell the people closest to them about it.

Learning through activity



Design a poster to explain mental health stigma and mental health discrimination, including tips on individual actions pupils can take to support an inclusive school culture.



SLIDE 30

Reflecting on the learning



SLIDE 31

One thing I
have learned.

One thing I will
do differently.

One question
I would like an
answer to.

Reflecting on the learning



**One thing I
have learned.**

Click to add text...

SLIDE 32

Reflecting on the learning



**One thing I will
do differently.**

Click to add text...

SLIDE 33

Reflecting on the learning



**One question
I would like an
answer to.**

Click to add text...

SLIDE 34

Being in the moment



SLIDE 35

