See Me.
See Change.

The story so far

March 2023

Contents

Introduction

Research suggests that almost one in five (18%) children and young people aged between seven and 16 years old have a mental health difficulty, rising to one in four young people aged between 17-19 [1]. Further, 50% of mental health problems are established by age 14 and 75% by age 24 [2]. See Me's own research suggests that only 39% of young people think teachers take them seriously when they say they are struggling with their mental health and that 71% of young people report having struggled with their mental health [3]. Mental health stigma and discrimination afflicts the lives of many young people and can prevent them from talking about mental health and seeking the help that they may need. It is widely recognised that the removal of stigma and discrimination is foundational to create the best conditions for mental wellbeing, preventative action, early intervention, personalised support, care and treatment and for recovery.

The See Me programme in Scotland is at the forefront of international efforts to eliminate mental health stigma and discrimination. See Me's ambition is to create lasting positive change towards mental health inclusion; to reduce stigma and end discrimination related to mental health. See Me combine community development, equality and human rights principles and approaches to influence change in policy, practice, attitudes and behaviours within a range of domains at national, local and community levels. The See Me programme is underpinned by an evidence-based, social contact model, with the voice of lived experience at the core. Education is one of See Me's priority settings, in addition to Health and Social Care and Workplace.

See Me has worked with several local authority areas and individual schools across Scotland over a number of years to support schools to tackle mental health stigma. Over the last 24 months, See Me has run a capacity-building pilot of the most recent iteration of this work: a training programme and package of resources called See Me See Change.

This pilot, run with 19 secondary schools across Scotland, aimed to support improvement in knowledge of mental health and its impacts, to open up conversations, and to tackle stigma and discrimination within schools. See Me See Change aims to offer a self-serviced, sustainable and flexible programme to build capacity to end mental health stigma and discrimination in schools.

This report presents the findings of the evaluation of the capacity building aspect of the See Me See Change pilot programme, which took place during the Coronavirus pandemic from March 2020 to March 2022.

[1] NHS Digital, Mental Health of Children and Young People in England 2022 (November 2022), https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey

[2] Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. (2005). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry, 62 (6) pp. 593-602. doi:10.1001/archpsyc.62.6.593.

[3] Censuswide survey for See Me (June 2021), https://www.seemescotland.org/news-and-blogs/young-people-feel-their-mental-health-struggles-are-dismissed-by-adults/

Pre-history

2012
What's on Your Mind?

What's on Your Mind (WOYM) campaign for schools co-developed with young people. Campaign resources included a DVD, website, activities pack and notes for adults.

2013
WOYM Evaluation & Update

Evaluation highlighted:
- importance of interactive activities
- increase in requests for volunteer speakers at schools.

Updates to the pack made in response to identified areas for improvement.

2016
See Me in Schools pilot

See Me piloted a new Schools programme. Resources included:
- Common language card
- What's on Your Mind
- Peer workshops led by See Me young champions.
- Facilitation resources
- Adapted Scottish Mental Health First Aid for schools

2017
See Me in Schools evaluation

Evaluation highlighted:
- A need for See Me to provide more information and guidance.
- The importance of such sessions occurring in person
- Peer to peer education amongst pupils was found to be more effective than teacher-led sessions.

2018
See Me in Schools - Roll Out

See Me in Schools delivered as a 2-day in-person training led by Ambassadors in schools.

Further evaluation highlighted that:
- Learning from lived experience was most effective.
- Supportive and mental health literate leadership creates the potential to achieve positive longer-term impact for embedding anti-stigma and a mentally healthy culture within a school.

## 2019
A new approach needed

Funding cuts, capacity issues and other challenges impacted See Me's ability to continue delivering See Me in Schools.

See Me asked to increase the reach, coverage & scope of its work in schools. to create training that: was peer led, flexible, self-serviced, increased ownership from schools, and promoted a whole school approach.

2019

In response to training requests and challenges faced this year, See Me staff began developing a substantive new modular approach.

Learning

community

Action planning

Pupils

Staff
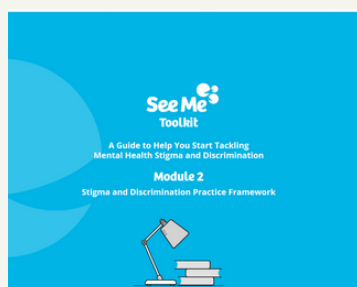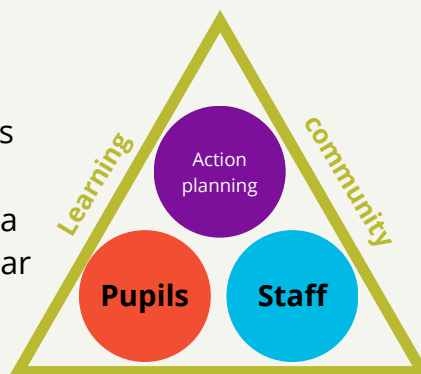
The Toolkit

In response to the pandemic, session plans were adapted for remote delivery. Draft documents for each module produced and used in schools for the first time.

April **2020**

March **2020**

Covid-19

May **2020**

Feedback from first sessions incorporated. New shortened materials trialled in schools.

See Me See Change
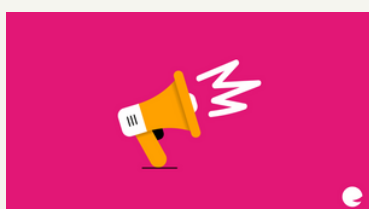
The Toolkit underwent content and delivery changes – though fundamental characteristics remained unchanged – and evolved into See Me See Change.

Summer 2020

See Me, the Mental Health Foundation and partners involved in See Me See Change embarked on a 2-year pilot evaluation of the programme.

Coproduction

Co-production with See Me Volunteers and Young People Consultants who have lived experience of mental health difficulties, was foundational to the development of See Me See Change. A project group of several See Me Volunteers and Young People Consultants shaped, developed and led the programme training sessions alongside See Me leads, ensuring that lived experience remained central to the design and facilitation of the sessions, as is foundational to See Me's ethos.

For the young people involved in this process, the opportunities afforded by getting involved in See Me See Change have far exceeded their expectations. During an online focus group, four of the original See Me Volunteers and Young People Consultants reflected on their experiences of See Me See Change. Everyone expressed their surprise and delight at how inclusive the project has been, how much their voices have been heard, and the breadth and depth of their involvement.

How have Volunteers and Young People Consultants been involved in See Me See Change?
- Developing sessions to ensure that language and activities are engaging and appropriate.
- Creating and adapting facilitation materials
- Delivering sessions to pupils online and in person.
- Helping to design and facilitate the new See Me See Change 'train the trainers' package for schools.
- Working as part of a group with local authority leads and other See Me Volunteers to develop the staff sessions.

Where did young people feel that their involvement worked well?
- In developing session materials
- In delivering sessions for young people: "Peer to Peer is what works brilliantly about See Me See Change".

What helped facilitate their involvement?
- Feedback sessions with See Me staff to reflect and make changes to materials.
- Debriefs after each session helped them reflect, decompress, and feel supported.
- Seeing other young people in respected, paid positions within See Me helped volunteers feel they had someone to turn to.

What did young people find difficult?
- Power dynamics: engaging with school staff
  - At times Young People Consultants and Volunteers found it hard to establish and assert their roles.
  - Focus group participants reflected that teachers were often more involved 'than they needed to be', making it difficult for young people to assert themselves and lead sessions.
- Volunteers felt self-imposed pressure to participate, and felt that they took on too much at times as a result.

The Approach

See Me See Change consists of three linked modules, aimed at Senior pupils (S4 and above) and school staff. The approach consisted of 3 pupil capacity building sessions (module 1) and 2 staff capacity building sessions (module 2), followed by an action planning session (module 3) for staff and pupils.

Module 1 focuses on mental health literacy and stigma and discrimination learning with senior pupils. Training involves a mixture of direct delivery (carried out online during the pilot due to the pandemic) and self-directed learning.

Module 2 focuses on school staff and brings them together at (online) learning sessions also focused on mental health literacy and reduction of stigma and discrimination, with an additional element exploring school as a workplace.

Module 3 brings the trained senior pupils and staff together, to work collaboratively to plan implementation of learning in their school communities, through the creation of an action plan.
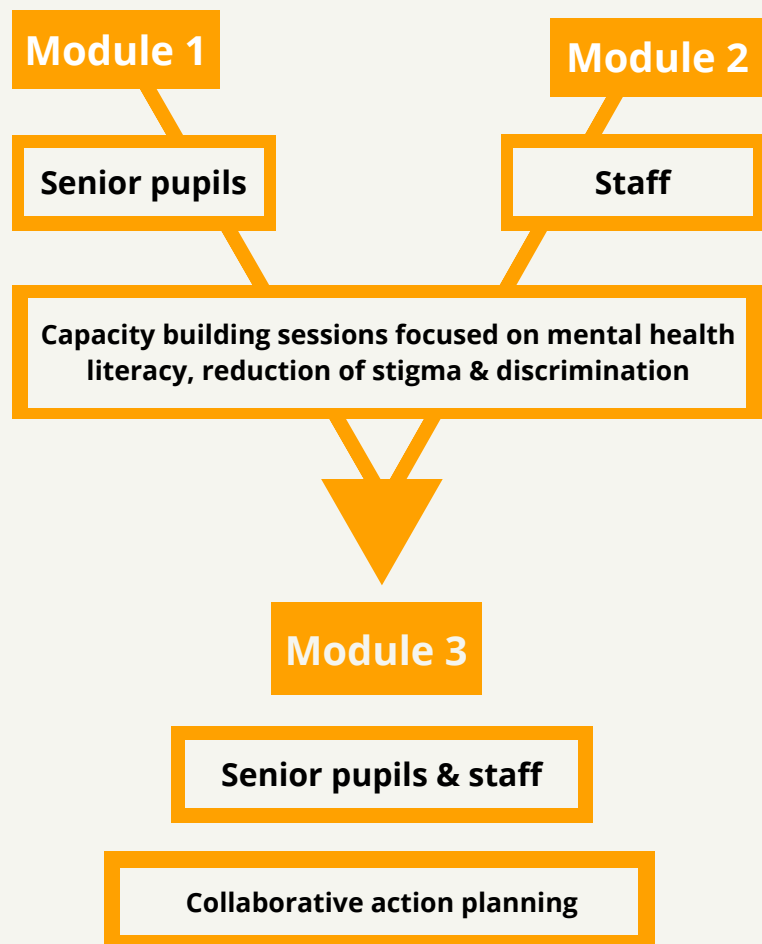
The majority of See Me See Change modules were delivered via online sessions run by See Me staff, Young People Consultants, See Me volunteers and school staff, and in partnership with schools, local authority leads and wider support services.

Module 1

Senior pupils

Module 2

Staff

Capacity building sessions focused on mental health literacy, reduction of stigma & discrimination

Module 3

Senior pupils & staff

Collaborative action planning

Volunteer Natasha Simmonds delivering a SMSC launch workshop

Resources

See Me See Change resources used throughout the pilot included:

Session notes

Facilitator's session notes and slides for staff and pupils' capacity building sessions.

Guidance, resources and templates to support action planning development.

Action planning materials

Pupil workbooks

Three reflective workbooks for pupils, completed alongside each of the sessions. Can be submitted as evidence towards the SQA in Mental Health & Wellbeing award level 4 & 5.

Module content

Both Modules

- Understanding mental health stigma & discrimination, its impact & associated stigmas

- Approaches for reducing stigma & discrimination

- How to talk about mental health & stigmatising language

- How to have supportive conversations about mental health

- How to action plan for your school

Module 1

- Rights & policies in relation to mental health

Module 2

- Taking a whole school approach to tackling mental health

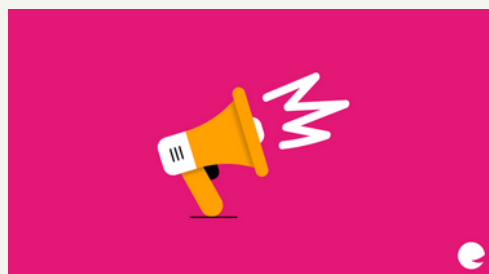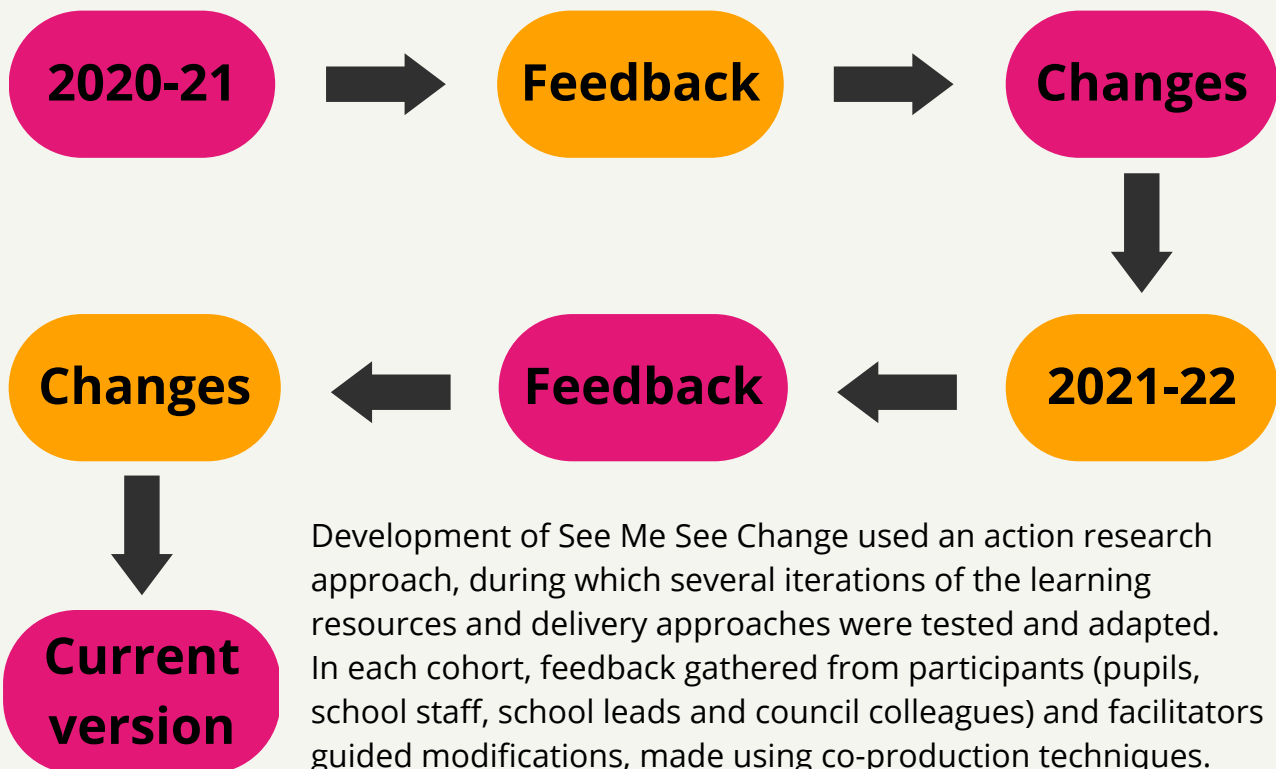- Exploring the school as a stigma-free workplace

Piloting See Me See Change

19 schools

2 Local Authorities

2 years

See Me See Change (SMSC) was piloted in 19 schools across two complete local authorities (Local Authority A and Local Authority B) and two additional schools (School 1 and School 2) in Scotland from March 2020 until March 2022. The pilot occurred in two main phases; Local authorities A and B completed the See Me See Change programme during the academic year 2020-21 and then again with a new cohort of pupils in 2021-22, whilst the two additional schools only completed the See Me See Change programme in 2021-22.

Action research approach

2020-21 → **Feedback** → **Changes** ↓ **2021-22** ← **Feedback** ← **Changes** ↓ **Current version**

Development of See Me See Change used an action research approach, during which several iterations of the learning resources and delivery approaches were tested and adapted. In each cohort, feedback gathered from participants (pupils, school staff, school leads and council colleagues) and facilitators guided modifications, made using co-production techniques.

Evaluation of See Me See Change

Interviews

Where: Online
Participants: 6 school staff and training leads, 6 See Me volunteers/ Youth Consultants
Topics:
- Experience of the See Me See Change training and implementation
- Recruitment
- Perceived impact.

Focus Groups

Where: Online
Participants: 12 trained pupils at one school.
Topics:
- Experiences of taking part in the training
- Perceived impact.

Feedback survey

Where: Online via smart survey.
Format: 5-point scale ranging from Strongly disagree to Strongly agree. Some open-ended questions were also posed
Participants: School staff and pupils taking part in SMSC training
Topics:
- Participant's likes, dislikes and recommendations for the sessions and materials.
- Where relevant, feedback questions were tailored to reflect the specific learning across different school sites.

When: Following training

Mental Health Literacy Scale (MHLS)

What: MHLS is a validated questionnaire that measures participants' understanding of mental health.
Where: Online via smart survey.
Format: Combination of 4-point very unlikely - very likely and 5-point strongly agree - strongly disagree scale questions. Higher scores reflect higher levels of mental health literacy.
Participants: School staff and pupils taking part in SMSC training
When: Pre and post training.

Data collected from:

17 schools

8 staff

119 pupils

See Me See Change: Impact

Responses to both the feedback survey and the Mental Health Literacy Scale showed that See Me See Change improved participants' knowledge and understanding of mental health, mental health stigma and discrimination.

The majority of participants agreed that SMSC increased understanding of key concepts:

Mental illness **81%**

Mental health **81%**

Mental health stigma **85%**

Mental health discrimination **85%**
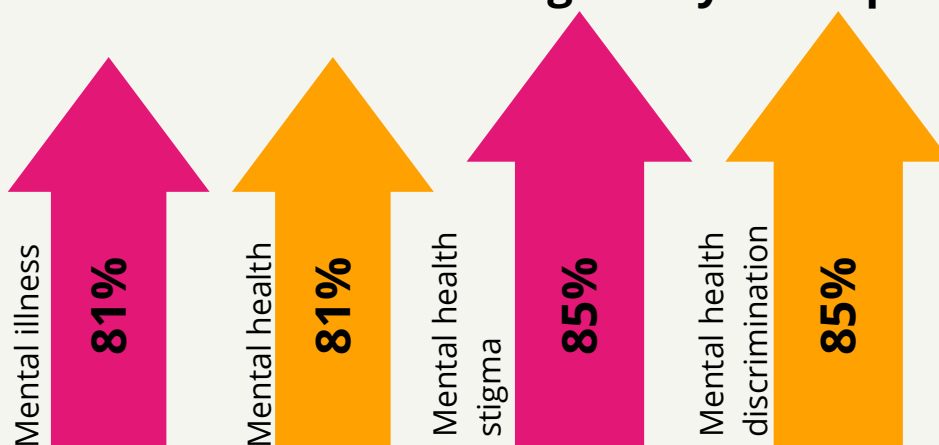
% participants who agreed or strongly agreed that their understanding had improved following SMSC.

2.5% Improvement in mental health literacy

"I plan to share my learning with family and friends over the use of certain language around mental health and to open up more honest conversations around mental health."

87.5% Pupils felt confident to share their learning.

See Me See Change: Process

Feedback gathered through interviews, focus groups and surveys showed that pupils and staff enjoyed taking part in See Me See Change. They particularly liked the interactive aspects of the sessions, and found much of the content interesting and relevant.

> " The resources provided were in-depth and informative. "

> " The interactive activities helped me gain extra information plus have fun with it. "

Covid-19 lockdown meant that all sessions happened remotely during 2020-21. Navigating online sessions was a learning process for everybody and a lot of feedback this year focused on how the sessions were run remotely: safeguarding, who was in each virtual 'room', and how to maximise engagement. Whilst some participants enjoyed taking part online, others found it hard to connect and felt the sessions were too long.

Participants also highlighted several areas for improvement within the resources. Key themes arising from feedback were used to modify the session plans and resources.
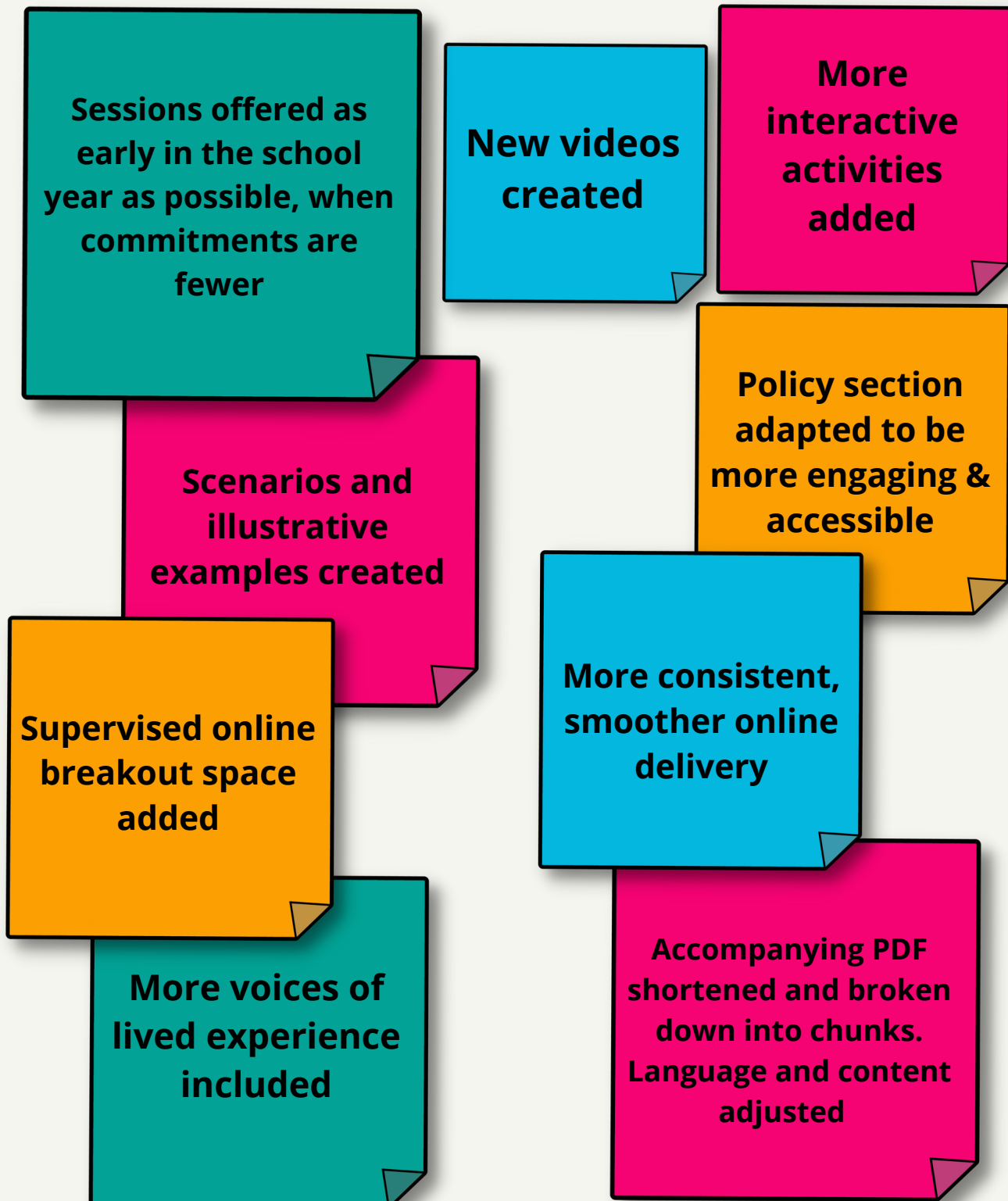
- ☑ Shorten session length
- ☑ Align with PDF resources
- ☑ Tailor content to audience
- ☑ Make sessions more interactive
- ☑ Embed lived experience input

> " Unfortunately I found that the pdf was incredibly long and I didn't have the time to complete it "

> " The training could be more structured with materials given beforehand/ a brief summary of what will be discussed. "

Changes made based on feedback

Feedback from pupils, schools staff, school leads and See Me See Change facilitators was collated and used to make changes to the resources and plans for each session. See Me staff, volunteers and Young People Consultants worked together to make changes with the aim of making the sessions and materials clearer, shorter, more engaging and more relevant to pupils and school staff.

Sessions offered as early in the school year as possible, when commitments are fewer

New videos created

More interactive activities added

Scenarios and illustrative examples created

Policy section adapted to be more engaging & accessible

Supervised online breakout space added

More consistent, smoother online delivery

More voices of lived experience included

Accompanying PDF shortened and broken down into chunks. Language and content adjusted

Data collected from:

19 schools

50 staff

134 pupils

See Me See Change: Impact

Survey responses in this cohort again showed that See Me See Change improved participants' knowledge and understanding of mental health, mental health stigma and discrimination, with a greater overall change in mental health literacy than within the first year of the pilot.

3.8%
Improvement in mental health literacy

76% of pupils agreed that See Me See Change training had increased their understanding of ways to tackle mental health stigma and discrimination

For some pupils, the learning and opportunities provided by this training related directly to their future career goals. Whilst implementation of school-wide action plans remains an ongoing process, participants talked of their enjoyment of the process of action planning with staff and pupils, and their hopes for what could be achieved as a result of these plans. Participants also spoke of their intentions to tackle stigma within their personal and social networks.

> We have completed an action plan... with pupils and staff and this work will be taken forward by the pupil and staff health and wellbeing committees.

> I felt that the training was able to provide me with a deeper understanding of mental health and is applicable to my own personal life... I'd like to perhaps pursue a career in musical therapy and think that having more experience looking into mental health issues would benefit me for the future and also help to dismantle stigmas I'd subconsciously had prior to joining [the training].
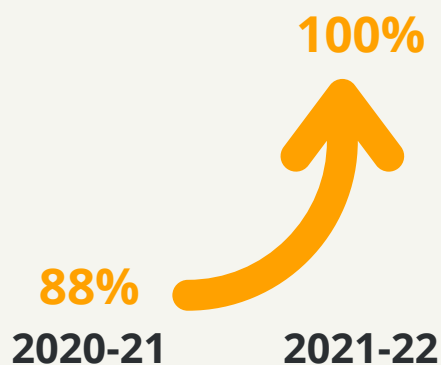
See Me See Change: Process

Feedback again showed that staff and pupils enjoyed taking part in See Me See Change this year. Responses to the feedback survey highlighted the positive impact of some of the changes that had been made to sessions and resources:

The training resources are useful

100%

88%
2020-21   **2021-22**

The amount of contact with See Me was just right

85%   **91%**

2020-21   **2021-22**
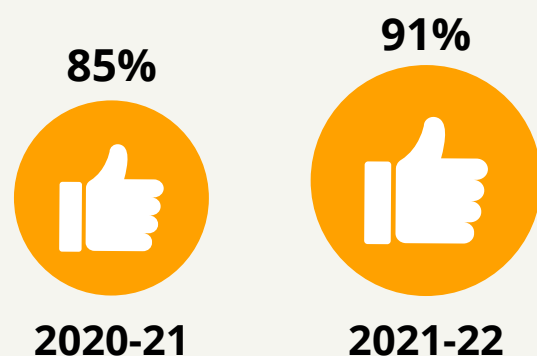
> I liked the Ideas and resources being given to support with my learning and learning of the school as a whole.

> [Young person ambassador's] input was very enlightening due to her experience. Her ability to make some of the material more relatable was very beneficial.

39% comments relating to participants' favourite aspects of the training again identified interactive elements, most commonly jamboards and breakout rooms

Participants again highlighted several areas for improvement within the resources. Since the end of the pilot, key themes arising from feedback have continued to be used to modify the session plans and resources.

Pilot: Key learning

Online vs in-person delivery

See Me See Change pilot sessions were generally carried out online due to the Covid-19 pandemic, although format varied across schools, module, and years of the pilot. All staff sessions were held online, typically in the evening with staff joining from home. Whilst some pupil sessions were held in school during the day, others took part remotely in the evening. Due to staffing levels, not all online breakout spaces were supervised. Staff and pupils differed in their enjoyment of the online delivery; whilst the majority (72%) of staff agreed that they would have preferred in-person sessions, less than half (42%) of pupils agreed.

Pros and cons of online (home) delivery

Challenges
- Connectivity issues
- Difficulties accessing files and saving work
- Access to a safe/private space not ensured
- Online environment can cause anxiety for some, particularly for interactive sessions and sessions in which people are expected to work with others they don't know.
- Unsupervised group spaces can be a safeguarding risk, but close supervision of pupils' discussions by teachers can limit discussion of important topics.

Benefits
- Accessible (for many)
- Flexible
- Many pupils liked it
- Can use a range of interactive activities e.g. polls, quizzes, jam boards
- Can feel more anonymous, which some people prefer

> **I found some things in the breakout rooms to be triggering as they were not really monitored, nor did people really use trigger warnings, but people would talk quite freely about suicide and self-harm and things like that, which I found incredibly difficult to sit through.**

> **It was good that we could do it in the comfort of our preferred environment.**

Recommendations:
- Run training in-person where possible
- Online delivery within the school setting worked better than at home as it resolves online engagement and safeguarding challenges.
- Use supervised breakout spaces where participants can take time out if needed.
- Think carefully about who is assigned to each breakout room
- Consider ways in which discussions in breakout rooms can be supervised without restricting conversation. For example, could they be supervised by someone other than teachers?

Make time and space for See Me See Change

Face to face training in schools permits joint learning and enables participants to take part within school hours.

Moving training online in response to the pandemic meant that pupils and staff were able to take part in a wider variety of ways. Delivery of pupil sessions in particular varied across sites; although most were able to run sessions during the school day, one local authority opted to run some out of school hours sessions. All staff sessions were delivered after the end of the school day, and participation was therefore not included in staff Working Time Agreements. Whilst this was beneficial for flexibility and reach, especially during the pandemic, it meant more time commitment from participants. This was especially problematic and burdensome for teachers (and senior pupils with other commitments). To support engagement, pupil sessions should be embedded within school time, and staff sessions prioritised to feature as part of INSET days or within the school day.

> **I didn't have time to sit for two hours a night to talk.**

Recruitment must be opt-in

Participants have to be willing, especially given the sensitive nature of the subject matter. Pupils and staff alike can be strongly encouraged to participate in training, but participation should remain voluntary and opting in essential.
There was variation in how pupils and staff were recruited to the training across schools throughout the pilot. In some, staff and pupils were mandated to take part, whilst in others they were invited or were given information and able to express interest. Where staff and/or pupils did not have a choice over taking part in the training, findings suggest that this impacted engagement with See Me See Change.

Central role for peer to peer learning

Lived experience is foundational to the delivery of See Me See Change and was welcomed by pupils taking part in the training.
Pupils responded well to the See Me Volunteers and Young People Consultants, who they felt gave them a sense of ownership and independence over their learning and built their confidence. Facilitators reflected that being peer-led also made many pupils more at ease and more likely to contribute to discussions during sessions. Participating school staff expressed that they would have additionally liked to hear from staff members or peers with lived experience of mental health.

> **It is very important in training such as this to hear the young person's lived experience of mental health - real examples are always powerful.**

Developments since the pilot

Train the trainers

The train the trainer approach is further supporting the See Me See Change programme to be more sustainable and reach more schools across Scotland. Using the resources, See Me staff and youth consultants provide individuals and groups with the skills and knowledge they need to deliver See Me See Change sessions. The train the trainer sessions cover core knowledge and theory on stigma and discrimination and how to reduce it, as well as providing opportunities to practice delivering some of the activities with feedback and support from See Me staff. Train the trainer sessions have ranged from half day to two-day training depending on who the facilitators will delivering sessions to.
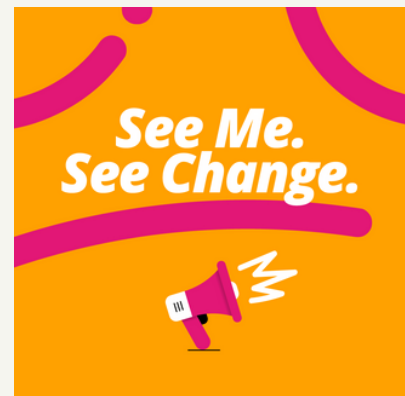
Participant Feedback

Focus group feedback

Train the trainers participants who took part in a focus group with MHF reported finding the training provided by See Me enjoyable, useful and engaging. Participants reported liking that sessions were full of activities and ideas that they were able to use with pupils during sessions (e.g. group agreement). Participants felt that the training helped them feel confident to have conversations about mental health and challenge mental health stigma and discrimination. Following on from the training, trainees have found that delivering sessions has further increased confidence.

Feedback survey responses

84% of survey respondents felt prepared to plan and coordinate See Me See Change sessions with their school pupils following the training.

> **Very accessible and delivered with enthusiasm.**

> **Great session. Very informative**

I am aware of what approaches can be taken to tackle mental health stigma and discrimination

100%

13%

Pre training

Post training
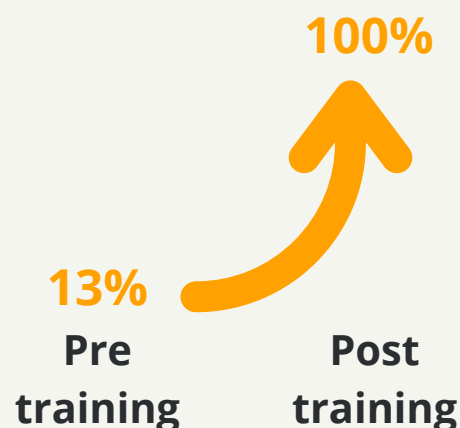
Fife Case Study

Case Study: Fife

Active Schools Coordinators (ASC) in Fife have undertaken training to learn how to facilitate See Me See Change sessions with pupils across secondary schools in Fife. After running their first SMSC sessions, three Active Schools Coordinators from one team in Fife met with Mental Health Foundation researchers to discuss how they have begun implementing See Me See Change.

"Active Schools coordinators are responsible for developing an infrastructure to recruit, support and sustain a network of volunteers, coaches, leaders and teachers who in turn deliver physical activity and sport before, during and after school and in the wider community."
North Lanarkshire Leisure

Pupil Sessions: What worked well?

What?	How?	Why?
Sharing information	Pupils were informed of the content of each session before they attended, and offered the opportunity to talk with an ASC.	Informed decision making / Advanced trigger warning provides opportunity for disclosure & support
Intensive pupil sessions	All four pupil sessions were run back to back over the course of one day during half term.	Helped maintain focus / More efficient (less time needed for warm up activities and refreshers)
Whole team delivery	Sessions were delivered together by all three team members.	Plenty of people in the room to identify & respond to distress/concerns.
Training not teacher-led	Sessions were delivered by Active Schools Coordinators, with whom pupils already had an existing relationship.	Pupils felt comfortable and had a good idea of what to expect without challenges of pupil/teacher relationship.

Fife Case Study

Pupil sessions: What worked well?

What?	How?	Why?
Informal environment	ASCs created a relaxed environment using an informal delivery style and room layout (no desks).	Pupils expected interactive, informal training sessions. Being able to move around helped break down barriers, build relationships and physically relieve tension.
Workbooks used in sessions	Pupils completed the workbooks during the day as a break from other activities.	Helped embed learning
		Able to check understanding
Interactive content	Pupils took part in interactive and group activities including quizzes and role plays.	Fun way of introducing dry and difficult content
		Pupils enjoyed chance to move, and to work in groups
Culturally relevant content	Session activities included social media and 'watch your language' exercises	Very engaging for pupils
		Helped empower pupils as they felt able to educate facilitators.
Action planning	At the end of the final session, pupils worked in groups to identify actions to take into the sessions with the teachers.	Helped empower pupils to talk up in sessions with teachers
		Useful preparation for action planning module

Next Steps

Active Schools Coordinators will be working with pupils and teachers from each school to develop action plans. More resources to support the action planning process were requested, and See Me are currently developing these.

Action Planning Case Study

What is action planning?

Following completion of the first two See Me See Change modules, trained senior pupils and staff work collaboratively to plan implementation of learning in their school communities, through the creation of an action plan.

Action Planning at Selkirk High School

Six Mental Health Ambassadors (trained senior students), and four trained staff members (1 Resilience Practitioner, 3 Pastoral staff) met on a weekly basis at Selkirk High School, with the aim of:

- Raising awareness of the stigma surrounding mental health
- Reducing stigma across the school community
- Addressing issues regarding young people's mental health

Together, the group of Ambassadors and staff created a full and varied action plan, in which they set out their plans to:

Develop and run a survey about pupil's experiences of mental health and how school impacts on it.

Create a mental health notice board with local events and supports

Create a Talking Wall for pupils to share how they are feeling and ask questions anonymously

Run a Time to Talk Day event in the school canteen

Run an event for parents/carers and students called HOST (Help Our Stressed Teenagers)

Apply for accreditation for ambassadors: (Mental Health and Wellbeing Award at SCQF level 4, and Personal Development Award level 5)

Developing opportunities for relationship building to support P7 pupils in the transition to high school

Together, the Mental Health Ambassadors and staff have delivered, or are in the process of delivering, on all of these actions. A few key activites are described on the next page.

Action to address mental health stigma

Time to Talk Day

On Time To Talk Day 2023 a lunch time drop in was held. The theme was 'space to talk'. The event was well attended and pupils from all year groups contributed to a display with their preferred coping strategies.

Talking Wall

Ambassadors have created a 'Talking Wall' with which students can interact to discuss any worries or problems they face. They informed pupils through the school bulletin and QR codes disseminated across the school, to help pupils interact with the wall. The Ambassadors create a question of the month and move the wall to different areas of the school

Talking Wall
SHS Mental Health Ambassadors

Selkirk High School's Mental Health Ambassadors have created an anonymous way for pupils to discuss any worries and express their feelings. There will be paper slips on the board for you to write any troubles down and the ambassadors will answer any questions and monitor the board regularly. The Talking Wall will be moving around the school, so make sure to look out for it.

There will be a 'Question of the Month' in which pupils are given a way to talk about things they wouldn't otherwise consider, and think about different aspects of Mental Health.

We have created a digital way to submit any worries or concerns on Google Forms, you can scan the QR code here, it is also on the Talking Wall and pictures will be around the school!

Help Our Stressed Teens (HOST) event

On Tuesday 21st February 2023, it was the Help Our Stressed Teens evening. which was well attended by pupils and their families. It was lovely to see so many P7 pupils from our local primaries. It was organised and led by our Mental Health Ambassadors who wanted to raise awareness about the mental health issues of teenagers and to provide support to parents. Guests gained useful insights into Mental Health and we would like to thank our key speakers: Claire Jennings from See Me, Jane Macdonell and the Harris Trust, Angela Freeman from Quarriers and Roisin Lynch joined via a video call from Togetherall. Parents were then invited to visit the many stalls and sample our delicious pancakes as it was Shrove Tuesday.

> **Please pass on our thanks to the group for the invitation to the HOST evening. Not only were we able to speak with young people and parents and carers directly, we were also able to network, and catch up with what others partner organisations were up to in the school and community supporting young people and mental health' (Rowlands Youth Club)**

Action Planning Case Study

Mental Health Ambassadors

Mental Health Ambassadors at Selkirk High have played a central role in developing the action plan, planning and delivering activities. The Ambassadors shared their reflections on their involvement through a presentation and in the article below.

Our Role as Mental Health Ambassadors

In September we completed a full day of training with See Me: learning about the causes and stigma surrounding mental health through interacting with other schools. Since then, we have been meeting regularly to improve the approach of mental health in Selkirk High School. We have created a 'Talking Wall' with which students can interact to discuss any worries or problems they face. We also recently helped out with the 'Time to talk' day which was very successful at bringing together the school to normalise talking about their mental health.

Outcomes achieved

The activities set out within their See Me See Change action plan have helped Selkirk High to achieve the following outcomes:

- ✔ Raised Awareness in the community of different organisations and ongoing support for young people.

- ✔ Parents/ carers and pupils have increased awareness of causes and impact of teenage stress, support services and strategies to support young people.

- ✔ Increased conversations around mental health

Key learning from Selkirk High

- Have weekly / regular lunchtime meetings.
- Distribution of tasks is important.
- Plan and review progress regularly.
- Manage / prioritise workload.
- Celebrate success

- Use social media and school communications as much as possible
- Involve the whole school community
- Have a shared goal.
- Have fun, eat cake and praise each other.