



# TEACHER DELIVERY GUIDE

**THE OLI LEIGH TRUST  
MENTAL HEALTH AWARENESS  
CHALLENGE**

## CHALLENGE OBJECTIVES:

- To encourage self-awareness of one's own emotional health.
- To raise awareness of teenage suicide within the UK.
- To help students to recognise the signs that someone may be struggling with their emotional health.
- To provide students with strategies that they could utilise to support another young person who may be having suicidal thoughts.
- To signpost schools, students and parents to services and support that they can access.

## CHALLENGE OUTCOMES:

Students will;









- Develop an idea for a new mental health service or resource that will support their school or local community.
- Consider how their service would operate and how it could be accessed by students or parents.
- Develop innovative and creative ways to promote their resource or service to their target users.
- Pitch / Present their ideas to a judging panel.

## CHALLENGE BRIEF:

*Develop an idea for a new resource or service that would operate within your school or local community to support young people who are feeling anxious or suffering with their mental health.*

## SKILLS BUILDER:

*This challenge will provide an opportunity for students to develop the following skills:*

 <b>LISTENING</b>	The receiving, retaining and processing of information or ideas.
 <b>SPEAKING</b>	The oral transmission of information or ideas.
 <b>PROBLEM-SOLVING</b>	The ability to find a solution to a situation or challenge.
 <b>CREATIVITY</b>	The use of imagination and the generation of new ideas.
 <b>STAYING POSITIVE</b>	The ability to use tactics and strategies to overcome setbacks and achieve goals.
 <b>AIMING HIGH</b>	The ability to set clear, tangible goals and devise a robust route to achieving them.
 <b>LEADERSHIP</b>	Supporting, encouraging and developing others to achieve a shared goal.
 <b>TEAMWORK</b>	Working cooperatively with others towards achieving a shared goal.

## DELIVERY NOTES:

This challenge has been created to be delivered over the course of a full school day or as 5 x 1-hour lessons. Students will be assigned into groups of 4-6 students to complete the challenge and should remain in these groups for the duration of the challenge. Due to the nature of this challenge, we would recommend that you do not allocate students into groups randomly, but instead place students in groups where they will feel comfortable talking about the issues being raised. At the end of the challenge, students are asked to pitch their service ideas to their peers. This could be done in individual classrooms, or you could hold a 'Grand Finals' with the winning ideas from each class invited to present in the school hall or theatre. We would recommend that parents also be invited to these finals, to raise awareness of the issues and to signpost to appropriate services.

**Please note** – this challenge does include references to mental health and teenage suicide and some staff and students may find the content of this challenge distressing. Please be mindful of this when planning your delivery and ensure that students are aware of where they can access support if needed. We have provided you with a list of key services and have also created an A3 poster that can be displayed in school with QR codes which provide access to 3 of the leading suicide and mental health charity websites - Papyrus, The Samaritans and The Mix.

# TASK 1: WHAT DOES IT MEAN TO BE EMOTIONALLY HEALTHY?

## TIME

(suggested)

30 minutes



## ACTIVITY

Each team will be asked to annotate a picture of a 'Healthy Human' using the resource provided. Ask each group to choose two coloured pens – one colour for emotional health and one for physical health. Ask each group to identify which of their descriptions refer to physical health and which refer to emotional health.

Play video 1 which reinforces the message that emotional health is about how we think and feel. It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others. After watching the video, students should revisit their diagrams and add the signs that may suggest that someone is emotionally healthy and the signs that could suggest that someone is struggling to manage their emotional health.

Discuss with students - ***Why is it easier to see the signs of poor physical health than it is to see the signs of poor mental health? What are the barriers to seeking support for your emotional health?***

Answer – *Stigma. Lack of services. Long waiting times. Not wanting to be labelled as having a mental health condition. Fear of judgement. Fear of ridicule from peers.*

## OUTCOME

Students will understand that emotional health refers to our ability to deal with life's events.

Students will start to recognise the signs that someone may be struggling with their emotional health.

## RESOURCES

The Healthy Human Resource

Pens / Pencils

Coloured pens / pencils

Video 1

# TASK 2: DEALING WITH CHANGES

## TIME

(suggested)

30 minutes



## ACTIVITY

Play video 2 which explains that we are all different and that we will all react to situations in different ways. Emotional health means we can find ways of helping our line stay steady and our life stay in balance. When someone feels down for too long or is not able to experience positive feelings, that's when they need help and support to feel better. We can't all feel good all the time either and feeling up and down is entirely normal. The video will also stress it is very normal for our emotional health to be affected by change – for example, starting college or university.

Working in their groups, students will be asked to consider the changes that they have had to deal with within the previous 2-3 years and then consider what changes may be on the horizon in the coming months. Students will also be asked to consider the positive and negative impacts of these changes and consider how this could start to affect one's health, wellbeing or emotional state.

Discuss with students - ***Can you predict how someone may react to changes in their lives? Are you always able to tell when someone is not coping with change?***

Answer – *No you can't. Some people are very good at hiding or internalising their feelings, although there may be subtle changes in their behaviour that you can see if you look closely.*

For example, *posting more or less comments or posts on social media than normal. Giving away items that may once have been precious to them. Not making future plans in the same way that they used to.*

## OUTCOME

Students will recognise that their emotional health may be adversely affected during periods of change or upheaval.

## RESOURCES

Video 2

A4 Paper

Pens / Pencils

# TASK 3: OLI'S STORY

## TIME

(suggested)

30 minutes



## ACTIVITY

Play video 3 which introduces students to Oli's mum Michelle and shares some statistics about suicide in the UK.

**Please note - The video will share Oli's story and may be upsetting for some staff and students.**

Video 3 also includes the short but impactful video produced by PAPYRUS - which emphasizes the need for young people to talk and share how they are feeling.

After watching the video discuss with students -  
**What would they have thought if they had met Oli?**  
**Would you have known that he was feeling the way he was?**  
**Do students believe that suicide is preventable?**

Answer – Yes. Suicide is definitely preventable. The guidance in the next step of the challenge will outline what students can do to support their friends or family if they are worried about the mental health or wellbeing.

## OUTCOME

Students will hear statistics related to teenage suicide within the UK.

Students will understand that suicide can be prevented.

## RESOURCES

Video 3

# TASK 4: RECOGNISING THE SIGNS SEE SAY SIGNPOST

## TIME

(suggested)

30 minutes



## ACTIVITY

Ask students to consolidate what they have learnt so far by mind mapping the signs and symptoms that they may see in someone who is experiencing low mood, depression, or suicidal thoughts.

Discuss with students - **Would you know what to say or do if you believed a friend was experiencing suicidal thoughts?**

Play video 4 which introduces students to the principles of **SEE SAY SIGNPOST** and summarises some of the symptoms that a person experiencing low mood, depression or suicidal thought may display. After watching the video, students should look at the 3 scenarios and as a team, should consider what action they would take if faced with a similar situation. Take some time to discuss these as a class.

**Scenario 1 - Suggested answer.** Ring Childline, Young Minds, Papyrus & say that you are concerned about your friend then follow their advice. Speak to a trusted teacher or safeguarding officer who can follow up why the student has been off school.

**Scenario 2 - Suggested answer.** Ask what has changed to make them so happy? Speak to a teacher, mentor or safeguarding officer school about the sudden change in personality and behaviour.

**Scenario 3 - Suggested answer.** Ask them the mental first aid questions featured in the video. Visit one of the suicide prevention / support websites – e.g. Papyrus / The Mix and follow their advice. Speak to their parents or a safeguarding lead and explain why you are worried.

**Note:** Confidentiality doesn't apply with suicide. Stress to students that they should not worry about breaking a friend's trust, they could be saving their life. Ensure that students know who their designated safeguarding officers are and where to access them if required.

## OUTCOME

Students will develop strategies that they could utilise to support another young person who may be having suicidal thoughts.

## RESOURCES

Video 4

A4 paper

Pens / Pencils

Scenarios worksheet

Accessing support poster

# TASK 5: SET THE CHALLENGE / IDEA GENERATION

## TIME

(suggested)

30 minutes



## ACTIVITY

Play video 5 to set the challenge.

Students must now develop an idea for a resource or service that would operate within your school or local community.

This service could be to support young people who may be feeling anxious about an upcoming event or change. For example, GCSE exams, moving on to college or a family break up. Alternatively, they could develop an idea for a resource or service that would operate within your school or local community to support young people who may be feeling suicidal or suffering with their mental health.

Working in their teams, students should mind-map all the issues facing young people which could affect their emotional health.

Students should then think about any possible resources, services or ideas to support young people as they try to deal with these issues.

After considering all the options carefully, teams should agree on one idea that they will develop further for this challenge.

Which resource, service or idea do they think could be the most beneficial to their school or local community?

## OUTCOME

Students will develop an idea for a new mental health service or resource that will support their school or local community.

## RESOURCES

Video 5

Sheets of A4 paper

Coloured pens

# TASK 6: HOW WOULD THE SERVICE OPERATE?

## TIME

(suggested)

30 minutes



## ACTIVITY

Play video 6.

Students must now consider how their service or resource will operate and how it will be accessed by students or parents.

Points to consider include:

How will user access their service or resource?

Where will it be based?

Will they require staff or volunteers to facilitate their service?

Will they require any funds to set up their service?

What obstacles may they encounter whilst setting up their new service?

Students should also agree on a name for their new service and should create a logo that has a clear link to the services or support that they intend to provide.

## OUTCOME

Students will consider how their service would operate and how it could be accessed by students or parents.

Students will create a name and logo for their new service or resource.

## RESOURCES

Video 6

Sheets of A4 paper

Flip chart paper

Coloured pens

# TASK 7: PROMOTING THE SERVICE

## TIME

(suggested)

30 minutes



## ACTIVITY

Play video 7

Students must develop 2 effective promotional ideas that could be used to ensure that students, members of their wider local community and potential service users know all about their new product or service.

They must focus specifically on 2 different types of marketing.

**1** – Marketing or promotion that will raise awareness that their service or resource exists which would be aimed at a wide audience.

**2** - Marketing or promotion which is focussed on signposting their service to those people who need it the most, when they need it.

Students should use the pens and paper provided to create examples of their marketing ideas to be used in their final presentations.

Encourage students to be creative but remind them that their marketing must be relevant and appropriate.

## OUTCOME

Students will develop innovative and creative ways to promote their resource or service to their target users.

## RESOURCES

Video 7

Sheets of A4 / A3 paper

Coloured pens

# TASK 8: PREPARE TO PRESENT!

## TIME

(suggested)

30 minutes



## ACTIVITY

Students should now prepare to pitch their idea to the panel of judges. *NB -This may be done in classrooms first, with a winning team from each class progressing to the grand finals.*

During this preparation time students should ensure that they have completed all tasks set and that they have a range of eye-catching materials to share with the judges during their presentations.

Ideally all team members should present to the judges. Each team's presentation should last around 3 ½ minutes and should include all the tasks set during the challenge.

Students may wish to write a script or create cue-cards to ensure that they do not forget key information when giving their presentation.

Encourage students to rehearse their presentation several times to check for potential errors or problems.

## OUTCOME

Students will prepare to pitch their ideas to the judges.

Remind students to:

- Introduce their team and explain what role everyone has played in completing the tasks today.
- Give a detailed summary of their product or service, including your logo and explain why they think such a service is necessary.
- Explain how their service or resource will operate and, if necessary, how it will be funded.
- Explain how they will promote their new service and why they chose these 2 methods.
- Last but not least - explain why their team deserves to win!

## RESOURCES

Video 8

All materials produced during the day

Large sheets of paper

Coloured pens

# TASK 9: PITCHES & PRESENTATIONS

## TIME

(suggested)

60 minutes



## ACTIVITY

Each team will be invited to present their ideas to a panel of judges.

Pitches should last 3 ½ minutes. Students should be told when 3 ½ minutes is up and should be stopped if they go over 4 minutes. Students will be marked for each aspect of the challenge and given an additional score based on the quality of their pitch.

After all teams have presented their ideas, the judges will total their scores and the winning team / teams will be announced.

NB - If inviting parents into school we would recommend sharing Video 3 as well as the list of useful contacts.

### WIN A PLACE AT OUR NATIONAL FINALS!

All schools who complete the Oli Leigh Trust Mental Health Awareness Challenge can compete for the opportunity to pitch their ideas at our National Finals in the Summer!

Simply record your winning team's pitch and send along with photographs of any accompanying materials to [rebecca@tilg.co.uk](mailto:rebecca@tilg.co.uk).

Remember to include your school name and winning team's name and include your contact details as lead teacher.

The very best teams will be invited to attend our National Finals event where they can pitch their ideas directly to Michelle and the team from The Oli Leigh Trust.

Please also remember to share your student's ideas on social media tagging both The Inspirational Learning Group and The Oli Leigh Trust so Michelle and her team can see them and provide feedback!

## OUTCOME

Students will pitch and present their ideas to a panel of judges.

*NB – Depending on the time available it may not be possible for all teams to pitch their ideas to the judging panel. In this event staff should select 8 – 10 of the best ideas in the room and invite these students to present.*

## RESOURCES

Video 7

Sheets of A4 / A3 paper

Coloured pens