



SAFESPACE4YOUTH
YOUTH COMMUNITY

Peer Leadership Course

Tutors Handbook



Module 3

Social Action and Youth

Learning outcomes

Knowledge	Skills	Competences
<ul style="list-style-type: none"> Basic knowledge of specific mental health issues, such as anxiety, depression, and self-care 	<ul style="list-style-type: none"> Plan and develop advocacy campaigns, including setting goals, identifying target audiences, crafting messaging, and planning activities 	<ul style="list-style-type: none"> Demonstrate an open-minded approach in considering different perspectives and ideas related to mental health advocacy
<ul style="list-style-type: none"> Factual knowledge of the importance of youth-led mental health advocacy and its potential impact on individuals and communities 	<ul style="list-style-type: none"> Engage in critical reflection on the significance of youth-led mental health advocacy and the potential impact of their campaigns 	<ul style="list-style-type: none"> Take proactive steps in promoting mental health and making a positive difference in their communities through advocacy

Learning/delivery time of this module

Activities	Self-study	Evaluation / Reflection	TOTAL TIME





Theoretical background

This Tutor Handbook is designed based on Module 3, 'Social Action and YOUth' to provide guidance and resources for tutors working with young people interested in social action and mental health advocacy. The handbook aims to empower and inspire young people to actively engage in creating positive change within their communities.

The handbook explores key concepts and terms related to social action and mental health advocacy, such as choices, engagement opportunities, mapping pathways, and advocacy campaigns. It highlights the importance of youth-led initiatives and highlights the potential impact of their efforts.

Through a series of activities and step-by-step facilitation, the handbook encourages participants to delve into specific mental health issues, develop comprehensive advocacy campaign plans, identify personal engagement opportunities, and map pathways for successful social action projects.

By the end of these activities, participants will have gained a deeper understanding of mental health advocacy, developed practical skills in campaign planning and engagement, and feel empowered to act and make a positive difference in their communities.

Overall, the 'Social Action and YOUth' handbook serves as a valuable resource to guide tutors in fostering youth leadership, promoting mental health awareness, and encouraging a culture of social responsibility among young individuals.

Activity 1

Activity name	Mental Health Advocacy Campaign
Objectives	The aim of this activity is to encourage young people to become mental health advocates for their peers and improve overall well-being prospects through a hands-on advocacy campaign.
Time needed for delivery	90-120 minutes
Preparation (room setting, tools, props, resources)	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● Flipchart or Whiteboard ● Markers ● Handouts with resources on mental health issues ● Internet Access ● Presentation Software ● Art Supplies (optional)





Introduction

In this activity, participants will work in smaller groups to address specific mental health issues such as anxiety, depression, or self-care. The facilitator will provide relevant resources to support their understanding of the assigned issue. Participants will then brainstorm creative ways to raise awareness and advocate for their chosen mental health topics within their community.

Each group will create a comprehensive advocacy campaign plan, including goals, target audience, messaging, activities, and necessary materials. They will have the opportunity to present their campaign plans to the larger group. Following the presentations, there will be a group discussion about the significance of youth-led mental health advocacy and the potential impact of the campaigns.

Participants will be encouraged to implement their campaigns in their communities, with the facilitator offering guidance and assistance as needed. This activity aims to empower participants to take proactive steps in promoting mental health and making a positive difference in their communities through advocacy.

Step-by-step facilitation

Step 1: The facilitator will divide participants into smaller groups.

Step 2: The facilitator should then assign each group a specific mental health issue (e.g., anxiety, depression, eating disorder).

Step 3: The facilitator should provide resources such as articles, statistics, and personal stories related to the assigned mental health issue.

Step 4: The facilitator should then instruct participants to brainstorm creative ways to raise awareness and advocate for their assigned mental health issue within their community.

Step 5: Each group should develop a comprehensive advocacy campaign plan, including goals, target audience, messaging, activities, and materials needed. The facilitator should allow participants time to work collaboratively on their campaign plan, encouraging them to think critically and consider various strategies.

Step 6: Once each group's plans are finalised, the facilitator will then ask each group to present their advocacy campaign to the larger group.

Step 7: After all the presentations are completed, the facilitator should then facilitate a group discussion on the importance of youth-led mental health advocacy and the potential impact of the campaigns.

Step 8: The facilitator should encourage participants to implement their campaigns in their respective communities and provide support and guidance as needed.





Methodological approach & tips

The facilitator should consider the following:

- Provide a comfortable and conducive environment for group discussions and brainstorming.
- Encourage participants to think creatively and consider various mediums for their campaign materials (posters, videos, social media, etc.).
- Emphasise the importance of respectful and inclusive messaging in their campaigns.
- Offer guidance and support throughout the activity, ensuring that participants feel empowered and encouraged in their advocacy efforts.
- Follow up with participants after the session to provide ongoing support, track progress, and celebrate their achievements.

Evaluation

To evaluate this activity, the facilitator should consider the following:

- Assess the quality of participants' engagement, critical thinking skills, and ability to collaborate effectively within their groups.
- Evaluate the final advocacy campaign plans presented by each group. They can assess the comprehensiveness, feasibility, and creativity of the plans, considering elements such as campaign goals, target audience, messaging, activities, and materials.
- Assess participants' understanding of the importance of youth-led mental health advocacy and their ability to articulate the potential impact of their campaigns.
- Incorporate participant self-assessment by providing reflection prompts or checklists for participants to assess their own learning, growth, and contribution throughout the activity.

Resources

- [Mental disorders](#)
- [The mental health of young people in Ireland](#)
- [Supporting youth mental health](#)
- [Advocacy Planning: Your 10-Step Plan](#)





Activity 2

Activity name	Exploring Choices and Identifying Engagement Opportunities for Mental Health Advocacy
Objectives	This activity aims to encourage young people to become mental health advocates for their peers and improve their overall well-being prospects by exploring choices and identifying engagement opportunities.
Time needed for delivery	60-90 minutes
Preparation (room setting, tools, props, resources)	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● Flipchart ● Markers and Pens ● Sticky Notes ● Internet Access ● Personal Action Plan Worksheets or Templates

Introduction

In this activity, participants will explore choices and identify engagement opportunities in personal growth and mental health advocacy. The facilitator will highlight the importance of this process and its relevance to personal development and mental health advocacy.

Key terms and concepts include choices, engagement opportunities, personal growth, and mental health advocacy.

Participants will be assigned specific areas of interest related to mental health advocacy, such as peer support, awareness campaigns, or school-based initiatives. Participants will brainstorm and discuss various choices and engagement opportunities within their assigned area. The facilitator will provide resources and prompts to encourage creative thinking and broaden participants' perspectives on engagement opportunities.

Participants will share personal experiences and examples of successful engagement initiatives they have encountered. Each group will present their findings and highlight the most promising engagement opportunities within their area of interest. As a whole group, participants will then generate a master list of engagement opportunities that encompass various areas of mental health advocacy.

Participants will reflect on their interests, skills, and values to identify specific engagement opportunities they feel passionate about.

The activity will conclude with a reflection session, allowing participants to share their thoughts and insights about becoming mental health advocates through their chosen engagement opportunities. It provides an opportunity for participants to consolidate their





learning and consider the potential impact of their choices on their personal growth and contribution to mental health advocacy.

Step-by-step facilitation

Step 1: The facilitator should begin by presenting the importance of exploring choices and identifying engagement opportunities in personal growth and mental health advocacy.

Step 2: The facilitator should divide participants into the same groups as Activity #1 and assign each group a specific area of interest related to mental health advocacy (e.g., peer support, awareness campaigns, school-based initiatives).

Step 3: The facilitator will then instruct each group to brainstorm and discuss various choices and engagement opportunities available within their assigned area.

Step 4: The facilitator should provide resources and prompts to help participants think creatively and broaden their perspective on engagement opportunities (e.g., online platforms, community organisations, school programs).

Step 5: The facilitator should encourage participants to share personal experiences or examples of successful engagement initiatives they have come across.

Step 6: The facilitator should then facilitate a group discussion where each group will present their findings and highlight the most promising/engaging opportunities within their area of interest.

Step 7: As a whole group, the facilitator will have the participants generate a master list of engagement opportunities that encompass various areas of mental health advocacy.

Step 8: The facilitator should encourage participants to reflect on their own interests, skills, and values, and identify specific engagement opportunities they feel passionate about.

Step 9: The facilitator should be at hand to provide guidance and support to create a personal action plan, outlining steps they can take to get involved in their chosen engagement opportunity.

Step 10: Finally, the facilitator should then conclude the activity with a reflection session, allowing participants to share their thoughts and insights about becoming mental health advocates through their chosen engagement opportunities.

Methodological approach & tips

The facilitator should consider the following:

- Ensure a comfortable and conducive environment for group discussions and brainstorming.
- Encourage participants to bring their own personal experiences or examples of engagement opportunities they are aware of.





- Prepare a list of relevant online platforms, community organisations, and resources to share with participants.
- Provide guidance and support throughout the activity to help participants navigate and explore different choices and engagement opportunities.
- Emphasise the importance of considering personal interests, values, and skills when identifying engagement opportunities.
- Foster a collaborative and inclusive atmosphere that encourages participants to share ideas, and insights, and support one another.
- Follow up with participants after the activity to provide further resources or support for pursuing their chosen engagement opportunities.

Evaluation

To evaluate this activity, the facilitator should consider the following:

- Observe participants' engagement, active participation in group discussions, and their ability to generate ideas and identify engagement opportunities within their assigned area.
- Evaluate the final group presentations. Facilitators can assess the clarity and depth of participants' understanding of engagement opportunities, their ability to identify promising options, and their articulation of personal interests and values in relation to mental health advocacy.
- Incorporate self-reflection activities, such as written reflections or group discussions, to allow participants to assess their own learning, personal connection to the topic, and future intentions in becoming mental health advocates.

Resources

- [How to be a Mental Health Advocate – Complete Guide](#)
- [5 group brainstorming techniques for winning teams](#)

Activity 3

Activity name	Mapping Pathways for Successful Social Action Projects
Objectives	This activity aims to empower young people to become mental health advocates for their peers and improve their overall well-being prospects by understanding the key steps involved in mapping pathways for successful social action projects.
Time needed for delivery	60-90 minutes





Preparation (room setting, tools, props, resources)

Materials Needed:

- Flipchart or Whiteboard
- Markers
- Sticky Notes
- Paper
- Pen and Markers

Introduction

In this activity, participants will delve into mapping pathways for successful social action projects in the context of mental health advocacy. The facilitator will introduce the concept of mapping pathways and highlight its significance in fostering positive social change.

Key terms and concepts that will be covered include mapping pathways, social action projects, and mental health advocacy. Participants will be assigned specific social issues or causes related to mental health advocacy, such as destigmatising mental illness or promoting mental well-being in schools. They will engage in brainstorming and discussions to identify and explore the key steps involved in mapping pathways for their assigned social issue.

The facilitator will provide resources and examples to support participants' understanding of the importance of each step in the project planning process. Participants will then share their findings, engage in group discussions to exchange ideas and insights and create visual representations of their mapped pathways. Each group will have the opportunity to present their mapped pathway, explaining the rationale behind each step and how it contributes to the success of the project.

The activity will culminate in a group reflection session, where participants will have the chance to discuss the challenges they encountered, the opportunities they uncovered, and the personal growth they experienced during the mapping process. The facilitator will emphasise the importance of continued engagement, adaptability, and evaluation in sustaining the impact of social action projects in the field of mental health advocacy.

Step-by-step facilitation

Step 1: The facilitator should begin the activity by introducing the concept of mapping pathways for successful social action projects and their significance in creating positive social change.

Step 2: The facilitator should then once again have participants return to their previous groups from Activity #1 and Activity #2. The facilitator should then assign each group a social issue or cause related to mental health advocacy (e.g., destigmatising mental illness, promoting mental well-being in schools).

Step 3: The facilitator will instruct each group to brainstorm and discuss the key steps involved in mapping pathways for their assigned social issue.





Step 4: The facilitator should provide participants with resources and examples to help them understand each step and its importance in the project planning process.

Step 5: The facilitator should encourage groups to share their findings and engage in a group discussion to exchange ideas and insights.

Step 6: The facilitator should then have participants create a visual representation of their mapped pathway, explaining the rationale behind each step and how it contributes to the success of the social action project.

Step 7: The facilitator will then ask each group to present their mapped pathway, explaining the rationale behind each step and how it contributes to the success of the social action project.

Step 8: The facilitator should foster a supportive and collaborative environment for participants to ask questions, provide feedback, and share additional suggestions for improvement.

Step 9: The facilitator should conclude the activity with a group reflection session, allowing participants to discuss the challenges, opportunities, and personal growth experienced during the mapping process.

Step 10: The facilitator should emphasise the importance of continued engagement, adaptability, and evaluation in sustaining the impact of social action projects.

Methodological approach & tips

The facilitator should consider the following:

- Prepare resources or handouts related to mental health advocacy and social action project planning for participants to reference during the activity.
- Create a supportive atmosphere that encourages open dialogue, creativity, and collaboration among participants.
- If available, consider inviting a guest speaker who has experience in social action projects or mental health advocacy to share insights and experiences.
- Have a designated space for each group to work on their visual representations of the mapped pathways.
- Provide feedback and guidance to each group during their presentations to enhance their understanding of the mapping process.
- Encourage participants to take notes and document their ideas and reflections throughout the activity for personal reference.

Evaluation

To evaluate this activity, the facilitator should consider the following:

- Assess participants' ability to brainstorm and discuss the key steps involved in mapping pathways for their assigned social issue.





- During the group presentations, the facilitator can assess the clarity and coherence of each group's mapped pathway. They can evaluate the participants' ability to explain the rationale behind each step and how it contributes to the success of the social action project.

Resources

- [What makes a successful social action project?](#)

Suggestion for self-directed learning:

The self-directed learning component of Module 3 aims to empower participants to create positive change in their communities. Participants have the option to learn independently by completing activities and accessing the resources provided. They can assess their progress and reflect on their learning throughout Module 3. This approach allows participants to take charge of their learning, explore different perspectives, and apply their knowledge and skills to make a meaningful impact in their communities.

Evaluation and Assessment:

At the end of this self-directed learning component of the module, participants will engage in an assessment to evaluate their understanding and application of the acquired knowledge from Module 3. Participants will also engage in self-reflection to reflect on their own learning.

Quiz

Q1. Conducting research on successful youth-led social action projects helps young people understand effective strategies for creating positive change.

- a. True
- b. False

Q2. Did you learn how to identify social issues and develop action plans to address them in your community?

- a. Yes
- b. No

Q3. Developing an action plan is an essential step in implementing social action projects and achieving their intended goals.

- a. True
- b. False





Q4. Did you gain knowledge and skills in identifying stakeholders and forming partnerships to support your social action projects?

- a. Yes
- b. No

Q5. This learning experience has increased your confidence and motivation to become a mental health advocate for your peers.

- a. Yes
- b. No

Self-Reflection

Q1. What specific knowledge and skills have you gained through this learning experience about conducting research on successful youth-led social action projects and developing action plans for implementing social action projects in your community?

Q2. How do you plan to apply the knowledge and skills you have acquired to become a more effective mental health advocate for your peers and contribute to improving overall well-being in your community?



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