

Don't feel Low Let's be happy.
Let someone know. le.

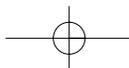


LET SOMEONE KNOW

Youth worker training pack

*A guide to introducing emotional /mental health
to young Travellers aged 14 plus*





Acknowledgements

This pack would not have happened with out the support of a number of agencies

Firstly , the NOSP 'let someone know' youth mental health campaign provided us with the ability to have the document published.

A lot of work went into designing and delivering the material in the Pilot phase of this project. Josephine Rigney from the HSE Midlands Suicide Prevention Service has been involved from the very beginning in all aspects of this training and has provided huge support in getting this manual completed and for this I thank her for her energy time and commitment.

To the brave participants who took the risk and contributed not only themselves but their groups to this process I thank you. This pack is the result of that sharing and questioning laughing and the odd cup of tea and chocolate biscuits.

Without the open honest and frank discussions which took place during this pilot phase we would never have gotten to this point so

Emma Parsons Exchange House

Mary O Brien STAG

Mary Maughan STAG

Margaret O Brien STAG

Mary Corscadden Ballyfermot Travellers Project

Michelle Haverty Tullamore Travellers Movement

Lynnette Dunne NUI Maynooth Student

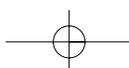
*Four further participants had signed up for the pilot however for various reasons were unable to attend the training

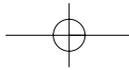
A huge thank you for the time, energy and commitment you have given to the process.

To the young people who participated in the piloting and feedback for this pack, please know your input has been very important in creating what we feel is a user friendly resource.

The ITM youth working group have been a huge source of support for this project and we are grateful for that.

Thank you to the staff in the Parish of the Travelling people and Crosscare who have supported the development of the training materials

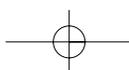


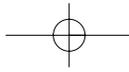


LET SOMEONE KNOW - A guide to introducing emotional /mental health to young Travellers aged 14 plus

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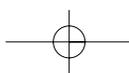


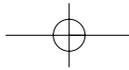


LET SOMEONE KNOW - *A guide to introducing emotional /mental health to young Travellers aged 14 plus*

Foreword

Text to come





How the training came about

The training programme aimed to provide youth workers with a practical skills base to enable them to introduce mental health awareness and suicide awareness into their sessions with young people. The pilot training was held between Jan 09 and March 09 over 8 sessions which lasted for three hours each. The training was originally compiled by the National Traveller Suicide Awareness Project and the HSE Midlands Suicide Resource Training and development officer Josephine Rigney and covered areas such as self esteem, communication, stress and the management of stress, mental health and suicide awareness. (See Appendix 1 for original training)

In an effort to ensure that the information included in the sessions was appropriate to Traveller needs the participants who were all involved in Youth work with Travellers were asked for opinions ideas and alternatives to the programme or information which would be included in the final pack. Half of the workers who participated on the training were Travellers, and the training was then piloted with two youth groups one in Dublin and one in Tullamore.

During the training the group developed an idea for a game which could be used with young Travellers and young people in general. It was felt that it could be a useful tool in getting the message across as to how to look after your mental health. It is a game which we feel could have wider appeal but which could have elements which make it Traveller specific also.

The game would work best as part of the training pack but it could be used as a stand alone game to generate discussion

The pack provides ideas for complete sessions which can be used with young people, in a culturally appropriate way along with other useful information.

In 2009 the NOSP provided funding for the training to be published.

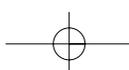
Suicide Awareness

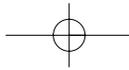
When the topic of mental health is being discussed, the subject of suicide can and does arise. One of the biggest concerns Youth workers had during the piloting of this training was their confidence around dealing speaking about the issue of suicide. That is largely why we have only included some information on where you can go to look for support. We suggest that you call in your suicide resource officer or the National Traveller suicide Awareness project that should be able to support you in this particular area of work.

For this reason, this pack contains information on sources that can support you in this regard, i.e. your local suicide resource officer or the National Traveller Suicide Awareness Project.

The National Office for Suicide Prevention provides a variety of training and information sessions around the issue of suicide i.e. Applied Suicide Intervention Skills Training ASIST and Salfstalk. Further information is available on nosp.ie

A list of the numbers are contained in the pack along with some information on how to respond to someone who you are concerned about.





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How to use this manual

In putting this manual together it was felt that it would be useful to provide ideas for complete sessions which can be done over a six or eight week period.

Having piloted some of the material with a youth project in the Midlands and Dublin it was noted that the facility to use the material at different times appropriate to the various needs of groups was useful instead of completing it one programme.

We feel that the themes can be explored and the activities carried out as a complete 8 week programme or as individual sessions

We have not included any specific activities for suicide awareness instead we have some information for workers which may be useful. We would recommend that you contact the local suicide Resource office who have the expertise and are willing to work with projects at a level which is suitable for young people. Contacts for your local office are included in the appendix section

We have colour coded each section and towards the back of the manual where support information is provided it will also be colour coded to identify what section it belongs to.

The game which is included with the manual can be used at any time throughout the sessions however it is recommended that you introduce it during the section on mental health

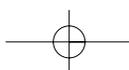
This pack doesn't claim to have all the answers but it can be a useful guide to those of you who want to start a conversation with young people particularly Travellers about their emotional mental health. If we can get young people talking about what it is that bothers, upsets, frightens, them then maybe we can help them cope with life better.

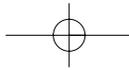
Notes for Youth Workers before you begin

In order for the training to be successful there are a number of considerations which should be taken into account

- As a youth worker delivering this programme it should not be a stressful event. We strongly recommend discussing the issue with your team and making them aware of what you are doing. It is vital that you take some time for yourself and look after your own mental health perhaps arrange a supervision session for yourself during the programme. We were very aware in putting this programme together that youth workers are expected to be experts in lots of areas even if they don't feel this way. The manual is here to help you.

Be aware of your limitations when it comes to this area of work look for help and support from local organizations.



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- This programme is best carried out with young people from 14 years of age and upwards.
- It is recommend there be no more than 15 in the groups when trying to do the sessions. It is up to each worker whether they mix the group or not most Traveller groups are single sex and seem to work better this way.
- It is strongly recommend that the sessions are carried out with groups which are established and know each other well.
- It is recommend that there is enough time given over to each session with extra time allowed at the end for reflection discussion
- Because of the sensitive nature of some of the topics. It is recommended that the youth workers know their group that you have an established relationship with the group. From time to time it may be necessary to adapt the sessions to the needs of your group we feel this is important but would also ask you to document any changes and forward them to the National Traveller Suicide Awareness Project so that materials can be adapted in the future.
- The programme involves looking at the influences on young peoples lives and in this regard the importance of family and parental involvement is acknowledged. With this in mind, it is recommended that parents be included whether this is in the format of informing them of the programme content, or inviting them in to discuss different ways of promoting positive mental health in their young people.
- It is important that young people get to apply what they are learning from the programme to their own lives outside the group

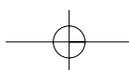
Some helpful guidelines which may help the learner group

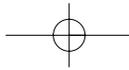
- Use encouragement and positive reinforcement to support the young people in the group
- Make sure you have as much involvement as possible from the group
- Encourage the young people themselves to answer questions or problems which come up in the group
- Pay close attention to the atmosphere in the group
- Encourage learning and discussion by breaking into smaller work groups
- It is recommend that you try where possible to engage with parents around the issues you will be covering in the programme. You may decide to seek parental consent or may want to have an evening for parents to discuss what you will be covering during your sessions, especially as you will be encouraging young people to discuss feelings etc

An area which is considered vitally important is the need for ground rules. It is recommended that given the sensitive nature of some of the topics you spend some time with the group drawing up ground rules prior to the start of any sessions.

These could include:

- o confidentiality within the group
- o respect for each others opinion
- o listening to each other
- o Not interrupting when someone else is talking, etc.



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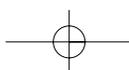
It is important to note child protection guidelines re confidentiality, and disclosures. You will need to check these with your organization

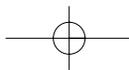
- It may happen during a session that a young person becomes upset. It is important to provide space for this to happen. Young people will be encouraged to express their feelings throughout the programme and this may need to be discussed during the ground rules section the appropriate handling of this may need to be discussed during the ground rules section, i.e. 'letting someone know if you need to leave the room', etc

The following are some tips which may help if a young person becomes upset angry during the session

- Check to see if they are okay and what he she needs from you or the group
- Allow them time to sit quietly if they need to
- Allow a friend to support them if needed
- Check in with them after the session give them some time to talk if needed
- Follow up with them later in the week if necessary

Before beginning the programme It is recommend that you stock up on information Leaflets from the local support services and suicide resource office. While we have included some info at the back of this pack your local suicide resource office will have further information available





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Icebreakers are a good way of getting groups more comfortable with each other or helping them to focus on the session ahead.

Icebreakers are a good way of warming up the group and for some of the sessions we have suggested a particular icebreaker as it supports the content of the session. You can use your own particular icebreaker or pick one from the list provided.

This section provides you with a selection of icebreakers which you could use Alternatively you may have your own particular games activities which you like to use

Suggestions for Icebreakers

1. Line-Up

This icebreaker game begins when the group is divided into groups of eight or more. Once groups are divided, the leader then instructs the groups to line-up in order of height, shoe size, or some other light-toned denominator to keep the game fun for all. When the group has lined-up in a particular order, they are then supposed to clap to let the leader know that they are done. The first group to clap wins that round. This is a good way to learn something you never would have thought to ask about someone.

2. Constructive Feedback

This icebreaker begins when you ask for a volunteer to come to the front. Position the volunteer facing the audience and place an empty cardboard box behind them, but not directly behind them. Have 30 pieces of crumpled paper within arms reach of volunteer. It is the group's responsibility to give the volunteer hints on how to get the wads of paper into the box without turning around. Example "a little bit more to the right". When that person has gotten 3 pieces into the box successfully, then find another volunteer and continue.

3. Animals

The objective of this icebreaker is to get acquainted with others. Write the name of some distinctive sounding animals on slips of paper. Create 5 to 10 slips for each animal. Hand the slips out and ask the participants to find all the same animals without talking. This makes for a fun way to get acquainted.

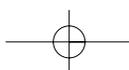
4. Who Am I

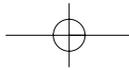
Each member of the group picks a famous, well-known person and writes it on a sticky note. The name should be kept secret. Each person then takes their sticky note and attaches it to another person's forehead.

Taking turns, everyone with a sticky note asks the group questions to determine who they are. Questions should be kept to yes/no. Example:

- Am I male?
- Am I alive?
- Am I a politician?

Members can keep asking questions until they get a no answer or until they guess incorrectly. The winner is the person who can guess their name without getting any no answers or incorrect guesses.



**LET SOMEONE KNOW** - A guide to introducing emotional /mental health to young Travellers aged 14 plus**5. When I Grow Up...**

As a kid, everyone had something they wanted to be when they grew up. Maybe it was an astronaut, maybe it was a doctor, maybe it was something else. In any regard, many people don't become what they actually aspired to be as a child. Going around the group, have each person answer what their thoughts were as a child, i.e., what did they want to be when they grew up. The answers will be fun and amusing for everyone.

6. Toilet Paper Icebreaker

For this icebreaker game, all you will need is a full roll of toilet paper.

- The leader of the meeting takes the roll of toilet paper and pulls off several squares before handing the toilet paper to another person and asking them to do the same.
- Once everyone in the room has taken some toilet paper, everyone counts the number of squares that they have and then tells everyone in the room that many things about themselves. For example, if someone has three squares, they share three things about themselves

7. Conversation Wheel

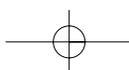
Have the group form an inner and outer circle causing people to pair up. Ask the group a question and give them 1-3 minutes to introduce themselves and discuss each person's answer. When the question is complete they cue the participants to thank their partner and have one of the circles move a determined number to the left. Once with a new partner, ask another question.

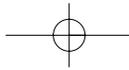
Creative questions to ask include:

- 1) What kind of music do you like and why?
- 2) Explain how you got your name.
- 3) Tell about your favorite toy as a child.
- 4) Who is the nicest person that you know?
- 5) What was your favorite class in school and why?
- 6) Tell about an embarrassing moment.
- 7) If you could have one superpower, what would it be?
- 8) What is something that you always wish you were better at and why?
- 9) Describe your most cherished pet?
- 10) If you could donate one million dollars to a charity, who would you give it to?

8. Change three things

Form pairs. After looking each other over, both partners stand back-to-back. Then each changes three things about their appearance. Each partner tries to figure out what was changed. The fun part of this activity is to continue changing things for about 7-10 rounds. The kids think they can't change anything else, but guess what? They can! Great lesson about persistence!



**LET SOMEONE KNOW** - A guide to introducing emotional /mental health to young Travellers aged 14 plus**9. Fast Fingers**

Form pairs. Both partners have their hands behind their backs. On the count of 3, each person puts out both hands, with 0-10 fingers extended. Both people try to add the total fingers and blurt the total first. Keep track of points

10. Hula Hoop Pass

In one large circle, group member hold hands to connect the circle. Place a hula hoop into the circle by disconnecting two people's hands, placing the hula hoop on one person's arm and then reconnecting their hands. The object is to pass the hoop around the circle by stepping and wiggling through it. The goal is to go completely around the circle without breaking hands

11. Just Say Hello

Have each person in the group say hello in a different way. The challenge increases with more people as people search for foreign languages, slang, and gestures to say hi to their fellow group members.

12. Silent Introduction

Place people in pairs that are not allowed to talk to each other. Each person gets a piece of paper and a pencil. In a given time give partner #1 that chance to draw things about themselves for their partner. The only written word allowed in the person writes their name at the top. After about 5 minutes, have the partners switch. Once complete, the partners must introduce each other to the group using the information that have gathered from the drawings. Be sure to allow each person to "rebut" or explain what they were trying to tell their partner. This activity can also work with miming.

13. Ive never

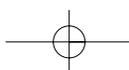
One person in the group starts by saying Ive never been on a foreign holiday anyone else who has never been on holiday has to try and switch seats before the person who made the statement takes their seat. Who ever is still standing has to make another statement. Ive never been Continue the game for a few minutes and the statements can be used relative to the groups needs.

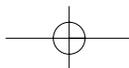
14. Energetic icebreaker*Sweet relay*

For this game you will need a spoon for each participant and 4 bowls or plates and some sweets

How to play

- Divide the group into two equal teams and give each member a spoon
- Place one bowl for each team at one end of the room and the other bowls at the other end
- Place the sweets in the bowls of the two teams and when you give the signal the teams start to take the sweets out of the bowl and they must pass them from one team mate to another only using their spoons
- If their sweet falls they can start again from beginning
- No helping by using their hands
- The winning team is the team which gets most sweets into their bowl at the other end of the room



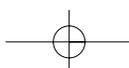


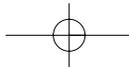
Ready to begin Session 1

You could split this session over two sessions if you want

Exercise 1	Fears and Expectations
Purpose	To deal with any concerns the group might have which might impact on participation in the training <ul style="list-style-type: none"> • What is mental health • How do you look after your mental health
Resources	Flipchart sheets, marker and blu/tack
Time needed	15 minutes

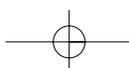
Exercise 2	Groundrules
Purpose	it is useful to set some ground rules for the training ask the group to make a list of them and stick to them
How to	<ul style="list-style-type: none"> • Ask the group to brainstorm the ground rules they would like for the training • Document these rules on flipchart paper • You could alternatively ask the young people to type them up and laminate if possible
Trainers note	Include the following if they don't come up with them <ul style="list-style-type: none"> • Confidentiality • Start and finish on time • Participate as much as possible • Have a break in between • No kicking punching biting spitting etc • No name calling
Resources needed	Flipchart, markers and blue tack
Time needed	10 minutes

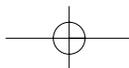




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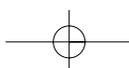
Exercise	Communication
Purpose	To explore what is communication? What is needed for good communication? How do we communicate?
How to	Method Ask the group what is good communication?
Trainer notes	<p>Within this session it is important to talk about What is good communication? Explain that is about talking and listening Talk ----- hear It involves 2 parts speaking and listening or sending and receiving messages Sometimes we can send a message but not receive in the same way</p> <ul style="list-style-type: none"> • Why? <p>How much communication is non verbal? 93% Body language accounts for 55%we use body language without thinking (unconsciously) to communicate messages and give out clues about what is going on in our head sometimes without even knowing it. Tone of voice accounts for 38% Emotions are given away not by what we say but how we say it</p>
Materials needed	Flipchart paper and markers
Time needed	20 minutes




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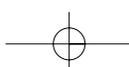
Exercise	Exploring Non verbal language
Purpose	Non verbal language can help us to listen to feelings behind what people are saying what's really going on for them
How to	<p>Method Get the group to practice non verbal communication Ask for three / four volunteers and get them to leave the room. Give each of the volunteers an emotion which they are to act out without words for the large group.</p> <p>Ask the group to guess which emotion is being displayed. When someone gets it right get the next person to display their emotion.</p> <p>Ask the group how could they reflect</p> <ul style="list-style-type: none"> • Anger • Aggressiveness • Happy • Sad
Trainers notes	<p>This exercise can be done quite quickly</p> <p>You could also ask</p> <p>What emotions might be expressed by short sentences?</p> <p>Ask the group how they might reflect being angry, shy, confident, caring without words</p>
Time needed	10 minutes or less

Exercise	Body language
Purpose	To explore how body language can effect how we communicate
How to	<p>Method</p> <ul style="list-style-type: none"> • Ask the group how they might show Positive body language? • How would they show negative body language?
<p>Trainers notes</p> <p><i>This exercise could be done in a role play format practicing scenarios Or as a discussion The group should mention things like.</i></p>	<ul style="list-style-type: none"> • The way you sit • The way you stand can encourage someone to feel relaxed around you and show them that you want to listen to them <p>If they don't mention them to the group</p> <p>Tips for positive body language</p> <ul style="list-style-type: none"> • Sitting slightly forward • Tilting your head • Eye contact but be careful not to stare • Smiles and nods where appropriate
Resources needed	
Time needed	10/15 minutes



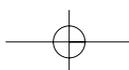

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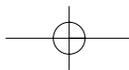
Exercise 2	Groundrules
Purpose	it is useful to set some ground rules for the training ask the group to make a list of them and stick to them
How to	<ul style="list-style-type: none"> • Ask the group to brainstorm the ground rules they would like for the training • Document these rules on flipchart paper • You could alternatively ask the young people to type them up and laminate if possible
Trainers note	<p>Include the following if they don't come up with them</p> <ul style="list-style-type: none"> • Confidentiality • Start and finish on time • Participate as much as possible • Have a break in between • No kicking punching biting spitting etc • No name calling
Resources needed	Flipchart, markers and blue tack
Time needed	10 minutes



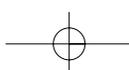

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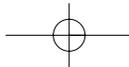
Exercise	Guided Drawing
Purpose	Demonstrate that communication is a two way process
How to	<p>Method</p> <p>The group is asked to draw a picture They have to listen to the instructions and can not ask questions</p> <p><i>Instruct the participants to</i></p> <ul style="list-style-type: none"> • Draw an egg shape • Draw a circle touching the egg shape • Draw a small circle inside the circle you have just drawn • Draw three straight lines inside the egg shape • Draw two small lines coming out of the circle that touch at one end • Repeat just below • Draw two longer lines coming out of the egg shape • Draw a line to join up these two lines • Draw three straight lines inside the shape you have just created • Draw two lines coming out of the bottom of the egg shape • Draw two short lines coming out of the lines you have just drawn. <div style="text-align: center;">  </div>
Materials needed	Blank sheets of paper and pens pencils for each participant
Trainers notes	<p>Get the group to show their drawings and ask the following questions</p> <ul style="list-style-type: none"> • How did they find doing the exercise • What was difficult • The fact that they couldn't check out the information they were hearing i.e. clarifying what they were hearing <p>Explain that good listening needs two way communications</p>
Time needed	20 minutes




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Exercise	Holiday talk
Purpose	Listening skills practice to see Have the group understood good communication
How To	<p>Method</p> <ul style="list-style-type: none"> • Divide the group into two groups A, s and Bs • All the A group are to try and tell the second group Bs about their holiday • The B group are to be completely uninterested and not listen to the A team at all • After two minutes of the A team trying to communicate with the B team stop the exercise and ask
Trainers notes	<p><i>Ask the group</i></p> <ol style="list-style-type: none"> 1. How did you feel during the exercise? 2. How did you know the group wasn't listening? 3. Ask the A team how did you find the exercise 4. How did you know the Bs weren't listening 5. How did that make you feel? <p><i>Ask the B team</i></p> <ol style="list-style-type: none"> 1. How did you like doing the exercise? 2. Was it hard? 3. How did you reflect not listening?
Resources needed	Space
Time needed	Five minutes





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Exercise	Communication in context
Purpose	To show how context effects the way messages are received
How To	The trainer reads out the following story in sections and after each part answer the question Read out the following story, and ask the group what they think that Sarah should do. Then read part two of the story and ask again what they think Sarah should do. Does the fact that the context has changed affect their answers? Now read out part three of the story. What do they think now?
<p>Part 1</p> <p>“There’s gorgeous John” Sarah secretly thought to herself, watching the most popular guy in school playing football. “I’m sure he just smiled at me. Maybe I have got a chance with him after all”. Sarah wiggled in her seat and took another swig of coke, trying to catch his eye and smile back. The game finished, and the guys were all heading back to the locker room. John stopped and turned around. Hi Sarah. What did you think of the game?” “Great” she replied, hiding a blush, and feeling her heart beating a little faster. You going to Mc Donalds tonight with the rest of the gang?” He continued. “Erm ...not sure”. Sarah managed to look him in the eye briefly. “Well, I was really hoping you were” He continued smoothly, in fact, I was hoping we could go together. What do you think?</p> <p>Ask the group what they think Sarah should do.</p> <p>Part 2</p> <p>Before Sarah could answer, her friend Kate ran over and landed in a heap of giggles on the seat next to her. Ah! Found you at last! Thought you’d gone home. John turned to Sarah with a wink and said “let me know” and walked away. “What was all that about “Kate enquired eagerly, straightening herself in her seat and leaning eagerly towards her.”Oh”replied Sarah blushing again and looking away to avoid Kate’s eager eyes. “He was just asking me to go out with him this evening”. “Don’t do it! Kate exclaimed, almost interrupting her before she finished what she was saying. “Why not?”Sarah continued quizzically. He’s such a player! Kate went on. He’s already been out with Kim, Laura, and Stacy this year. He just goes out with someone for a couple of weeks and then drops them. I just don’t want to see you get hurt that’s all.</p> <p>Now that Sarah has heard Kate’s side, have you changed your opinion of John. Now what do you think she should do?</p>	

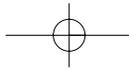




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<p>Part 3</p> <p>At lunch Sarah decided to hang out with Jess and Tom for a change. “I’ve got to let him know today in maths”she mused, watching a couple of sparrows fighting over a half empty packet of crisps on the floor nearby. “Earth calling Sarah” it was Jess. You seem a bit pre occupied. Anything bothering you?” “O its John. He asked me out tonight and I was all excited at first, until Kate warned me off him. She said he’s a player”. Tom and Jess laughed in unison. “What” Sarah demanded, looking at them both irritably, “What’s so funny?” “Everyone knows Kate’s been after John for months” Tom chuckled, “She’s just jealous that he has taken an interest in you and not her that’s all”.</p> <p>Ask the group what they think of Sarah’s situation now?</p>	
<p>Trainer notes</p>	<p>Context is important in communication</p> <p>That is the context in which that message is given in can mean a place or person</p> <p>An example of how context effects how the message is received is when someone has told us something about Mary somehow this can effect our view of Mary so that when Mary speaks to us we filter out what we hear from them based on the impression that we already have of them</p>
<p>Materials needed</p>	<p>Copy of story</p>

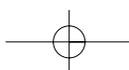


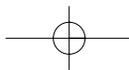


Session 2

Exploring feelings

Exercise	The feelings race
Purpose	The idea behind this game is that young people get to talk about words used for feelings They will get an opportunity to discuss and learn what feeling words mean.
How to	<p>Put two sheets of flipchart paper either on a wall or on the floor at one end of the room</p> <ul style="list-style-type: none"> • Divide the group into two teams • Give each team a marker • When you give the signal they have to race to the flipchart paper and put down a feeling word and race back to their teammates where they hand over the pen and someone else runs to the page until they have exhausted all the words • The team with the most words is declared winner. • The team can work together to think about the words • To make it exciting take a point away for words that aren't feeling words
Materials needed	For this exercise you will need Flipchart paper, Markers
Trainers notes	<ul style="list-style-type: none"> • Have a glossary of terms for feeling words what does each word mean. • At the end of the exercise ask the group to discuss the words • Why they thought they were feelings. • Did they have any difficulty with any words • Difference between physical feelings and mental feelings • Good feelings and bad feelings • How do we show feelings in our body? <p>These are Some of the questions which can be asked to the group</p>





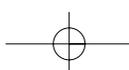
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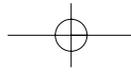
Option2 for feeling exercise

Exercise	Feelings
Purpose	To enable young people to identify feelings from situations
How to	Choose Feelings from the list below to fill in the sentences e.g. Worried: I would feel worried if I had to do a moths test and I was not ready for it
Trainers notes	Note for facilitators Appropriate sentences can be made up for the group depending on the age of the group
Materials needed	List of words and sentences copied for all participants

Guilty	Annoyed	Surprised	Worn out	Sad
Embarrassed	Excited	Lovely	Nervous	Concerned
Calm	Depressed	Relieved	Satisfied	Unsure
Angry	Lonely	Tense	Ashamed	Powerful
Proud	Wonderful	Joyful	Shamed	Pleased
Glad	Cheated	Frustrated	Delighted	Astonished
Disgusted				

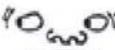
1. I would feel if my sister asked me to be bridesmaid for her wedding.
2. I would feel if my dad went to the car auction without me
3. I would feel if I sold my horse at the horse fare
4. I would feel if someone called me knacker
5. I would feel if my friend didn't call
6. I would feel if something bad happened my parents
7. I would feel if my favourite football team lost their match
8. I would feel if my teacher was always asking me questions
9. I would feel if my friends kept trying to make me drink alcohol
10. I would feel if I didn't have enough money to go out with my friends

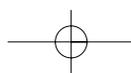


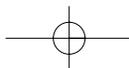


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eMotions

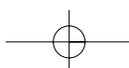
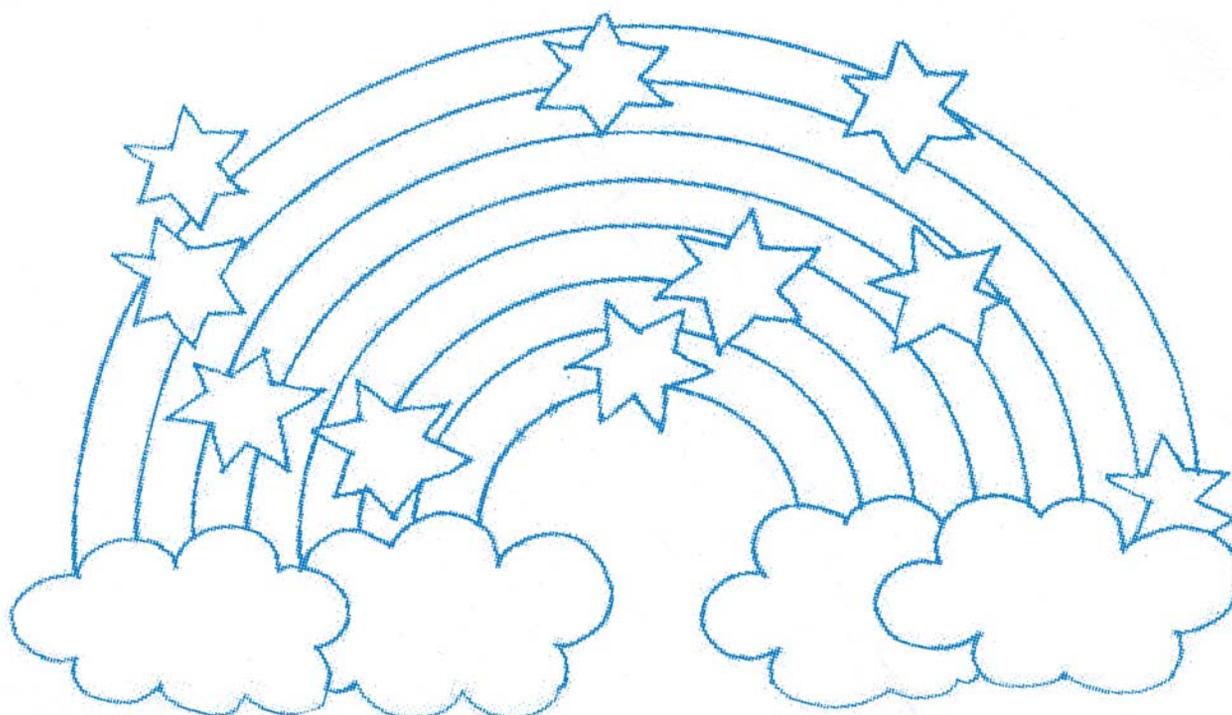
 aggressive	 alienated	 angry	 annoyed	 anxious	 apathetic	 bashful
 bored	 cautious	 confident	 confused	 curious	 depressed	 determined
 disappointed	 discouraged	 disgusted	 embarrassed	 enthusiastic	 envious	 ecstatic
 excited	 exhausted	 fearful	 frightened	 frustrated	 guilty	 happy
 helpless	 hopeful	 hostile	 humiliated	 hurt	 hysterical	 innocent
 interested	 jealous	 lonely	 loved	 lovestruck	 mischievous	 miserable
 negative	 optimistic	 pained	 paranoid	 peaceful	 proud	 puzzled
 regretful	 relieved	 sad	 satisfied	 shocked	 shy	 sorry
 stubborn	 sure	 surprised	 suspicious	 thoughtful	 undecided	 withdrawn

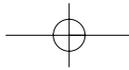




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Exercise	Alternative exercise for feelings Rainbow of feelings
Purpose	To explore feeling words /emotions and colours which are used with them
How to	<ul style="list-style-type: none"> • Circulate the blank rainbow sheets to the group • Ask the group to think of seven feeling words for their rainbow and for the colour which they would put with each feeling word they have used
Materials needed	Rainbow sheets Selection of colours List of feeling words
Trainers notes	Have the list of words for feeling Spend some time discussing why words were picked any why the colour represents the feeling
Time needed	15 minutes





Feelings

Nobody can help having feelings - they are part of everyone. We feel different things all day long as different things happen to us.

Sometimes we feel sad - eg. when someone we love goes away.

Sometimes we feel happy - eg. when we are having fun playing.

Sometimes we feel scared, angry, guilty, lonely or any of a huge range of human emotions.



It is important not to be ashamed of having feelings. Everyone has them - good and bad.

What counts is what we do about our feelings - we can all learn to show our feelings in ways that are helpful to us and to others, not ways that are hurtful.

Communication is key to any healthy relationship and being a good listener is a key element of good communication. The primary listening skills are non-verbal, active listening, and neutrality. Two are described below.

Non-verbal communication gives the speaker signals that you're paying attention without interrupting what he or she is saying. Non-verbal, including body language, communicate interest and respect for the speaker. Non-verbal includes nodding, eye contact, facial expressions (smile, frown, grin etc.).

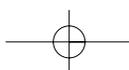
There are non-verbals that convey paying attention and those that show your not. The following are examples:

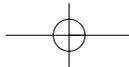
Being Inattentive or Disrespectful

- Shrugging your shoulders
- Looking away from the speaker
- Crossing your arms and/or legs
- Sitting slouched over
- Rolling your eyes
- Tapping your fingers

Paying Attention

- Making eye contact
- Smiling
- Nodding your head
- Sitting up straight
- Leaning towards speaker
- Uncrossing your legs and arms





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Active listening is a way of getting information and emotions from a speaker. One important active listening skills is: Asking an open-ended question.

Open-ended questions require more of an answer than a simple yes or no. They are conversation encouragers, inviting the speaker to say more about a subject. The following examples of the same question asked in both open and closed-ended manners should help young people understand this concept:

Closed: Are you feeling bad today? Yes or no answer
Open: How are you feeling today? Detailed answer

Closed: Do you think they like me?
Open: How do you think they feel about me?

Looking at emotions

When we are feeling a strong emotion, it's because chemicals are released into our brains. These can make us feel happy, sad, angry etc.

When you watch TV or movies you can usually work out what the character is feeling by looking at the face. Are you good at 'reading' faces?

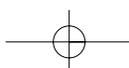


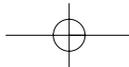
Here are some faces and a list of words to describe feelings.



Which words do you think go with each face?

- | | | | | | |
|--------------|-------------------|-----------------|------------------|----------------|---------------|
| <i>happy</i> | <i>angry</i> | <i>puzzled</i> | <i>miserable</i> | <i>nervous</i> | <i>greedy</i> |
| <i>lazy</i> | <i>thoughtful</i> | <i>innocent</i> | <i>worried</i> | <i>bored</i> | <i>sick</i> |





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Look at the list of words that describe feelings.

Which words describe **negative** feelings? (**feeling bad**)

Which words describe **positive** feelings? (**feeling good**)

Which sort of feelings do you like best - positive or negative?



If you feel **positive** and are a **friendly** and **happy** person, then you will attract other **positive** people.

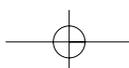
If you feel really **negative**, feel sad, angry and want to hurt people, then you will find that you attract other people who are sad and angry (or you may find yourself alone a lot).

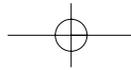
Exercise on thoughts and feelings	The exercise is just for you. You wont have to share your answer with anyone
Purpose of exercise	To ensure the group know the difference between a thought and feeling
How to	Example When my mother yells at me, I feel.. Angry and think... I Always get the blame

Complete any of the following statements

1. When I don't do well at school, I feel and I think
2. When my parents fight, I feel and think
3. When I hear good things about me, I feel and I think
4. When I doI feel angry, and I think
5. When I think I feel happy.
6. When someone makes fun of me, I feel and I think

Trainers tip	Ask the group which was easier to notice, the thoughts or the feelings?
Materials needed	Photocopied list of statements
Time allowed	30 mins





Session 3

Exploring Optimism and Pessimism

Optimism and pessimism

Example

Optimism: Friday is a great day because it's nearly the weekend

Pessimism: Friday is an awful day because its nearly Monday again

What is optimism?

Optimism is about looking at something in a positive way rather than a negative way. Its about being able to see the good in what may be bad and not giving up when times get tough or too hard. Being optimistic means you believe in yourself, expect to do well and believe that things can and will get better.

What is pessimism?

Pessimism is the opposite of optimism . It is about expecting the worst things to happen all the time and expecting things to go wrong.

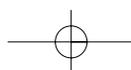
Why is it good for us to be optimistic?

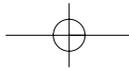
Optimism is taking problems and viewing them in a positive light, and therefore optimistic people lead happier lives. As a bonus, having an optimistic attitude is a good way to cope with stresses and problems of any size or nature.

How can I become optimistic?

No one can make you or tell you to be optimistic only you can do that. You have to believe in yourself so you can see your own potential and make yourself separate the negatives and search for the positive in every situation. Most of us need help in seeing what's good, especially in tough situations.

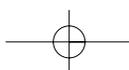
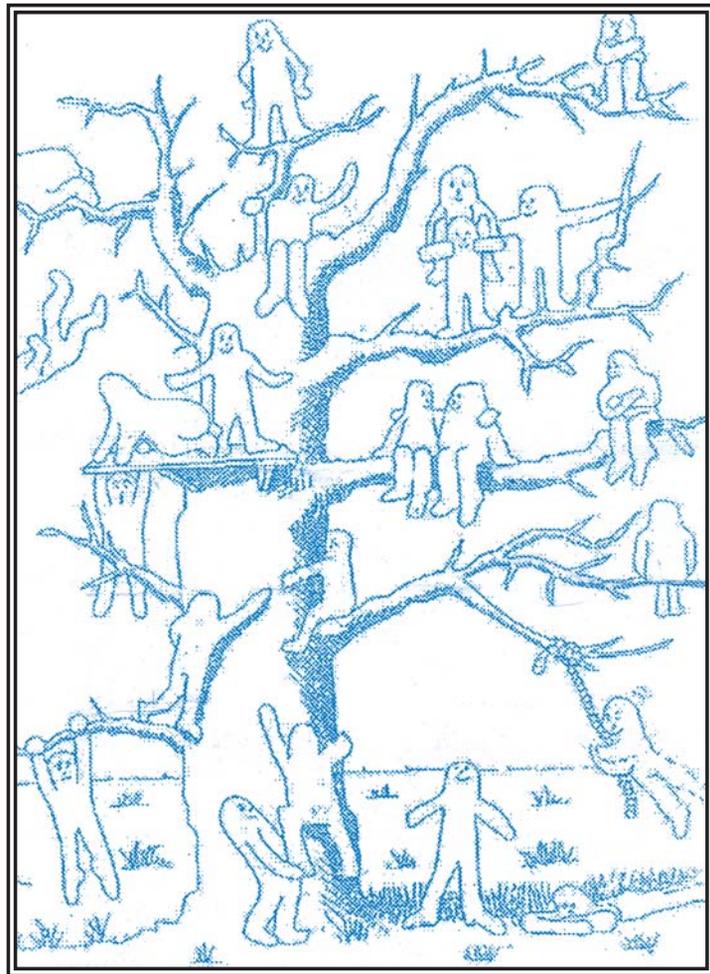
Is the glass half full or half empty?

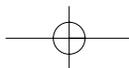




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Exercise	Ice breaker People in trees
Purpose of exercise	To start the session and see where people are at
How to	<ul style="list-style-type: none"> • Pass around the people in trees page and ask the members of the group to take a few minutes to think about and identify • Where they are on the tree today? • Why are they there?
Trainer tips	<p>Ask the group</p> <ul style="list-style-type: none"> • Has anyone/anything helped /hindered you to get on the tree today • Trainer (has someone told you looked nice , has someone argued with you today , are you nervous about something coming up) • Where would they like to be? • Was this a difficult exercise to complete
Materials required	People in trees page for all participants
Time needed	10/15 minutes




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Exercise	What is self esteem?
Purpose of exercise	To discuss with the group what they think self esteem is about
How to	Ask the group what is self esteem. This can be done in small groups with feedback taken or it can be brainstormed
Trainers tips	<p>Ensure everyone gets to contribute to the discussion</p> <p>Questions like</p> <p>Is it something you are born with?</p> <p>Is it important? Why</p> <p>Does it influence your life?</p> <p>These questions can all be asked to enhance the discussion</p> <p>Give some time to explore this topic (add in glossary on self esteem)</p> <p>Use handout notes on self esteem below to help</p>
Time needed	20 minutes

Trainer info

Many young people have low Self Esteem

The session will need to look at finding opportunities of building self esteem.

Many group activities which are fun and challenging can help build self esteem

How can this be done

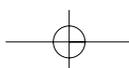
- Build up confidence
- Trust building
- Praising positive behavior and achievement
- Having a positive outlook on life will help so that you can feel positive about your future

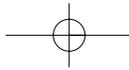
There are lots of activities for doing the above some provided in appendix

Notes for trainers

This may be a topic which could prove difficult when working with Travellers especially as many young Travellers experience disadvantage and who have an awful lot of negative messages from media and other establishments.

The challenge will be to reinforce the positive and change the pessimistic view into an optimistic outlook THERE ARE POSITIVES don't lose sight of this.





What is Self Esteem?

Your self esteem is the degree to which you like and value yourself

How does self esteem develop?

Childhood experiences that lead to healthy self esteem include

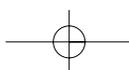
- Being praised and loved
- Being listened and responded to
- Being spoken to respectfully
- A firm and decisive parenting style
- Being allowed to express opinions
- Experiencing success in sports or school
- Having trustworthy friends

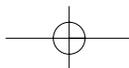
Childhood experiences that lead to low self esteem include

- Being harshly criticized or disapproved of
- Being harshly punished, yelled at or beaten
- Being ignored, ridiculed or teased
- Being expected to be “perfect” all the time
- Experiencing failures in sports or school
- Being given messages that failed example losing a game or getting a poor grade were failures of the whole self

Other things which can damage self esteem?

- Own inner voice
- Being made to feel worthless, feeling unloved, neglected, or being emotionally abused
- Lack of self confidence and sense of identity
- Bullying and victimization
- Body image insecurities
- Self doubt
- Financial worries
- A change in life such as parents separating, losing a job, being unemployed, break up of relationships.





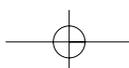
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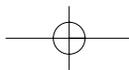
In this section we have included a number of options for activities however to reinforce the session you could do a number of or all of these activities over two sessions

Options for exercises to enhance self esteem

Activity Option 1	
Group exercise	
How to	
<ul style="list-style-type: none"> • Each person has to say something nice about the person sitting beside them. 	
Trainer tips	
<ul style="list-style-type: none"> • The facilitator can ask questions like why do you say what you say e.g. if someone says she is a good friend • Why is she a good friend explore a little with everyone make sure you see the opportunity for conversation and reinforcement of positive traits 	
Time needed depending on the size of the group 30 to 40 minutes could be given to complete the exercise.	

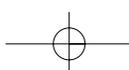
Option 2	
Exercise	Timeline
Purpose of exercise	Build self esteem in the group but help identify positives
How to	<ul style="list-style-type: none"> • Ask the group to make a picture from the time they were a baby to now • Get them to identify all the positive things which have helped them along the way. Who were the people who influenced them supported them. ? <p>Then ask everyone to tell their story</p>
Trainers tips	<ul style="list-style-type: none"> • It is important that everyone takes part including the worker who may need to go first. This exercise is a good way of getting to know a group a bit better. • Make an agreement to only share what they want to or are comfortable with. It is better if the group know each other a little before doing the exercise • This is a useful exercise for young people to identify where they get their supports • It could be adapted to include people who they might go to with a difficulty or problem
Time needed	Up to one hour

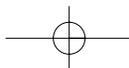



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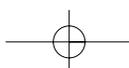
Option 3	
Exercise	Role models
Purpose of exercise	Develop theme further here by looking at role models
How to	Discussion with group
Trainers tips	<ul style="list-style-type: none"> • This is where you could develop further with the group who their role models are and why • who are the supports/ role models that they have developed • What characteristics have these people which are admired • The identified characteristics can be discussed
Trainer tips	<p>It is important that young people have positive role models who they can look up to</p> <p>Depending on the group this activity could be done while creating the collage or it can be done as a discussion</p> <p>Ask the group to create a collage of the people they look up to or who influence them and who would they like to be</p>
Time needed	30/60mins

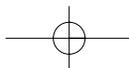
Option 4	
Exercise	Continue to build
	Group discussion
How to	<p>How would you like to see yourself in a few years?</p> <p>How could you work towards this?</p>
Trainer tips	Have a list of Traveller role models in the community along with information on educational opportunities available to young people




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Option 5	
Exercise	Crystal ball exercise
Purpose of exercise	To reinforce ambition
How to	<ul style="list-style-type: none"> • Individuals are asked the question if they could see into the future what is their hope for themselves (reinforce ambition) • Who would you like to be like • What does being a Traveller mean to them
Trainers tips	<ul style="list-style-type: none"> • Create the space for acknowledgement of Traveller culture <p>The question of culture is important at this point. Do you as a worker have enough knowledge of Travellers culture and</p> <p>Do the young Travellers have a strong sense for themselves on what it is for them to be Travellers.</p> <p>It is important to give the group some time to value and share this information and value the responses to culture.</p> <p>A session on culture could be included here before moving on to look at Mental Health</p> <p>Youth workers to link in with local Traveller projects to have Travellers to deliver the training</p>
Materials needed	Crystal ball if you have one otherwise a group discussion
Time needed	30/40 minutes depending on the size of the group

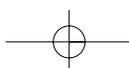


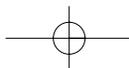


Session 4

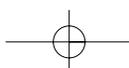
Mental Health

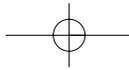
Purpose of exercise	The aim of this session is to explore with young people what emotional health is
Exercise	Brainstorm what the group think mental health or emotional health is? and document on a flip chart
Trainers tips	<ul style="list-style-type: none"> • Emotional health is how someone thinks feels behaves and how they relate or act towards the people around them • Put more simply its how you cope with the ups and downs of life <p>Ensure the group know the difference between physical and mental health</p> <p>Ask them what they think are the differences do they recognize that one effects the other.</p> <p>Sample questions to ask the group</p> <ul style="list-style-type: none"> • What is physical health • How do you look after physical health (list of health traits) • This may be an opportunity to explore the food pyramid if not covered but its not necessary • What is mental health
Materials needed	List of health traits physical and mental Include some definitions on mental health
Time needed	20 /30minutes




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Purpose of exercise	To build on the previous exercise and increase awareness of mental health
Exercise to explore	Is mental health important and how do you look after it
How to	<ul style="list-style-type: none"> • The group can be divided into small groups. • Give each group a couple of minutes to discuss and think of as many things which effect emotional mental health and • ask for one person to feedback the list which they come up with
Trainers note	<p>If the group is a Traveller specific group there may be culturally specific things which effect mental health</p> <p>You could expect</p> <ul style="list-style-type: none"> • Life • Job • Money • Relationships • Accommodation • Not having electricity • Isolation • Bullying • Confidence • Whether you are optimistic or pessimistic view • Belief in your ability • Your bounce back ability are all things which effect mental emotional health <p>Discussion using the following questions as guidelines</p> <p>Ask the group to comment on the list?</p> <p>Ask If there is anything which strikes them about the list?</p> <p>Are there any thing which have been left out</p> <p><i>(Note the distinction between mental illness and mental health may need to be explored at this point see notes on mental illnesses)</i></p>
Materials needed	Notes on Mental health
Time needed	Up to 40 minutes





Support materials for Mental Health section

How to keep mentally healthy

Think Positive

- Tell yourself all the things you like about being you
- Tell others what you like about them
- Accept praise and give praise
- Be kind to yourself

Be Realistic

- Set goals that you can reach and work towards them
- If you make a mistake don't lose heart you are only human and everyone makes mistakes. Learn from your mistakes and try again asking for help if you need to.
- Sometimes there are things we cannot change be aware of what you can and cant change

Mind your physical health

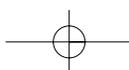
- Eat well
- Sleep well
- Keep physically active

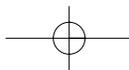
Talk about it

- Talk to people you trust
- Talk about how you feel
- Spend time with people you like
- Ask for help if you need it
- Give help to others if you are able

Time out

- Have hobbies (Horses, Sport , music, art , dance, drama,)
- Laugh at yourself and with others
- Celebrate things you achieve
- Learn new skills
- Take time to relax and chill out with family and friends (Be careful of treating alcohol and drugs as friends in times of stress)

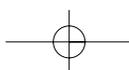


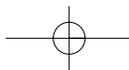


Session 5

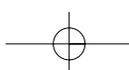
Coping

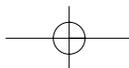
Purpose of the exercise	To explore What are the things situations which young people have to cope with.
	Flipchart or group exercise
How to	<p>Ask the group</p> <ul style="list-style-type: none"> • How do the group cope when things go wrong • Ask the group what are the things which they do to cope with difficult situations make a list • Encourage both positive and negative responses the aim is to get what methods are used
Trainers tips	<p>Make sure there are positive as well as negative situations here Sometimes coping is positive rising to the challenge</p> <p>Examples of negative coping could be</p> <ul style="list-style-type: none"> • Not talking about it • Withdrawing • Getting angry lashing out • drinking
Materials needed	Paper , pens for groups blue tac
Time required	15/20 minutes




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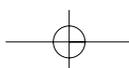
Exercise	Emotional Graph
Purpose of exercise	Help the group identify their coping mechanisms
How	Show the group a picture of a graph which represents the last six months in their lives Along the side insert good and bad On bottom insert last six months Ask the group to make their own graph and share with group Trainer goes first
Trainer tips	The trainer should go first What are the things which bring you down What are the things which bring you back up when you are feeling down Examples <ul style="list-style-type: none"> • Sport • Friends • Shopping • Texting • The group are asked what they do to bring themselves up when they are feeling down
Important to work this into session	Importance of protective factors i.e. things which enable you to identify you need to look after yourself e.g. sleep eating properly exercise having friends around you all the time
Materials needed	Blank sheets of paper or photocopied blank charts for each member of group Pens
Time needed	Depending on size of group 30 minutes

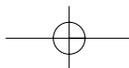




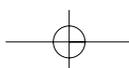
Session 6

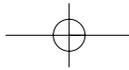
Purpose of exercise	Explore coping both positive and negative
How	<ul style="list-style-type: none"> Ask the group to think of a situation in their own lives which they had to deal with On a scale of 1 to 10 where were they <i>10 being very upset - 1 being not to upset</i> 1-----10
	Trainer needs to ask <i>How did they work through that problem?</i> <i>Did they learn anything about themselves and their being able to cope?</i>
Trainer tips	This exercise shows young people that they have coping skills and problems which were difficult for them at a particular time they were able to overcome them. Ask the group how they can keep themselves emotionally healthy this could be done in smaller groups or as a brainstorm. Alternatively the group could make a collage which shows the ways to keep emotionally healthy. <ul style="list-style-type: none"> Trainer needs to explore negative coping here
Materials needed	Blank paper and colours pens etc
Time needed	Up to an hour




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Purpose of exercise	Reinforcing how we come through cope with difficult situations
How to	<p><i>Story of</i></p> <ul style="list-style-type: none"> • Keri Katona • Britney Spears • Chris Brown <p>Identify a celebrity that you think the group might be able to identify with, who has come through a difficult situation positively</p> <p><i>Can you think of negative e.g. Keri Katona</i></p>
	<p>The next step is to explore how some of these scenarios could be managed</p> <p>Using what has been learnt from the previous exercise on coping</p> <p>There by now will have been some discussion about what young people find difficult everything from bullying growing up, parents, peer pressure, may be mentioned as difficulties for young people.</p> <p>The group will also have a list of things which have helped them through difficult situations.</p>
How	<p>Use these coping scenarios below to generate discussion</p> <p>Read out the card and look at how the characters might cope with the situation.</p> <p>Allow time for discussion and different views</p> <p>Check if there are a number of ways of dealing with the same situation</p>
Trainers tips	<p>Trainers tips</p> <p>Again use the coping scenarios which are most relevant to the group</p> <p>Keep an eye on the group if any emotions are coming up do you need to check in with the group.</p> <p>Could break into small groups</p> <p>After each scenario you could ask how do you thing x is feeling</p> <p>How could a friend help in that situation</p> <p>Who are the supports they might be able to get help from</p> <p>How easy would x find it to talk to someone</p> <p>How difficult would it be access the supports</p>
Materials needed	Coping cards
Time needed	1 hour max





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COPING Scenarios

Darren has had his eye on a girl Mary for the last while and they have been seeing each other for the last year. He feels ashamed to ask for her because he doesn't have much money and he knows the girl's parents have a lot more money than his family.

Patrick has a parent with mental illness. From time to time when his parent is unwell, Patrick has to do everything at home. None of his friends know the situation

A close family member of Lisa's family has died in the last 6 months. Lisa has stopped going out with her friends and doesn't talk much anymore. She doesn't talk about her family at all now

How would you cope with Lisa as her friend

How is Lisa coping what do you think is going on for her

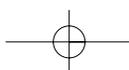
John has been stopped by the police three times in the last week for no apparent reason and accused of stealing

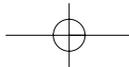
Mary is due to go on a trip with her youth club but her mother wants her to mind her sisters and brothers

_____ has walked into a shop and is being followed around by the security guard

James father has gone to live a different life and doesn't want to be with his family anymore
Ann and Jane were talking about Rhianna being beaten up by her boyfriend Chris Brown Ann thought that she deserved it Jane thought it was wrong

Brigids parents have made a match for her with a boy she doesn't know. She has been secretly seeing another boy for the last nine months and wants to marry this boy





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COPE

- **C**atch a problem
- **O**ptions to solve it
- **P**redict the short and long term consequences of each
- **E**valuate the short and long term consequences and decide which is best for you

Step 1 

Catch a problem
 You want to go out on Saturday night but your Parents wont let you

Step 2 

List all of the possible Options to solve it (Don't worry about whether they'll work or not yet)
Possible options

1. I could sneak out
2. I could go to my room and not come out
3. I could scream at them and tell them they are unfair
4. I could do nothing and forget about it
5. I could negotiate with them calmly
6. I could cry

Any other options? _____

Step 3 

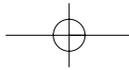
Now take the list of options and Predict the short term and long term consequences of each

Options	Short term Positive	Short term Negative	Long term Positive	Long term Negative
1. sneak out	Get out	Might get caught		Parents lose trust in me
2. Go to my room	Parents feel bad	Boring	Parents might feel guilty and let me out	Not a very mature way to deal with things
3. Scream at my parents	Feel better	No chance of getting out now		Parents unhappy with me
4. Do nothing	Avoid a fight	Feel frustrated		Don't get to go out
5. Negotiate calmly	Might get going out	Might not get to go out	Building better relationships with parents	
6. Cry	Might get going out if parents feel guilty	Parents might get angry		Not a very mature way to deal with things

Step 4 

Evaluate the positive and negative consequences for the long and short term and decide which is best for you
Which option would you choose to solve this problem?





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Try using COPE to solve one of your problems

Step 1

Catch the problem

What is the problem?

Step 2 List all of the possible options to solve it

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Step 3. Make a list of the options and predict the short and long term consequences of each

Step 4. Evaluate the positive and negative consequences for the long and short term and decide which is best for you

Problem solving more serious problems

There are some problems, which even after trying you might not be able to solve. These problems could be serious and out of control and it is best to talk to someone you trust like, Parents, Friends, or a Teacher and get them out into the open

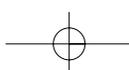
Can you think of examples of more serious problems that might need help from other people to solve?

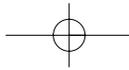
If you feel like you can't talk or are not ready to talk to anyone, then there are other things you can do. You could express the feelings you are having by writing them down as poetry or a song anything that gets it out of your system.

Alternatively you could ring somewhere like childline, Teenline or Samaritans, and talk to a stranger and it will be confidential. The internet has some good websites where you can get information to help you work out what is involved and some ways to deal with them.

Your youth worker will also be able to help you find information you need.

Most of the time you will be able to solve your own problems and when you do you feel happier, in control and enjoy positive mental health.





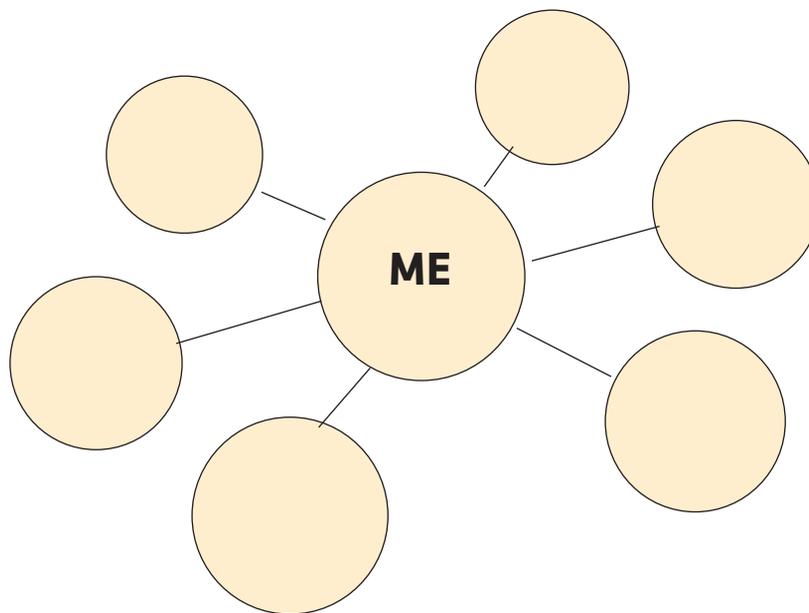
Session 7

My networks

The group can be given the handout with my networks on it .

Ask each person to fill in the people they could name now if they had a problem or who would support them.

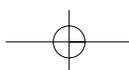
If the group wants to share the people who they would go to with a problem a large list collage could be made to show young people that there are resources available to them within their networks

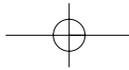


Where to from here?

Suggested activities which the group could work on after completing their sessions

- Organize a poster competition with a theme of positive mental health
- Have young people invite local agencies in the their club night to talk about their work on mental health
- Organize a physical activity together raise some sponsorship for a mental health awareness charity
- Develop some dramas around the issue and invite friends and family to the performance
- Organize an information session for young people and adults parents
- Continue to support each other and talk about mental health
- Video any performances dramas etc
- Let your local suicide resource office know about what you are doing
- Let the papers know take photos submit a press release





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Evaluation of todays session - complete after each session

HOW DID YOU FIND TODAY'S SESSION?



NOT HAPPY



IN BETWEEN!



HAPPY

Did you enjoy the session? Yes No Not sure

Did you find it useful? Yes No Not sure

Did you find any material/information provided useful? Yes No Not sure

Were there any problems or difficulties that you would like to raise?

Yes No Comment

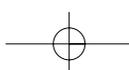
Is there anything you would change about how the event was run?

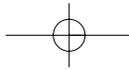
Yes No Comment

What issues would you like included?

Comment

Any other comments?





Appendix 1

The following is the pilot training which was delivered between January 2009 and March 2009.
Mental health and suicide awareness .
Pilot training for youth workers working with Travellers over 14 years old.

Aims of programme

This training aims to provide youth workers with the opportunity to explore their attitudes to mental health and suicide.

This training programme aims also to provide youth workers with a practical skills base to enable them to introduce mental health awareness and suicide awareness into their sessions with young people. The pack when developed will cover areas such as self esteem, communication, stress and how to manage it. It provides ideas for complete sessions which can be used with young people, in a culturally appropriate way.

In identifying the participants for this programme we are targeting those who were already working with young Travellers and who already have skills in facilitation of groups.

Timescale

The training will be held over eight weeks with each session lasting for three hours and will involve group work, creative work, along with discussions. The training will take place on Thursdays in a Dublin location and the first session starts on Thursday the 15th January from 11am and finishing at 2pm. The sessions will run each Thursday after the 15th.

As this is a pilot we will be limiting the training to 10 places. When the pilot is complete we would hope to offer the training to more workers.

Session 1

Listening and communication skills
Mental health awareness (what the group think) looking at perceptions

Session 2

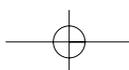
Self esteem

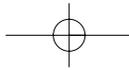
Session 3

Communication Programme for delivery to participants
Emotional health

Session 4

Mental health programme session 1
Design a game to be used with young people around mental health /suicide awareness





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Session 5

Mind yourself programme session 2

Feedback on programme does programme need to be adapted to make it more Traveller specific

Session 6

Stress management session

Session 7

Depression and self harm

Looking at groups knowledge and how best to deliver information to young people

Session 8

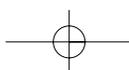
Youth suicide

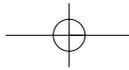
Asking the question

Resources available

Evaluation

With this training participants will have the opportunity to give feedback and suggest changes in order to make the training relevant to Young Travellers.





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Having completed the pilot training, two youth workers agreed to pilot the material with their youth groups and having done so made some useful suggestions for improvement to the pack. One worker found that the issue of Respect came up in her group and so she spent some time on this. She also found further information which is included for use in the pack. The following is the material she used

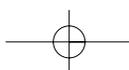
Are You a Respectful Person?

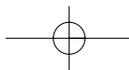
(Take this self-evaluation and decide for yourself.)

- | True | False | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I treat people the way I want to be treated. |
| <input type="checkbox"/> | <input type="checkbox"/> | I treat people with civility, courtesy, and dignity. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am sensitive to other people's feelings. |
| <input type="checkbox"/> | <input type="checkbox"/> | I never insult people or make fun of them. |
| <input type="checkbox"/> | <input type="checkbox"/> | I never ridicule or embarrass people. |
| <input type="checkbox"/> | <input type="checkbox"/> | I never go along with prejudices or racist attitudes. |
| <input type="checkbox"/> | <input type="checkbox"/> | I think I am/am not a respectful person because: _____ |

Discussion Questions

1. What does it feel like to be respected?
2. What does it feel like to be disrespected?
3. What role does respect play in your relationships with friends and family how important is respect in our lives? Why?
4. Do you consider yourself to be a respectful person? Why or why not? In what ways do you show respect to others?
5. Describe one person you respect in your life. What does this person do to earn your respect?
6. Does a person have to earn respect, or do all people deserve it?
7. When was the last time you disrespected someone? What was the reason? How did you express this disrespect? What effect did your behaviour have?
8. When was the last time someone disrespected you? What do you think was their reason for treating you in that way?
9. What are some reasons people show disrespect for others





Week 1: Feelings

Nobody can help having feelings - they are part of everyone. We feel different things all day long as different things happen to us.

Sometimes we feel sad - e.g. when someone we love goes away.

Sometimes we feel happy - e.g. when we are having fun playing.

Sometimes we feel scared, angry, guilty, lonely or any of a huge range of human emotions.



It is important not to be ashamed of having feelings. Everyone has them - good and bad.

What counts is what we do about our feelings - we can all learn to show our feelings in ways that are helpful to us and to others, not ways that are hurtful.

Communication is key to any healthy relationship and being a good listener is a key element of good communication. The primary listening skills are non-verbal, active listening, and neutrality. Two are described below.

Non-verbal communication gives the speaker signals that you're paying attention without interrupting what he or she is saying. Non-verbal, including body language, communicates interest and respect for the speaker. Non-verbal includes nodding, eye contact, facial expressions (smile, frown, grin etc.).

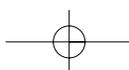
There are non-verbal's that convey paying attention and those that show your not. The following are examples:

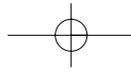
Being Inattentive or Disrespectful

- Shrugging your shoulders
- Looking away from the speaker
- Crossing your arms and/or legs
- Sitting slouched over
- Rolling your eyes
- Tapping your fingers

Paying Attention

- Making eye contact
- Smiling
- Nodding your head
- Sitting up straight
- Leaning towards speaker
- Uncrossing your legs and arms



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Active listening is a way of getting information and emotions from a speaker. One important active listening skill is: Asking an open-ended question.

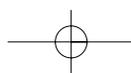
Open-ended questions require more of an answer than a simple yes or no. They are conversation encouragers, inviting the speaker to say more about a subject. The following examples of the same question asked in both open and closed-ended manners should help young people understand this concept:

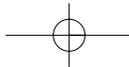
Closed: Are you feeling bad today? Yes or no answer

Open: How are you feeling today? Detailed answer

Closed: Do you think they like me?

Open: How do you think they feel about me?





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Week 2: Emotions

Looking at emotions

When we are feeling a strong emotion, it's because chemicals are released into our brains. These can make us feel happy, sad, angry etc.

When you watch TV or movies you can usually work out what the character is feeling by looking at the face. Are you good at 'reading' faces?



Here are some faces and a list of words to describe feelings.



Which words do you think go with each face?

- | | | | | | |
|--------------|-------------------|-----------------|------------------|----------------|---------------|
| <i>happy</i> | <i>angry</i> | <i>puzzled</i> | <i>miserable</i> | <i>nervous</i> | <i>greedy</i> |
| <i>lazy</i> | <i>thoughtful</i> | <i>innocent</i> | <i>worried</i> | <i>bored</i> | <i>sick</i> |

Look at the list of words that describe feelings.

Which words describe **negative** feelings? (**feeling bad**)

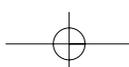
Which words describe **positive** feelings? (**feeling good**)

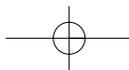


Which sort of feelings do you like best - positive or negative?

If you feel **positive** and are a **friendly** and **happy** person, then you will attract other **positive** people.

If you feel really **negative**, feel sad, angry and want to hurt people, then you will find that you attract other people who are sad and angry (or you may find yourself alone a lot).





Useful support numbers and resources

Crosscare National Traveler

Suicide Awareness Project

pdaly@crosscare.ie phone 086 1729168

Samaritans

Helpline 1850609090

www.samaritans.org

The Samaritans provide befriending 24 hours a day 365 days a year to those passing through personal crisis

Aware Defeat Depression

72 Lower Leeson street, Dublin 2

www.aware.ie info@aware.ie

Helpline number 1890303302 (7 days from 10am to 10pm)

www.spunout.ie is an independent youth powered national charity working to empower young people to create personal and social change. Spunout is part funded by the HSE NOSP

www.headsup.ie is an automated 24hr text service set up to show young people where to get help

www.headstrong.ie is a national organisation working with communities to ensure that young people are better supported to achieve mental health and well being

www.belongto.org is an organisation for lesbian, gay, bisexual and transgendered young people. BelongTo is part funded by the HSE NOSP

www.bodywhys.ie is a national voluntary organisation providing a range of services for people affected by eating disorders

www.youth.ie is the organisation for voluntary youth work in Ireland

www.omcya.ie is the web site of the Office of the Minister for Children and Youth Affairs

www.dailnanog.ie is the national youth parliament of Ireland

www.youngsocialinnovators.ie is a national social awareness and active citizenship programme for young people. Young Social Innovators is part funded by the HSE NOSP

www.yourmentalhealth.ie aims to improve awareness and understanding of mental health in Ireland. The site is funded by HSE NOSP

www.pleasetalk.ie is a website which provides details of the support services available to students on college and university campuses. The site is funded by the HSE NOSP

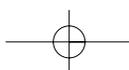
www.aware.ie is a national voluntary organisation providing support through depression

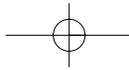
www.shine.ie is the national organisation dedicated to upholding the rights and needs of all those affected by enduring mental illness www.grow.ie helps people who have suffered, or are suffering from mental health problems

www.mentalhealthireland.ie is a national voluntary organisation which aims to promote mental health and support persons with a mental illness

There are lots of other organisations which can give you advice in confidence. You can find their details here -

<http://www.yourmentalhealth.ie/>





Mental health problems

While some mental health problems are fairly common they are sometimes misunderstood. This is a brief outline of some of these problems. If you are concerned that you, or someone you know, might be showing signs of a mental health problem, it is important to get support. Support can range from informal help from friends or family, advice from your doctor, counselling or medication.

Depression

We all feel fed up, miserable or sad from time to time. These feelings don't usually last longer than a few days or a week, and they don't interfere too much with our lives. Sometimes there's a reason, but sometimes these feelings just come out of the blue. We usually cope with them ourselves. We may have a chat with a friend but don't otherwise need any help.

You may be depressed, or experiencing depression, when:

- the symptoms of depression last for two weeks or more, and
- the symptoms interfere with your everyday life.

Symptoms of depression include:

- feelings of sadness or hopelessness,
- difficulty with daily activities,
- difficulty concentrating, and
- changes in sleeping or eating patterns.

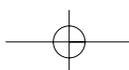
Depression can occur from a young age or can come late in life. It can also be associated with physical health problems or negative experiences. The symptoms of depression, regardless of your life stage or circumstances, should be taken seriously and never dismissed as 'understandable'.

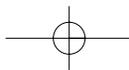
The feeling of depression is much more powerful and unpleasant than the short episodes of unhappiness that we all experience from time to time. Due to the length of time it lasts and its impact on your life and relationships, you need to get help for depression as soon as possible. For more information log onto link to www.aware.ie.

Bipolar disorder

Bipolar disorder used to be called 'manic depression'. As the name suggests, it is characterized by mood swings – or episodes – that are beyond what most people experience in their lives, although they can also be subtle and gradual. With bipolar disorder, moods can swing between low, high and mixed.

A low mood involves feelings of intense depression and despair. This is known as a depression and symptoms include those listed above.



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A high mood involves feelings of elation. This is also known as mania or a manic period. Symptoms include impaired judgment, over-spending, too much energy and little need for sleep, anger or irritability and unrealistic beliefs in one's own abilities.

A mixed mood involves, for example, depressed mood with the restlessness and over activity of a manic episode.

People usually experience both depressive and manic episodes, but some will have only manic episodes.

Bipolar disorder affects about one in every 100 adults. It can start at any time during or after the teenage years, although it is unusual for it to start after the age of 40. Men and women are affected equally.

Anxiety

Anxiety is a common experience for both men and women. Depending on the type and severity of anxiety, it can have a damaging impact on your quality of life. For some, anxiety can be a passing emotion attached to stressful situations such as exams, getting married or work pressures. For others, it is more than this. The signs associated with anxiety include a racing heart, rapid breathing, and feelings of panic, sweating, excessive and undue worrying, disturbed sleep, tense muscles, morbid thoughts and fear of going mad.

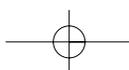
although in some instances your anxiety may have no apparent cause, people who are considered most 'at risk' of developing an anxiety disorder include those who have undergone a major life event such as bereavement, a relationship break-up or unemployment; those who misuse drugs and alcohol; or those with a family history of anxiety.

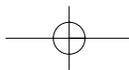
Schizophrenia

Schizophrenia is a serious mental illness marked by disturbances in your thoughts, perceptions, emotions and behavior. It affects about one in every 100 people worldwide. It is rare before the age of 15, but it can start any time after this, most often between the ages of 15 and 35.

The symptoms of schizophrenia are broken into two groups – 'positive' and 'negative' symptoms. Positive symptoms include the more recognizable things like hallucinations, hearing voices, delusions, muddled thinking and feeling that you are being controlled. 'Negative' symptoms are less easy to spot and include a loss of energy, enthusiasm and motivation, difficulty concentrating and uneasiness in other people's company.

People with schizophrenia can and do recover. For more information, contact Schizophrenia Ireland on 1890 621 631 or log onto www.sirl.ie or www.recover.ie - the Schizophrenia Information Resource.





Putting it into context

SUICIDE AMONG THE IRISH TRAVELLER COMMUNITY

Profile of Suicide Incidence Nationally and Among Travellers.

Between 2000-2006 there was a reported 74 suicides.

The average annual rate of suicide among Travellers between 2000-2006 inclusive was 3.7 per 10,000.

This is 3 times the average rate of suicide of the total population of Ireland during the same period which was 1.2 per 10,000.

AGE

53% of Travellers are aged under 20 compared to 28% of the national population.

4% of Travellers are aged over 60 compared to over 15% of the total population

65% of Traveller suicides occur among the under 30's.

The age group most at risk for Travellers are 25-29.

SEX and MARITAL STATUS

Suicide is predominately a male issue.

For the total population, male suicide is 4 times as common as female suicide.

According to Mary Rose Walker study of 74 Traveller suicides 67 were male and 7 were female. This yields a male suicide rate at 91% over 9 times as common as female suicide.

Of those who died by suicide 38(58%) had never married

25(34%) were married

15% were separated.

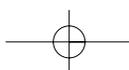
Only one person was reported as being in the same sex relationship.

The numbers are low of women who have died by suicide, 7 women in total between 2000-2006.

METHOD of SUICIDE

The most frequent method of suicide used is hanging which accounts for almost 57% of all suicides in 2000.

59 Travellers used this means of death, which accounts for 80% of Traveller suicides.





Glossary of Terms

Anorexia

Anorexia is an eating disorder where a person controls their body weight by restricting their calorie intake.

Anxiety

Anxiety is a common problem experienced by around one in ten of the population. It has many symptoms and different people experience them in different combinations. Some can become problems on their own and can be treated separately. The presence of one or two symptoms probably doesn't mean that a person has a problem with anxiety. All of the symptoms below may have other causes. See your GP if they persist for more than a few days.

Symptoms:

- feeling 'keyed up', 'tense', 'on edge'
- worrying all the time
- difficulty sleeping
- appetite and digestive disturbance
- panic attacks
- difficulty concentrating
- short temper
- back/neck/abdominal pain
- low mood

Binge Eating

Binge Eating is an eating disorder where a person eats to excess but does not compensate by fasting, purging or exercising.

Bulimia

Bulimia is an eating disorder where a person controls their body weight by eating lots and then purging, or fasting and exercising to excess.

Care in the Community / Community Care

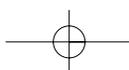
Many of Scotland's mental hospitals have been closed or reduced in size and most people now receive treatment for their mental health problems without becoming in-patients.

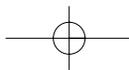
Cognitive Behavioral Therapy (CBT)

CBT is concerned with how people think and react in certain situations and is seen as the most effective 'psychological intervention'.

Community Mental Health Team

Community Mental Health Teams look after the welfare of people who need more attention for their mental health problems than a GP doctor can provide.





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Community Psychiatric Nurse (CPN)

CPN's are registered psychiatric nurses who work in the community to provide care for people with **mental health problems**. They can help in a number of ways including by giving practical advice, supportive **counseling**, giving injections and supervising medication.

Counseling (and Psychotherapy)

Counseling broadly involves talking to an experienced listener about the feelings associated with areas of difficulty.

Dementia

Dementia is the name given to a range of symptoms brought on by a number of diseases and conditions including Alzheimer's disease and Stroke

Depression

Not just a "bad mood", depression is all-pervasive, goes on for more than a few days and affects the day-to-day life of a person. Depression is the most common mental illness and is experienced by around one in six of the population at some time

Drug Treatments

many different effective treatments are now available. Newer drugs often have fewer side effects. Drug treatments can take several weeks to take effect. People often have to try different drugs before finding the one that works best for them.

Electro-Convulsive Therapy (ECT)

ECT involves applying high voltages across the brain of the patient while under general anesthetic. ECT is now a last-resort treatment for severe and enduring depression when all other treatments have failed. While it's not fully understood why ECT works, it's been shown to be effective in such cases.

Emotional Literacy / Emotional Intelligence

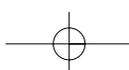
being 'emotionally literate' means having the ability to identify understand and express emotions in a healthy way.

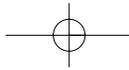
Mania and Hypomania

if depression represents experience at the low end of the mood scale, Mania and Hypomania represent the opposite end of the spectrum.

Manic Depression / Bipolar Disorder

Manic Depression is also called Bipolar Disorder – the two opposing poles referred to in the term 'bipolar' being depression and mania. People with Manic Depression/Bipolar Disorder experience swings from depression to mania and back.





Mental Health

Mental Health can be defined positively. It refers to the concept of well-being and our ability to cope in the face of adversity. Mental health includes various dimensions: resilience, confidence, a sense of mastery, coherence and control, optimism and hope, and the ability to start, develop and sustain mutually satisfying personal relationships.

Mental Health Problems

Mental Health Problems arise when a problem, life event or situation, disrupts the way we think and feel. This can either be temporary – for example, following bereavement – or be more enduring. Mental health problems can include suffering stress, constant worrying, deep-seated or chronic unhappiness, and loneliness, lack of self-esteem, an inability or lack of resilience in dealing confidently with adverse life events or circumstances, and an inability to build and maintain healthy relationships. 'Mental health problem' is often used to describe conditions seen as less serious and as distinct from severe and enduring mental illness. Mental health problems are more common, are usually less severe and of a shorter duration than mental illnesses but may develop into a mental illness.

Other terms commonly used to describe mental health problems include "mental illness", "psychiatric illness", "mental ill health", "emotional ill health" and "psychological ill health". However, these terms often have slightly different meanings for different people and are not interchangeable. The distinction between 'mental illness' and 'mental health problem' is not clear-cut.

Mental Illness

Mental Illness refers to a diagnosable illness that significantly interferes with a person's ability to conduct the tasks needed for day-to-day living. This includes mental tasks, their emotional abilities, and those needed to interact with others. The more common mental illnesses are clinical depression, postnatal depression, severe anxiety, schizophrenia, bi-polar affective disorder, obsessive compulsive disorder, eating disorders, drug and alcohol addiction and dementia (organic illness). Mental illnesses are usually defined medically by using internationally recognized classifications. However, terminology can still vary across professions and cultures.

OCD's are part of the class of disorders called anxiety disorders. A person with OCD repeatedly has to do something because of a fear something bad will happen if they don't. It is an all-consuming fear leading to extreme anxiety and panic. Common obsessive compulsions concern hygiene, counting things, security and eating (including eating disorders). An obsessive compulsion can revolve around literally anything.

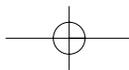
Panic Disorder

A person with a panic disorder has panic attacks and is afraid that a panic attack might occur. A panic attack is a sudden onset of intense apprehension, fear or terror. These attacks can begin suddenly and develop rapidly.

Phobias

A phobia is an unreasonable and all-consuming fear, leading to extreme anxiety and panic attacks. Commonly recognised ones are Agoraphobia (a fear of situations that are difficult to get away from), Claustrophobia (confined spaces) and Arachnophobia (spiders).





Postnatal Depression

This is a common type of depression experienced by mothers soon after giving birth. Up to one in ten mothers encounter postnatal depression in the year following childbirth.

Post-Traumatic Stress Disorder (PTSD)

Post-Traumatic Stress Disorder, and the less enduring Acute Stress Disorder, occur after a distressing or catastrophic event. This event may involve actual, or threatened death, or serious injury.

Psychiatrists

Psychiatrists are medical doctors who are specialists in mental health. They make diagnoses, decisions about treatment and care, and prescribe psychiatric drugs. Increasingly, psychiatrists are encouraged to work in conjunction with other agencies, such as social work and voluntary organisations, which have an interest in the well-being of the person.

Psychologists

Psychologists are experts in human behaviour. They can help to work through the way people act in certain situations (behavioural therapy). They can also help people to work through the way they think in certain situations (cognitive therapy).

Psychosis

A psychosis is characterised by 'changes in perception and behaviour' and can be broadly described as a 'loss of reality'. That is, a person who is experiencing a psychosis will perceive the world in a way that is unusual, and may behave in unusual ways as a result.

Recovery

Recovery from long-term mental health problems is about much more than the mere absence of symptoms. It is not about being fixed or back to normal. It is about having the chance to live a satisfying and fulfilling life, as defined by the individual, with or without symptoms.

Schizophrenia

Schizophrenia is the name given to a range of symptoms that vary from person to person. It's less common than other mental illnesses and is experienced by around one per cent of the population. At any given time, a person with schizophrenia may be experiencing extreme symptoms or hardly any.

Seasonal Affective Disorder (SAD)

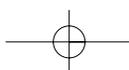
Seasonal Affective Disorder (SAD) is a type of mood disorder caused by changing hours of daylight across the year. Exposure to strong daylight helps regulate our mood and sleep patterns. Lack of daylight during the winter months can cause the low mood often referred to as 'winter blues'

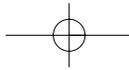
Self-Esteem

Self-Esteem means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

Employment or other valued activity is key to maintaining and raising Self-esteem.



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Self-Harm

Self-Harm is the name given to any deliberate act of self-injury, or behavior intended to cause harm. It is on the rise among young people but is rarely (if ever) a 'cry for help'. It commonly takes the form of cutting or burning but can include self-destructive behaviours such as excessive drinking and suicide attempts. Why do people do it?

- because they don't like themselves
- associated with low self-esteem, guilt and self-blame.
- because it makes them 'feel better'

Inflicting pain on the body makes it release more endorphins - the body's natural painkiller. This can give a temporary lift to mood but is the starting point for a vicious circle of personally destructive behaviour.

It is tempting to dismiss self-harming as 'attention seeking' behaviour. This is not often the case as most people who do it take great pains to hide their self-harming behaviour.

Self-Help

Self-Help can be as simple as getting more sleep or as comprehensive as following whole programmes of self-directed therapy. Some people find attending self help groups helpful. Finding out more about problems is also part of Self-Help and can help us to feel more in control.

Stigma

'Stigma' literally means 'a sign of disgrace'. The stigma and prejudice that surrounds mental health problems create major barriers to recovery for people who are ill.

Stress

To have some pressure in our lives is normal and, indeed, unavoidable! Stress is the name given to what happens when pressure becomes excessive and exceeds the individual's ability to cope. Stress damages physical and mental health and can be a trigger for more serious problems.

While stress can't be avoided entirely, levels of stress should be kept to a minimum. We should all be aware of how much stress we are under in order to better manage its causes and to combat its effects directly.

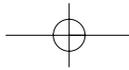
Suicide

Suicide is an act of self harm that results in death. Suicide is everyone's business and affects individuals, friends, families, loved ones, co-workers and whole communities.

Wellbeing

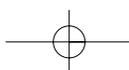
Wellbeing refers to a person's sense of positive feeling about their life situation and health, both physical and mental. You can have a physical illness, injury, a mental health problem or mental illness and still have a sense of wellbeing. Positive mental health and wellbeing is essential for good health

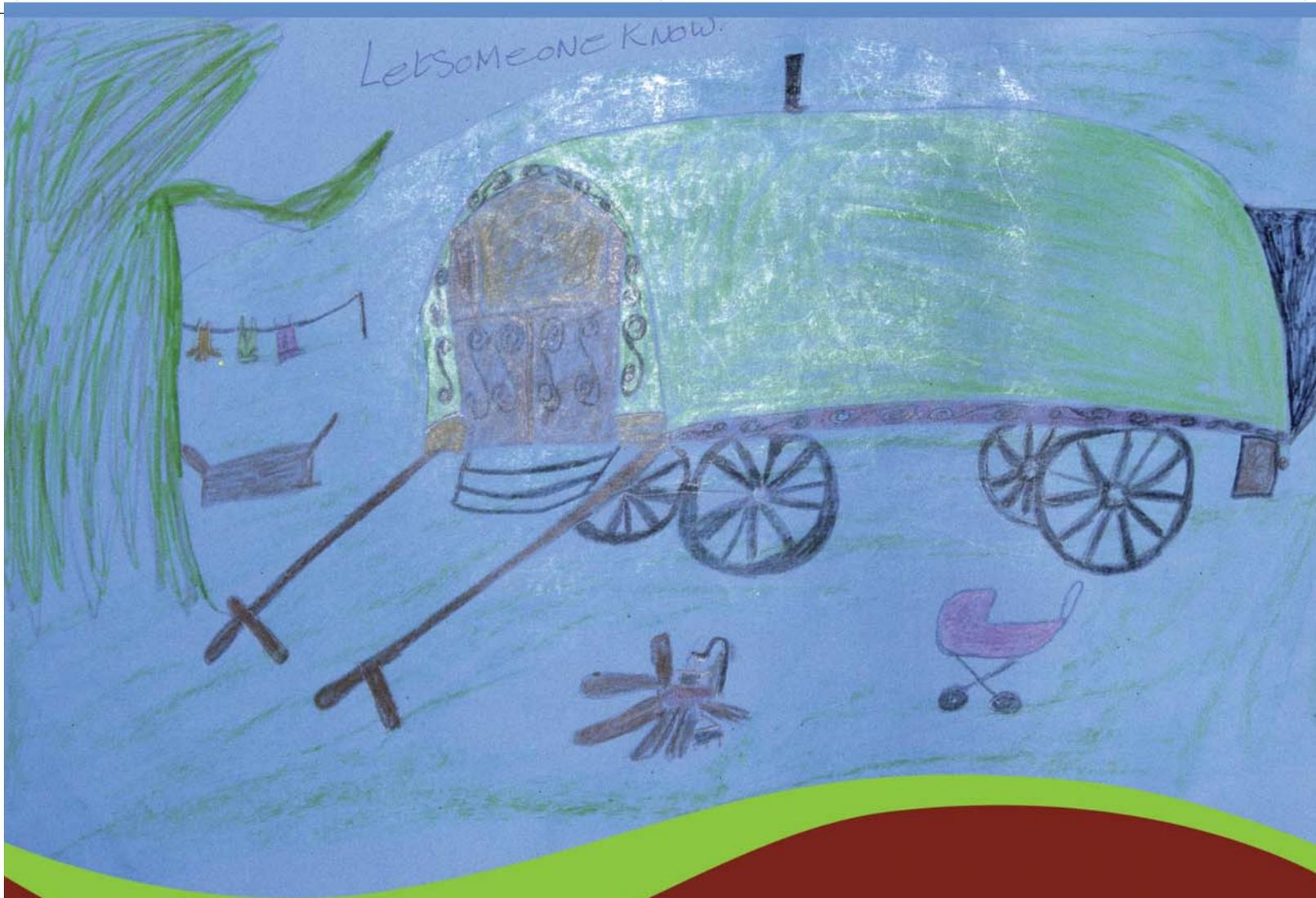
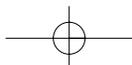




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- Letsomeoneknow.ie
- Your Mental Health





LET SOMEONE KNOW

Youth worker training pack

A guide to introducing emotional/ mental health to young Travellers aged 14 plus

