



# Boys in Mind Film: Young People Training Workshop

## Aims & Learning Outcomes:

- Consider the idea that people with mental health issues are able to live successful, fulfilling lives
- Raise awareness of the effects of gender conditioning and stereotyping on the behaviour of boys and young men in relation to mental health
- Encouraging help-seeking behaviour amongst boys and young men
- Discuss the challenge of stigma around mental illness and poor well-being amongst boys and young men

Time	Activity & Facilitators' Notes	Outcomes	Resources
5 mins	<p><b>Welcome.</b></p> <p>Facilitators introduced. Aims outlined.</p>		Slide resource
5 mins	<p><b>Intro activity: Celebrity Picture Round</b></p> <p>Part 1: Hand out photo sheets of celebrities. Ask the group to get into small groups, and identify the names of the celebs pictured</p> <p>Part 2: Ask the group what these people have in common. Focus on the achievements, the great qualities about them, the reasons to be respected.</p> <p><i>If not volunteered by the group, explain that all of these people have spoken up about having mental health problems.</i></p> <p>Facilitators' note: The rationale of this exercise is as follows:</p> <ul style="list-style-type: none"> <li>• Mental health is something that we all have, and illnesses can affect anyone</li> <li>• Having a mental health problem is no reason to think less of someone, or to expect less from someone</li> <li>• This is a good opportunity to work out how enthusiastic / knowledgeable the group are when it comes to discussing this subject</li> <li>• It is important to keep this exercise moving quickly!</li> </ul>	Consider the idea that people with mental health issues are able to live successful, fulfilling lives	Crib sheet – what each celebrity has as a concern



Time	Activity & Facilitators' Notes	Outcomes	Resources
<p>10 mins</p> <p>(2 mins)</p>	<p><b>Group agreement</b></p> <p>This topic may be difficult for some – it is important to plan for this and establish safe, supportive space, but also acknowledge limitations (not a therapeutic space).</p> <p>Both participants and facilitators fill in and sign this <b>together</b>.</p> <p><b>Facilitator hints:</b></p> <ul style="list-style-type: none"> <li>- Confidentiality (the “Vegas rule”)</li> <li>- Safety warning (<i>if you shared something that makes us think you or someone else was in danger, we might have to tell someone who can offer help</i>)</li> <li>- What kind of positive, supportive behaviours should the group be demonstrating?</li> </ul> <p>-----</p> <p><i>If time is tight, there is a non-participative way to deliver this using pre-prepared flipchart / slides.</i></p> <p><i>Present one sheet entitled “Expect from us”, one “Expect from you” with a list of session expectations on both.</i></p>		<p>PDF resource – Printed on A3</p>
<p>15 mins</p>	<p><b>Is it ok to say?</b></p> <p>This exercise is about what people feel is a right or wrong thing to say. Some of the statements are deliberately vague or controversial.</p> <p>Ask the group to stand up in front of their chairs. Tell them you’re about to show some statements up on the board – things people have said. Their job is to decide whether they think it’s “ok to say” or not.</p> <ul style="list-style-type: none"> <li>• Stay standing if it’s ok to say</li> <li>• Sit down if it’s not ok to say</li> <li>• Sit down and raise your hand if you’re not sure</li> </ul> <p>Statements are as follows:</p> <ol style="list-style-type: none"> <li>1. “Boys and young men are allowed to like things that are “Not for boys””</li> <li>2. “He said he was stressed and started to cry. He was a bit of a weirdo”</li> <li>3. “Man up!”</li> <li>4. “I offer to carry things for women even though sometimes they might be stronger than me”</li> <li>5. “Why do you want to watch that film? That’s a girl’s film!”</li> <li>6. “Some girls are bullying me and I don’t know how to deal with it”</li> </ol>	<p>Raise awareness of the effects of gender conditioning and stereotyping on the behaviour of boys and young men in relation to mental health</p> <p>Discuss the challenge of stigma around mental illness</p>	<p>PowerPoint Slide</p>



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	<p>Facilitators' note: All of these are quotes from people involved in the Boys in Mind project. For each example, ask individuals to explain more about why they made their choices.</p> <p>We would typically expect to see most people agree with statement number one. That means that, if anyone gives a viewpoint later that reinforces a damaging gender stereotype, you'll be able to challenge the group by referring back to it.</p>	<p>and poor well-being amongst boys and young men</p>	
<p>15 mins</p>	<p><b>Build a picture</b></p> <p>The class is split into 4 or 5 groups. The groups are given a photograph of one of the men from the Boys in Mind film – <b>note: do not tell them the real identities of the men in the pictures.</b> They are asked to build a character for this person. The picture sheet should contain prompts for groups such as “Facts about his home life” / “Things he enjoys or is good at” / “Problems in his life”. Each group then introduces the man in their photo to the class</p> <p>Facilitator to ask: Why did you write what you did about this person?</p> <p><i>Rationale: We all make assumptions and judgements about people based on our own experiences, the environment in which we live and people we spend time with. It's important to recognise this as we can often get it wrong.</i></p> <p>If you have time, you may wish to show this short Carlsberg ad which illustrates the point well and with humour. <a href="https://www.youtube.com/watch?v=RS3iB47nQ6E">https://www.youtube.com/watch?v=RS3iB47nQ6E</a></p>	<p>Raise awareness of the effects of gender conditioning and stereotyping on the behaviour of boys and young men in relation to mental health</p>	<p>Picture sheets with prompts</p>
<p>5 mins</p>	<p><b>Boys in Mind Film</b></p> <p>Shorter version: <a href="https://www.youtube.com/watch?v=nUvESn503Ts">https://www.youtube.com/watch?v=nUvESn503Ts</a></p> <p>Facilitators' notes: refer back to the group contract. It's ok to find this film challenging. If you need to pop out of the room at any point that is ok.</p> <p>Additional info following previous activity:</p> <p><i>Jonny and Neil (pictured) are full time campaigners in relation to mental health. Their fame followed the release of the channel 4 documentary 'The Stranger on the bridge' which charted Jonny's attempts to track down the man who had intervened and saved his life when he was suicidal. Jonny has Schizoaffective disorder and continues to have periods of ill health from time to time but also manages to be an inspiring and effective campaigner.</i></p>		<p>Film link. Download in advance in case of no Wi-Fi connection.</p>



**Bath & North East  
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10 mins	<p><b>Keep Doing, Start Doing, Stop Doing</b> Facilitator leads group discussion:</p> <ul style="list-style-type: none"> <li>• How differently do you see the people in the photos now you've watched the film?</li> <li>• How common do you think these kinds of feelings are?</li> <li>• What sort of things can you do to help others with their mental health?</li> <li>• What sort of things can people do to provide self-care?</li> </ul> <p>Participants are asked to consider what they have discussed today and, in pairs if required, decide on at least one thing they will start / stop / keep doing to support young men's mental health (including their own)</p>	Encouraging help-seeking behaviour amongst boys and young men	Boys in Mind Pledge PDF – printed as A5 flashcards These can be used as takeaways for participants, and revisited in future sessions on similar topics
5 mins	Evaluation forms to be completed		Evaluation forms
	Thanks and close		