**Lesson 3: You have a right to a voice**

**Lesson objectives**

* **To find out more about the work of The Children’s Society and other organisations campaigning to support improvement in mental health and well-being.**
* **To plan and deliver your own campaign on mental health and well-being.**

**Resources required:**

* **Flip chart paper and pens.**
* **Problem/solution trees from previous lessons.**
* **Copies of Slide 6, one per group.**
* **Computer and projector with internet access.**
* **Mobile phones/tablets may be required for research.**

**Introduction (10 mins)**

Recap the previous two lessons and remind the group that feeling uncomfortable with your identity is a major cause of low mood depression and anxiety in young people. Collect in the finished ‘identity’ art work. Explain that you are going to display this work in the school to celebrate the diversity in this class and all the many valuable skills and interests the students bring to the school.

Show Slide 1 from the lesson three PowerPoint document – Article 12, you have a right to have a say in decisions affecting you. Ask the group to discuss why this might be important for well-being?

Summarise the discussion and make the point that having a voice is really important in relation to mental health, both in terms of having someone to talk to if you are feeling unhappy or anxious, and in making sure everyone’s point of view is heard if there is an argument. More broadly, explain that everyone can use their ‘voice’ to speak out for people who are struggling with their mental health to get more support for them in school and in the local area.

Explain that there are many organisations working to improve mental health and well-being. The Children’s Society is of one of the charities in the UK that works particularly with vulnerable children and young people. Explain a little about the work of The Children’s Society and recent campaign successes on Slides 2 and 3.

Explain that in this lesson the students are going to be planning their own campaign on well-being and mental health. Share one of two examples of social media campaigns for inspiration:

* A community on Instagram to support people with their mental health:

[**#Here for you**](https://vimeo.com/216306445)

* Short films shown through the Facebook community LADbible:

[**UOKM8? – TheLADBible Group**](https://vimeo.com/214191141)

* Film music posters campaign to support mental health:

[**In Your Corner – Time to Change**](https://www.youtube.com/watch?time_continue=59&v=e7Ha8dNwrVw)

**What are the solutions? (10 minutes)**

Return to the problem/solution tree. Allow 10 minutes for the students to discuss possible solutions to the problem of poor mental health and well-being among young people. It may help to think about it on different levels:

* What could I do?
* What more could be done in school?
* What could the Government do?

Ask the groups to note down their ideas on the problem/solution tree. Go through the animation on Slide 5 to add in further ideas if necessary.

**Campaigning for change (30 mins)**

Explain the three main stages of a campaign on Slide 6. You are currently in Phase 1. In small groups, ask the students to work through the creating change template on Slide 6 (print copies – one per group) to plan a campaign to improve levels of well-being for young people. The students should refer to their problem/solution trees to help. Ask them to consider:

* What change do you want to make?
* Who has the power to change it?
* How can you influence them?
* What is your key message?
* How will you get the message across? (Could social media be a force for good here?)
* What information/resources do you need for the campaign?
* How will you know if you have been successful?

A useful prompt to get the class thinking about how they can support their own well-being may be the [**5 ways to well-being**](https://www.childrenssociety.org.uk/sites/default/files/u130/Ways%20to%20well-being%20postcards%20FINAL%20%282%29.pdf)– a set of postcards created with the New Economics Foundation following research with young people.

**If you decide to go ahead with the campaign, be sure to let The Children’s Society know what you are planning! You can let us know by emailing** [**Sarah.Wayman@childrenssociety.org.uk**](mailto:Sarah.Wayman@childrenssociety.org.uk)