

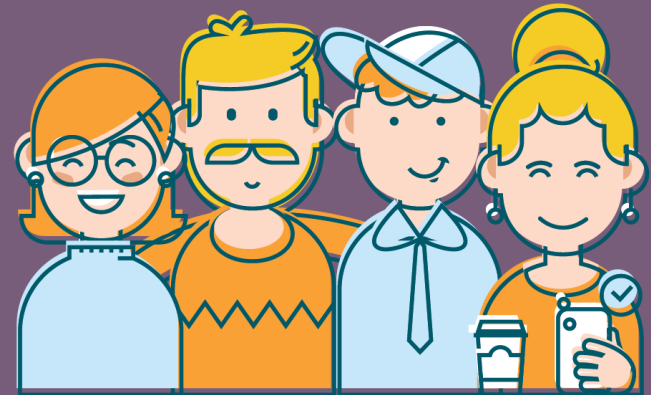
# WE ARE JIGSAW...

Feedback from consultation with both  
Champions Groups  
June 2021  
Louise Monaghan



# WE ARE JIGSAW...

Feedback from consultation with YCEWs  
on Workshop 2 (18 – 25 yr olds)  
16<sup>th</sup> June 2021



# Format for the consultation

- Background to the project
- Messages from research
- Identification of mental health issues for young people (completed at the previous session)
- Identification of gaps (completed at the previous session)
- Key considerations for Workshop 2
- Consultation questions
- Feedback and discussion
- Next Steps

# Consultation Questions

## **Content:**

What are the key messages/information/skills that could realistically be imparted in a 60 minute workshop for young people?

## **Methodologies:**

What methodologies would be useful/effective in a F2F setting/online setting?

## **Target population groups for delivery**

Where might you access participants?

## **Training package:**

What is required in the training package to support you and the YAP to deliver this workshop?

# Q1. Content

## Key messages

- Retain Jigsaw's key messages and frame the session within the context of the pandemic using up to date research
- Focus on resilience and self care
- An activity similar to 'Its time to start talking' drawing on the MWS research – where yp are asked 'what do you think came up in research during the pandemic' – then the actual research is presented – this can help normalise yp's experience – 'Its ok not to be ok – and these issues are heightened during the pandemic – and here's what you can do about it' – leading into discussions/activities on self care – discussions on what they like to do
- Use a variation on the 5 a day but move more into self care within the context of the pandemic – something more personalised – not the existing 5 a day video – something more up to date taking account of the pandemic
- A MH promotional 'lean'

## Content continued

- Using the value that young people bring in the co-facilitation – the YAP are living it – they are endorsing what we are teaching Capturing yp’s voice from the beginning – could open with a piece about the YAP themselves – could bring YAP and YCWs together to brainstorm about this
- YAP could communicate their own story to the level they feel comfortable doing so – they are sharing but it not a sharing space for everyone - – could be about their story/journey into YAP
- Coping skills – increased knowledge of coping skills – to enable young people to better manage emotions – then a takeaway for individuals on coping skills they can draw on
- Healthy coping strategies – coping strategies can sometimes be reactive – this should be balanced with preventative coping skills so they don’t always have to draw on reactive coping skills
- Resilience – Resilience banking exercise – making deposits in a bank of resilience

# Methodologies

- Enable the YAP to make a self care video – similar to the adult one – looking at what they have done to manage themselves in the pandemic – this could be a safer methodology – it's a way of connecting and seeing what they are passionate about – follow up to check with Rebecca Murphy about time required for recording etc.
- A suggestion to model on other examples of training where yp tell their own stories of bullying/coming out etc. thereby encouraging empathy and acceptance – but possibly not appropriate in this situation
- A follow on suggestion for the YAP to share their Jigsaw journey as distinct from their personal story
- A video outlining the YAP journey could contain the sharing piece and not open it up
- Checklists that enable yp to track what they have tried in terms of coping strategies and what they could try

# Methodologies continued

Supporting reflection inside and outside of the space – encouraging yp to come off auto pilot – links to 5 a day messaging – e.g. thinking about screens exclusively for connecting can be detrimental – 2 hours on tiktok!!

An activity like the self care ones – what is nourishing and what is depleting? – what works/doesn't work for me?

A person centred approach

Takeaway checklists & self directed techniques – e.g. grounding techniques, breathing, laughter yoga etc.

A suggestion re the use of role play to explore behaviours such as sleep – mixed reaction to this – can be very useful when run well but takes a lot of time to set up and process

A suggestion re an exercise 'The numbers game' – 'The power of a number' exploring how much time is given to a variety of activities such as social media, sleep etc – 'there's an app for that'



# Target Audience

- Youth groups/clubs/local groups
  - Macra na Feirme
  - Youthreach (however Jigsaw already has an offering there)
  - Local LGBT+ groups
  - Sports Groups
  - Groups that YAP are involved in
  - Voluntary groups
  - IGG/Scouting Ireland
  - Young carers
  - Young parents
  - Youth services
  - Colleges
- \* YAPs could lead on this – where they would like to deliver

# What is required in the training package?

- Look at the skills YAP already have
- YAP need to know the materials inc new materials in the package and standardised intro
- Good preparation time
- Facilitation skills and co-facilitation skills
- Clear objectives for co-facilitation – taking account of potential imbalance of time and power – need to agree how to support and steer YAP (if needed in workshops)
- Public Speaking
- Group work
- Use of PowerPoint
- Clear instructions
- Guidance on how the YCEWs can support the YAP
- Giving the YAP tangible takeaways

# Some observations from the YCEWs

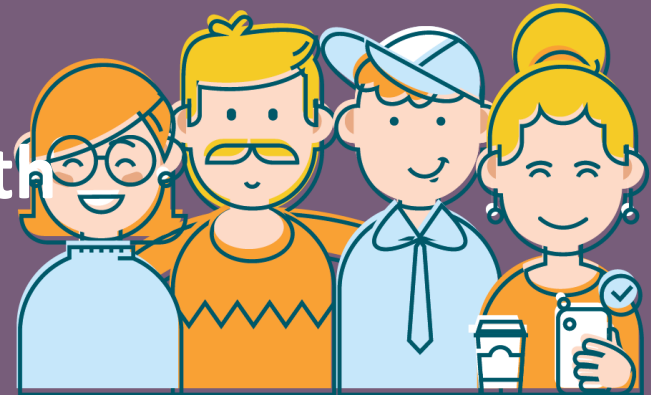
- In response to the question ‘What hurts our mental health?’ bereavement sometimes arises – how can this be addressed in a better way?
- Important in creating a new workshop that we don’t open up the opportunity to table issues that we can’t expand on
- Bereavement may come up in the research piece – we can direct yp to relevant supports
- Previous experience of working in schools where issues have arisen and the teacher has been advised to follow up – who could be directed to follow up with yp in these workshops
- \*Need to bear in mind that these yp will be over 18 & confidentiality
- This highlights the need for YAP who are co-facilitating to be trained in managing difficult questions
- NB The importance of clarity on what we are and are not doing ‘This is not a space for disclosures’ – clarity on boundaries
- YAP need to be very confident

# Follow up discussion

- Possibility for YAP not meeting the 6 month criterion to join
- New programme '5 Ways to wellbeing' – could meet some of YAP demand
- This programme is a pilot which will be evaluated – national roll out next year – additional pieces such as the video could be developed then

# WE ARE JIGSAW...

Feedback from Consultation Sessions with  
YAP 16<sup>th</sup> & 17<sup>th</sup> June 9 young people



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# Feedback from YAP on mental health issues for young people

- Lack of services – long waiting lists for Jigsaw and CAMHS
- Lack of access to sports and games as a reliever for stress
- Isolation/having to stay at home
- Stress and pressure to go out with friends balanced with putting family with underlying conditions at risk
- Stress of not meeting people face to face/fear of meeting people face to face
- Separation from friends leading to drift in friendships
- Dealing with change – anxiety about the rules changing and ongoing uncertainty – last minute decisions
- The impact of everything being closed
- Anxiety and stress in schools – esp re the Leaving Cert

# Mental Health Issues continued

- Impact of the use of social media – comparing yourself to others and not being happy about the comparisons – especially during lock down – then deleting social media to get away from this leading to more isolation because of the challenges of connecting with people
- Isolation
- Discomfort about returning to normality – people have forgotten how to socialise – now anticipating an awkwardness in talking to people
- ‘You get used to being at home then its hard to go out’ – ‘this is irrational but anxiety is irrational’
- Ongoing issues as before and during the pandemic – including racism directly or indirectly
- ‘Our generation is burdened with problems that we are expected to fix such as climate change, racism, the cost of living – will we be able to afford houses?’ – all of this leading to stress and anxiety



# Mental Health Issues cont...

- College online – especially for final year students doing theses – and for first years – no freshers week/ no opportunity to make friends/missing being in a classroom
- Being seen in public with friends and people giving out to you
- Impact of social and economic circumstances – lack of access to technology/poor WiFi
- People who were worse off before the pandemic are now worse off

# Suggestions for Content

- Self care
- Ways of coping with difficult times
- Tips for dealing with isolation
- How to look at life with a balanced approach – not always having to be positive
- Don't use abbreviations – be inclusive – take account of your audience
- Make it interactive
- Use Mentimeter for a self care activity or use it ask them the question 'Do you talk about your mental health?'
- Use of images – put up a picture of a person and ask of that person has experience of MH issues – could use Mentimeter to respond
- Content should stay the same but how it's delivered might vary depending on the group

# Content continued

- Short pieces of advice on how to cope with things in that moment – e.g. breathing exercises
- The basics around mental health – YAP know all this information but we can't make assumptions about yep attending these workshops know – e.g. need a simple definition of MH
- Signs of MH difficulty – what to look out for in yourself and others – mood swings etc
- Alcohol and drugs – this would be difficult to talk about but it's a huge issue for this age group – the impact of having a lot to drink and the impact the day after affecting MH and leading to tiredness – would be useful to have some tips on how to look after yourself esp for the age group going to pubs/clubs for the first time – non judgmental advice
- A key message is to realise you're not alone in your struggles – we are all having problems
- Skills – something on help seeking skills – where to go and what to do – e.g. private/public/GP/College services

# Feedback on methodologies to be used in Workshop 2

PowerPoint is useful – but not death by PowerPoint

Cahoot

Mentimeter

Small group work / work in pairs

Interactive methodologies that are engaging

Use some videos

An experiential piece would be critical

Some discussion pieces

Some small group work activities where yp can talk among themselves

Challenge yp to think critically about things

Using plain English- take account of additional needs such as dyslexia and ADD etc..

# Methodologies

- Strong group contract – e.g. you get out of this what you put into it – phones – listen etc.
- NB to create a casual, friendly, relaxed environment
- Icebreakers
- Use some scenarios and then yp discuss them and feed back on them
- Adapt methodologies to the group – e.g. if it's a sports club then maybe a game with a football
- An activity where we present something and ask the group for their ideas and opinions or the answer to something – then they will learn by either being right or wrong when we give the answer
- Use simple inclusive language

# Target groups

- Colleges
- Sports Clubs/Martial arts clubs
- Youth Clubs
- Youthreaches/Solas – where people are not in school or college but faced with going into an adult workplace
- Minority groups
- Schools (it was noted that there is an existing offer for schools and they are not part of this programme)
- Spunout
- YAPs
- Project catering for young offenders aged 18 – 25 years
- Suggestion to use social media and NYCI's channels to promote these workshops
- Suggestion to put out more open invitations to invite a mix of people in
- Important to target LGBTQ+ groups & MH support for males e.g. male football clubs
- It could be challenging to work with people you know – depends on the individual

# Suggestions for the training package

- Awareness training on how to be inclusive and adapt to the needs of the group
- How to manage behavior in groups
- Presentations skills
- Public speaking skills
- PowerPoint Skills
- How to be culturally aware and take account of differing needs within a group such as catering for people with disabilities
- 'Its hard to remember facts and dates – its not authentic to read off a script – go back to the basics of story telling and anecdotes – this attracts people's attention'
- How to hold the attention of the group

## Training package continued..

- Need to have a good relationship with the YCEW – ‘need to be on the same page’
- Having the opportunity to practice with the YCEW
- A knowledge of the material and the confidence to deliver it



## Some additional feedback

Catering for diversity is hugely important but it takes time to do this properly – to build up trust and learn about needs etc. – you need to connect with that community – this would be challenging in a pilot programme – this could be addressed and built on over time when everyone is more experienced.