

Mental Wealth Games

PILOT 2021-2022

Post Primary/ Youth Work





Cruinn Advisory is an independent practice focused on impact, investment and innovation. Cruinn provides evaluation, research and strategy services to clients across multiple sectors, disciplines and countries. We work with clients so they achieve optimal impact and innovate with purpose.



TAMHI is a mental health charity that works with sports clubs, youth clubs and schools using sport and play as a tool to promote mental health and emotional wellbeing. Their model Mental Wealth Games promotes social and emotional learning through play and sport.



The EA Youth Service manages and operates a range of funding programmes to support the delivery of Youth Work Practice, the Youth Work Curriculum and to improve outcomes for all our children and young people. North & East Belfast Youth Team where the lead within this project.

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Background

Tackling Awareness of Mental Health Issues (TAMHI) initiated a pilot project in partnership with the Education Authority (North & East Belfast branch). The aim of the project was to train up Youth Leaders, who would then be supported to deliver Mental Wealth Games to their members through a Peer Education programme.

The aim of the programme was focused on upskilling youth workers with skills to facilitate in-house wellbeing projects using sport and play to champion mental health. TAMHI's model has been delivered within schools since 2015 and has a good evidence base to show impact. This project offered the opportunity to implement a Youth Work approach.

A Service Level Agreement was agreed, however due to COVID-19 and increased demand for urgent Youth Intervention the original plan was adjusted to ensure minimum interruption to key youth services while still delivering within the spirit of the agreed programme.

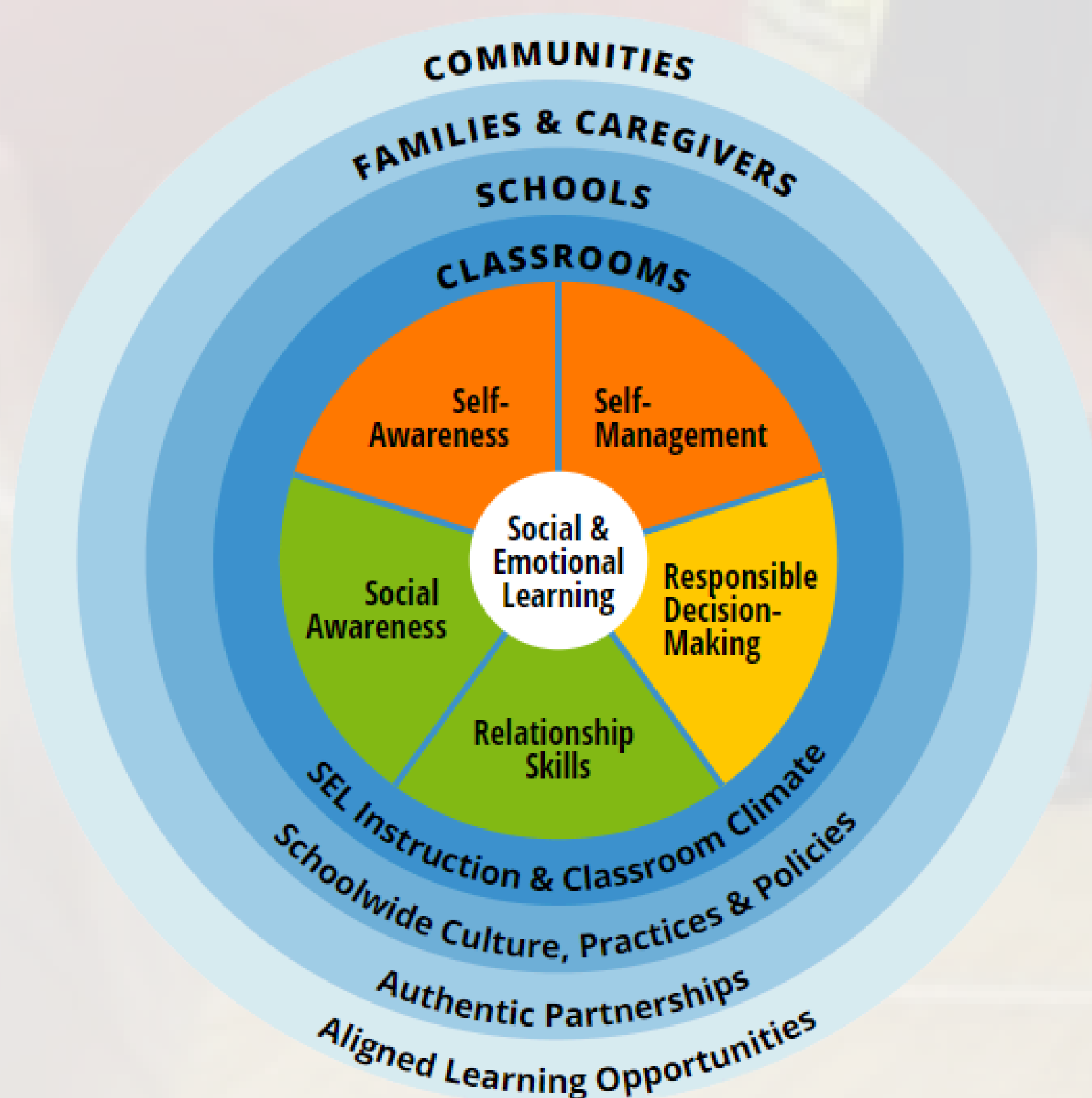
The original plan was focused on three Development Evenings where all staff would be trained and then supported to deliver within their centres. Due to demands on Youth Services and the challenges of COVID-19, it was agreed to deliver the sessions on-site within youth centres to ensure they remained open and available for young people.

Cruinn Advisory was commissioned to carry out an independent evaluation of the programme and to identify any programme learning and potential opportunities to delivery within the Education Authority Youth Service Sector.

Introduction to Mental Wealth Games

Mental Wealth Games promotes social and emotional learning through play. Social and Emotional Learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision-making, self-esteem and behaviour.

TAMHI's approach creates a fun, interactive environment to explore challenges young people face, social pressures, bullying, social media, right and wrong choices and the impact these can have and Take 5 Steps for Wellbeing. The programme aims to empower peers within communities be it young leaders, youth workers or coaches to champion positive mental health and improve lifelong wellbeing. TAMHI delivers games that focus on anti-bullying, impact of choices on wellbeing, how to overcome problems and positive mental health. **(See Appendices pg. 13).**



Delivery

Date	Youth Club	Leaders Trained
27-Apr-21	Doyle Youth Club	4
28-Apr-21	Fortwilliam YC	6
04-May-21	Cregagh YC	4
05-May-21	Mountain Hill YC	6
11-May-21	Mountcoyller YC	8
12-May-21	Hammer YC	6
25-May-21	Glenciarn	4
01-Jun-21	Ardcarnett	4
06-Oct-21	YWIC	22
	Total	64

*Note TAMHI hosted a MOP Up Session, Day of Wellbeing in Girdwood & Supported 2 x Glenciarn Summer Scheme days

Format



Youth Providers completed two online courses to familiarise themselves with basic mental health awareness and an introduction to TAMHI's approach using games to promote social and emotional learning through play.



Original Format: TAMHI hosted 3 development evenings to train all staff. This was changed to onsite delivery in live youth centres. TAMHI provided coaches and they delivered the sessions to the young people working in collaboration with the youth service providers. This normally entailed a 2.5hr session, adopted within each centre to accommodate COVID-19 regulations and manage social distancing.



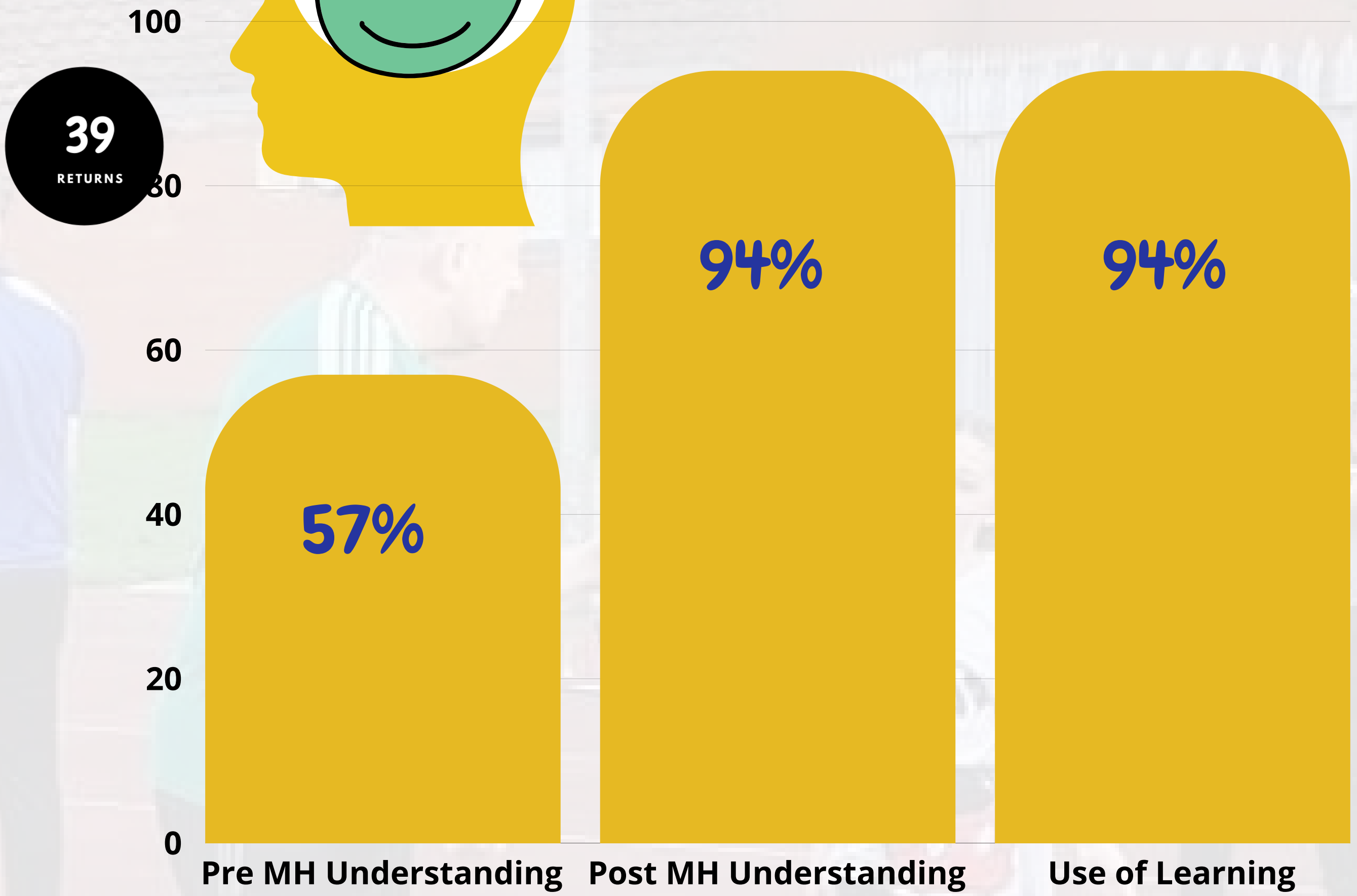
TAMHI provided a world calendar. The aim of the programme was to equip youth workers with the ability to deliver fun games around key world mental health dates. The dates identified were:

- Children's Mental Health Week: February
- Mental Health week: May
- Mental Health Day: October
- Anti Bullying Week: November

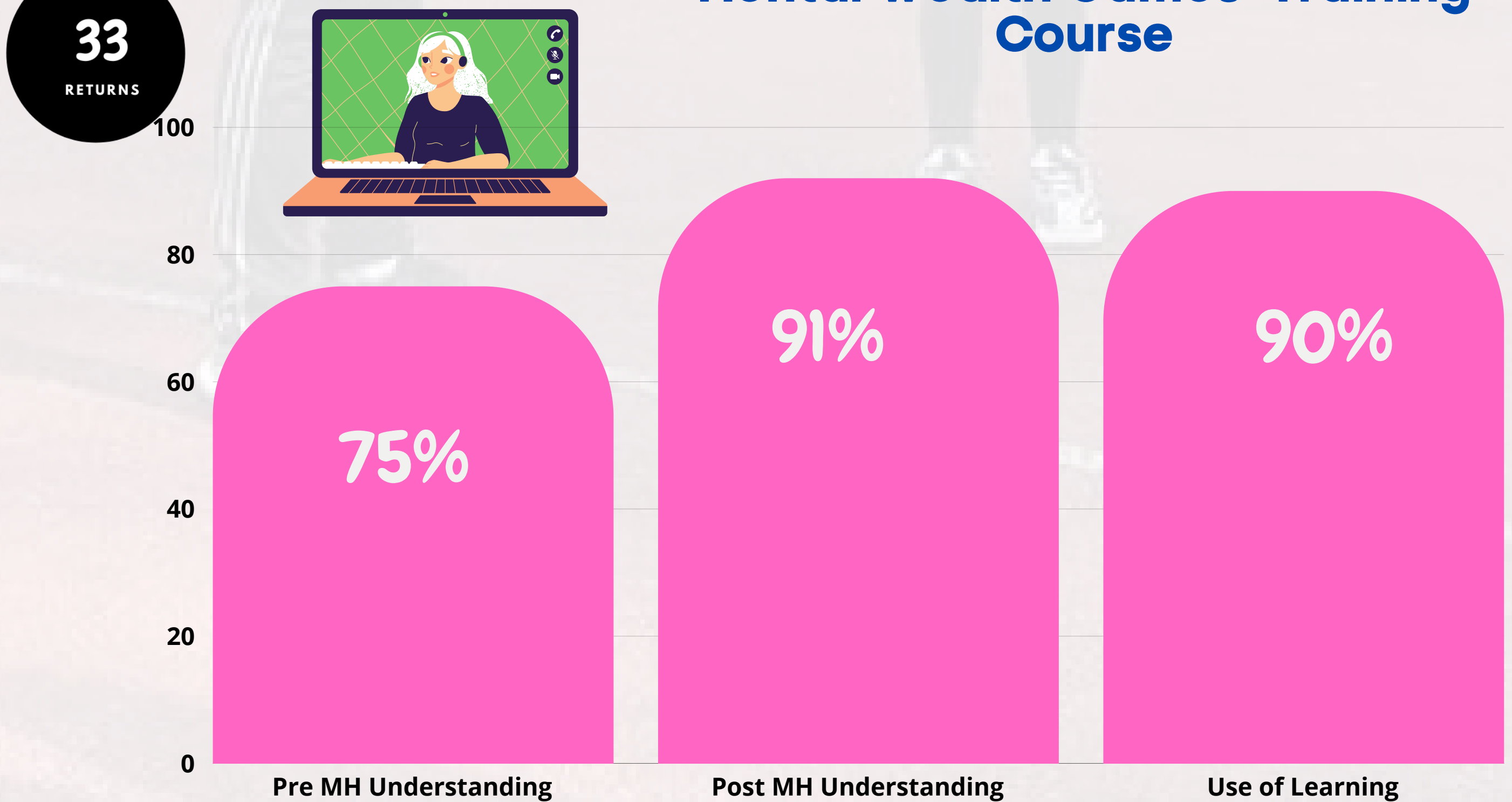


TAMHI provided the youth service providers with access to a licence in which TAMHI would update content. This contains professionally shot tutorial videos, game cards and resources to support wellbeing focused session delivery.

Online Mental Health Course



Mental Wealth Games Training Course



Feedback



Youth Feedback

86
RETURNS

92%
"Mental Wealth
Games Is Fun"



86%
Learnt Key
Wellbeing Messages



86% Felt Good After
Taking Part



97%
Coaching Quality

79%
Increased confidence to
ask for help



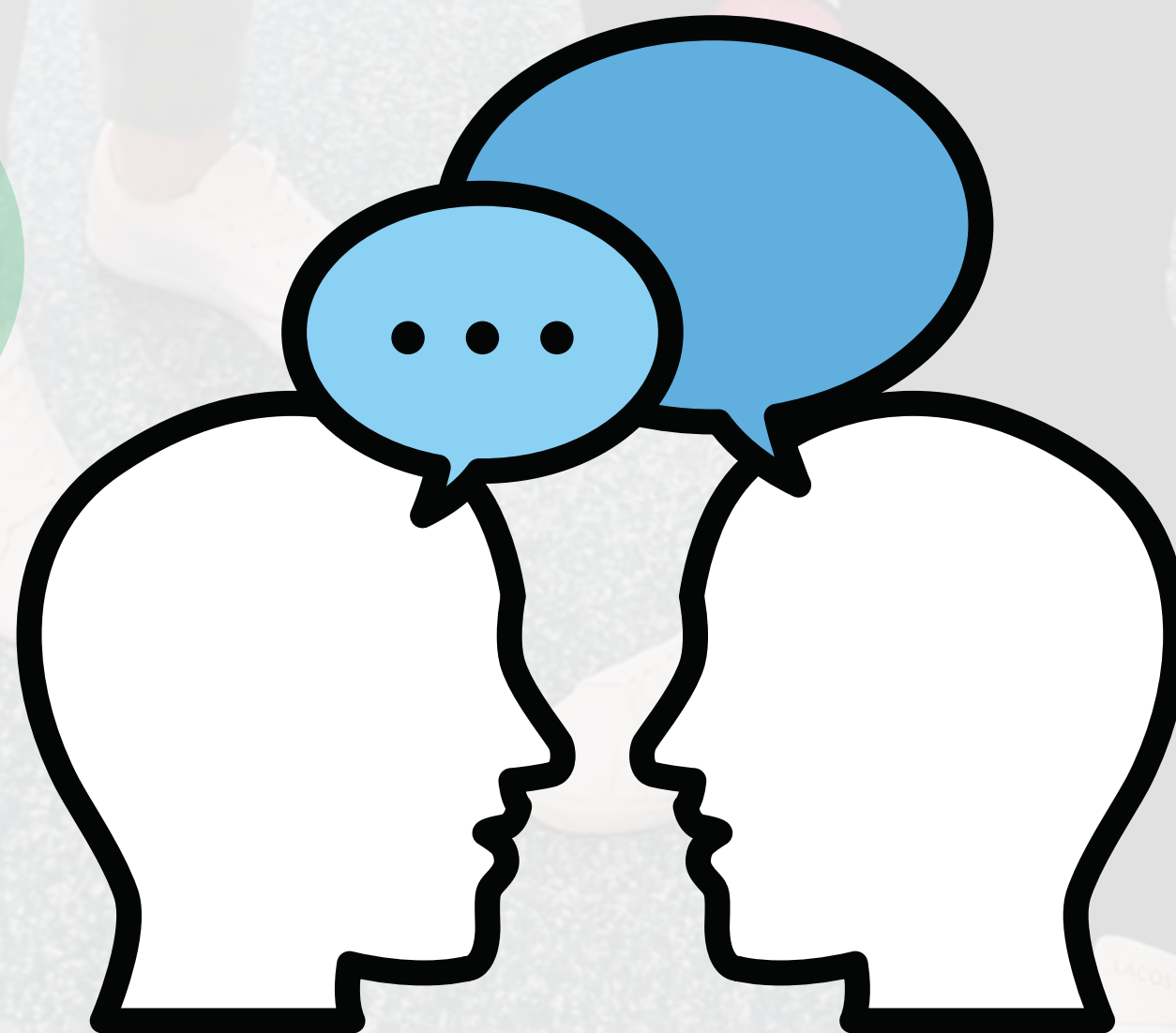
"Enjoyed play
based learning"

"I would like to
learn to deliver
the games"

"Better than
school"

"Good way to learn"

"Programme was
fun"



Youth Leader Feedback (9 Centres)



87%
**Programme
Rating**

82%
**TAMHI
Support**



84%
**Support
Resources**



**"Simple way to
promote mental
health"**

**"Very creative
way to promote
mental health"**

**"Opens up
conversations"**

**"Promotes
positive mental
health"**

**"Active
Learning was
good for the
young people"**

**"Programme
went well with
staff getting a
lot from it"**



Key Learning

Keep participants in similar age groups e.g. 8-11, 12-14, 15 to 18 years old.

Explore the co-design of games for age group 15-17 years old as current games were deemed more relevant to age group 8 to 14 years old.

Create guidance notes/session plans with clear outcomes for each year group that includes key learning and age-appropriate learning points.

Increase awareness of challenging behaviour and solutions to overcome them.

The programme should be delivered as a dedicated focused youth group session - small focused group work.

Wellbeing based sessions should not interfere with what young people want and their general programming e.g. sports/football time. Outreach was a priority over programmes during delivery or sports activities.

The session should be delivered as a staff training session including P/T staff and volunteers accounting for availability. For example, deliver as a dedicated Youth Club Wellbeing session.

TAMHI to explore how to remain linked with Youth Clubs to support follow-up sessions e.g. Glencairn YC where TAMHI supported several of their initiatives. The charity and Youth Clubs can potentially develop relationships.

Going forward allocate a key contact within each centre for TAMHI to communicate with directly to ensure, delivery times, session preparation, evaluations, feedback and project progress can be monitored better.

TAMHI, EA and Youth Clubs to agree roles and responsibilities to ensure effective role out of programmes. Groups discussed ideas around Co-Design of Games and Mini Competitions between Youth Clubs.



Recommendations

The programme can be effectively delivered in relation to small group work/focused group work. e.g. 2 Leaders and Group of 10-15 Young People. The key is delivery in line with the World calendar e.g. Mental Health Day, Mental Health Week and Children's Mental Health Week.

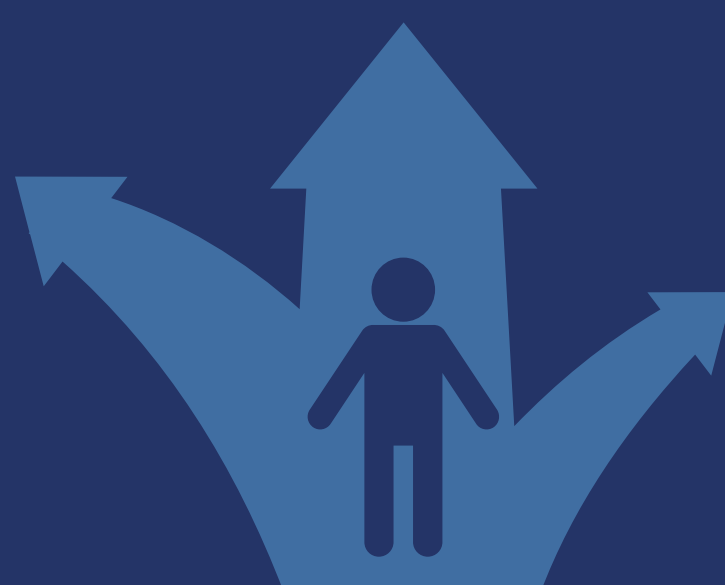
Education Authority could offer the MWG Programme to complement the Reach Project and Flare Project. TAMHI has an established presence in Schools with demand from others.

It is vital that the programme suits the needs and availability of the youth club staff and members. The clubs could be offered the opportunity and arrange with TAMHI themselves to ensure it suits staff, volunteer availability and is delivered at a time that does not interfere with normal club activities.

TAMHI currently has all the information in regards to game objectives and information stored within the Licence. The charity is developing new resources based on the learning within this project and a recent primary school programme. They are developing session plans and dedicated wellbeing programmes for each relevant world wellbeing focused dates.

Focus on collective staff training as per the original model TAMHI to link with EA. For in-house training, TAMHI to link directly with each centre.

TAMHI can link in with various Youth Clubs to bring them together for shared programmes.



Conclusions

The feedback in relation to this programme was very positive from both the young people and youth leaders. In relation to lessons, TAMHI is in the process of improving the programme taking on board the feedback. Based on Department of Education (2021) strategic direction in regard to emotional health and wellbeing, there is a clear link between TAMHI's offering and the education framework. TAMHI's programme champions self-awareness, self-control, motivation, social development, resilience and coping skills. For successful delivery going forward it should be delivered as staff training model either as an in-house session with a number of young people supporting, or with all relevant staff and volunteers or as a dedicated programme with various centre staff.

The feedback to the charity would be to create a better catalogue of age-appropriate support materials to complement the MWG games. The current licence has materials which are clear and can be used, however, a stronger offering would entail dedicated session packs. For example, 8–11-year-old pack that has a session plan, a mental wealth game card or video, age-appropriate support materials and tasks, co-design opportunities and dedicated evaluation and feedback opportunity.


The programme has been successfully delivered as a Shared Education youth leadership programme since 2015. This was the first Youth Leadership programme which has demonstrated it can make a positive impact to youth development, where Youth Leaders use the skills acquired to educate the young people they work with about mental health and emotional wellbeing. In conclusion, based on the feedback and learning, this is a worthwhile programme that should be promoted within the wider youth work sector, within and outside the EA's own remit.

Appendices

Game: Bully Run

Learning outcome(s)
Participants will be able to:

- ✓ Promote anti bullying
- ✓ See an illustration of a person going through a tough time going from school to home
- ✓ Help everyone understand what being subjected to bullying behaviour feels like



Equipment required:

- ✓ Pop up goals
- ✓ Cones
- ✓ Soft balls to throw
- ✓ Head guards (optional)

Delivery notes:

- ✓ Set up an obstacle course using the pop-up goals as shields/safety points
- ✓ Set up a zone where people throw balls at the "Target Person" - each person should have a ball
- ✓ Lay out cones as the path from school to home
- ✓ Give participants who will display bullying behaviour balls to throw

Activity

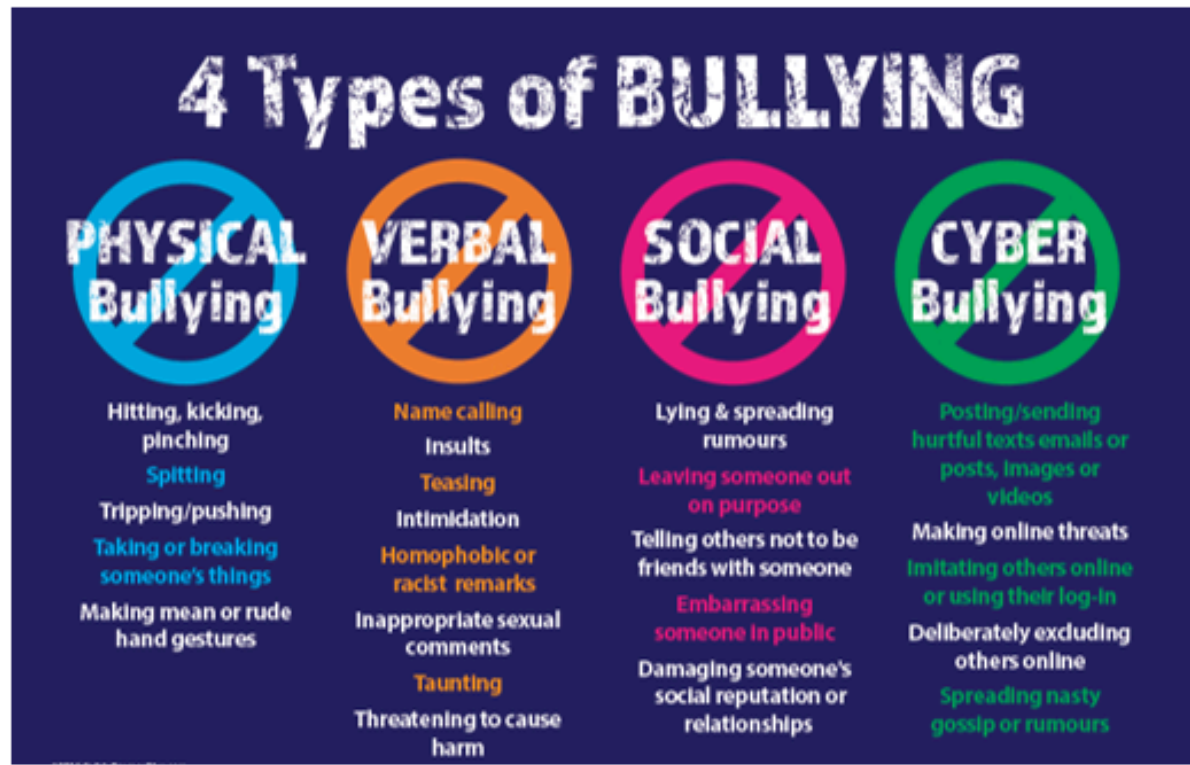
- ✓ Appoint a person who will be subjected to bullying behaviour who must follow the path to get from school to home.
- ✓ Set out an obstacle course with 'School; The Bus Stop; Home Bus Stop; Local Shop; The walk to you home' (or substitute as appropriate).
- ✓ Line out players to throw balls at the person who will experience the bullying behaviour.
- ✓ When person leaves school the "Throwing Players" must target them with dodgeballs.
- ✓ Aim of the target person is not to get hit.
- ✓ AFTER - Talk about bullying and what the balls can represent (Figure 1).

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Game: Bully Run

Progress (Part 2 of the game)

- ✓ Appoint up to four participants (if a small group e.g. in a group of 10 use 2 helpers) to stand up for the person who was targeted with bullying behaviour.
- ✓ Emphasising to participants it is important to ask for help; helpers can represent 'Parents; Teachers; Friends; Youth Workers; Anti Bullying Ambassadors' (or substitute as appropriate).
- ✓ Focus your conversation on talking points around bullying and help seeking behaviour.
- ✓ Focus on how people feel with protection (they should feel safer/better).
- ✓ You can also use this opportunity to explore the concept of 'fake friends' if appropriate.
- ✓ Always reinforce the message that it is ok to ask for help and to speak to a trusted adult ASAP.



4 Types of BULLYING

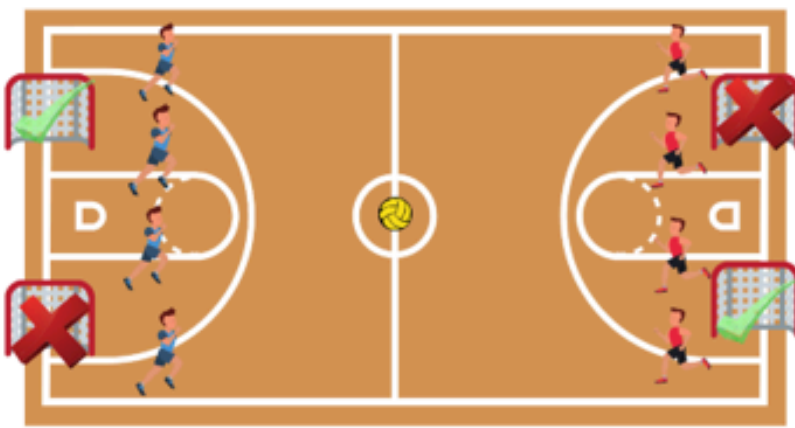
- PHYSICAL Bullying:** Hitting, kicking, pinching, Spitting, Tripping/pushing, Taking or breaking someone's things, Making mean or rude hand gestures
- VERBAL Bullying:** Name calling, Insults, Teasing, Intimidation, Homophobic or racist remarks, Inappropriate sexual comments, Taunting, Threatening to cause harm
- SOCIAL Bullying:** Lying & spreading rumours, Leaving someone out on purpose, Telling others not to be friends with someone, Embarrassing someone in public, Damaging someone's social reputation or relationships
- CYBER Bullying:** Posting/sending hurtful texts emails or posts, images or videos, Making online threats, Imitating others online or using their log-in, Deliberately excluding others online, Spreading nasty gossip or rumours

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Game: Choice Ball

Learning outcome(s)
Participants will be able to:

- Think about the right and wrong statements regarding mental health
- Follow rules to then score in the correct net according to their interpretation of the words / statements
- The team with the highest score wins



Equipment required:

- 4 x Pop up goals
- 2 x sets bibs of different colours
- A football
- 2 x Large printed 'X' marks in red
- 2 x large printed 'D' marks in green
- Printed words and/or statements

Delivery notes:

- Set up 4 goals
- Place two at each side of an indoor hall or outdoor football pitch
- Put ticks in two opposite goals
- Put X's in two opposite goals
- Get a football

Activity

- At each side one goal will be Right/Good = D and the other Wrong/Bad = X.
- Leader / facilitator calls out words or statements that are either right or wrong in relation to mental health. Note we find words can sometimes be more effective with younger audiences.
- Throw ball in middle – first to score in correct net gets the goal.
- Highest score wins.
- After the goal reflect and chat about why the players thought each word or statement was Right or Wrong and what it means.
- Additional reflection points if you have extra time: Explore can something be just 'good' or 'bad' and the implications of these labels.

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Game: Choice Ball

Impacts on Wellbeing:

Positive		Negative	
Healthy Diet	Eating a balanced diet	Bullying	Persistently making someone feel bad
Connecting with friends	Being social; talking and hanging out with mates	Illegal drugs	Drugs that are illegal
Helping others	Being helpfully; doing things for others	Being cheeky to people	Lack of respect
Caring about people	Showing empathy	Not Listening to coaches	Making it hard for coaches to coach
Listening in training	Making it easy for a coach to deliver a session	Lashing out	Hitting out verbally / physically
Trying your best	Doing your best; behaviour and effort	Swearing	Foul Language
Asking for help	You get support and relief in getting help from others	Discrimination	Making someone feel different due to colour of skin; community status etc.

Note: Adjust everything according to your group and the age range you work with / your audience.

Right Statements

1. In 8 young people suffer from poor mental health issues (Source QUB 2021)
2. 1 in 5 adults suffer from mental health issues (Office Statistics Regulation)
3. Mental health affects us all
4. Talking about mental health is a sign of strength
5. If I feel down for more than 2 weeks, I should

Wrong Statements


1. People with mental health problems should be locked up
2. Mental health is always a negative thing
3. People with poor mental health cannot work
4. Keeping everything bottled up is fine
5. There is no help for people with mental health

WORD EXAMPLES... (use words that will appeal best to YOUR audience)

BULLYING SELF ESTEEM THERAPY SUICIDE KINDNESS
 COUNSELLING EXERCISE DRUGS ASSAULT CONNECTION
 HELP DEPRESSION WORRYING GRATITUDE SHAME ISOLATION

Note you could incorporate extra points by asking who can name Support Groups

- Lifeline / Childline
- Doctor / GP
- NSPCC
- Minding Your Head
- Helplines NI
- [Samaritans etc](#)



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Game: Problem Overload

15-20 Minutes

Learning outcome (s)

Participants will be able to:

- Highlight the difficulties in taking on too many problems
- Highlight it's better to share your problems rather than letting them build up
- Key Message: ASK FOR HELP

Equipment required:

- Cones
- Balls (depends on numbers)
- 2-3 Obstacles ie fitness step, hurdles etc
- Two ball carriers
- Mind Craft Head/Blindfold Optional



Delivery notes:

- Split the teams (say 20 people) – 4 teams of 5
- Create 5 Obstacle courses (Symbolic of life); with say 1 small hurdle; 1 big hurdle and 4 Cones positioned in a small square
- Ensure a good supply of balls for each group – min 2 per person so 10 in this game. (You may have to send balls back down to starting point AFTER counting).
- Each member of the team must load up with balls which equal "Problems" and get through life while trying to control them.



Game One: Problem Overload

- Each Person must load up on problems
- Mind Craft Head/Blind Fold Optional – YOU THEN PROMOTE HELPING THROUGH OBSTACLE COURSE OF LIFE
- Each team member can carry as many balls as they want
- Each team member must complete the obstacle course ("Life") and try and control their problems;
- Each team member must try and set their balls ("Problems") in the square without any falling out
- Only balls in the coned off square count
- Any balls that drop or roll out of square will not be counted
- The object of the game is to have the most balls in the square



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Game: Problem Overload

Reflection:

- Ask the team members how they feel?
- were they in control?
- was it a struggle trying to carry so many problems?
- what types of problems could the balls represent?



Typical Responses:

- Schoolwork/Work Stress
- Bullying
- Gambling
- Relationship Breakdown
- Gaming/Online Addiction
- Fighting with friends

Progress: Game 2: Problem Shared

- As each ball represents a problem which is better to be shared. As team members share their problems the game changes as the emphasis of sharing your problems (carrying less balls) is easier to cope.
- The players should then realise by lifting less balls there are more in control and able to set the balls down in the square without losing control.
- At the end of the game the team with the most balls in the safe zone wins and if no balls are lost then it's the team that's finishes quickest wins.

Coaching points to explain to the group

- Each ball equals a problem; problems come in different shapes and sizes
- Small Problems can be easily dealt with; Talk about them
- BIG problems; you need to get help
- If you're not in control of your problems that can go everywhere e.g. losing control of balls
- Any balls that fall represent a problem not resolved and put to the back of your mind, these can build up and create bigger issues in the future
- It's ok to talk and
- Its ok to share your problems
- Share with Friend; Adult; Coach; Teacher; Support Contacts



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Capture the Take 5

Learning outcome (s)

Pupils will be able to:

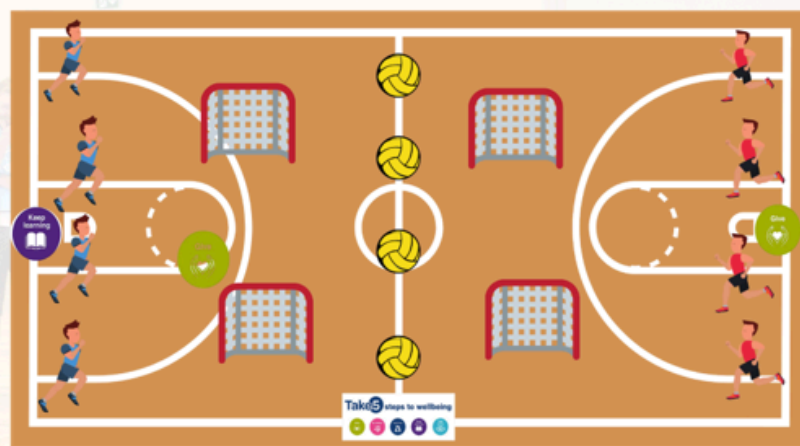
Learn about the take 5 steps for wellbeing and how they can implement them in their lives.

Delivery notes:

- Split into two teams
- Place one ball in the middle
- Take 5 flag (as print)/tape
- POP Up goals (4 to 6)

Equipment required:

- 1 Ball per 2 people
- Take 5 flag (as print)/tape
- POP Up goals (4 to 6)



Activity

- Split the participants into teams and allocate a Take 5 "Flag" to each team
- Teams must tape the Flag to the wall at their start position
- Position a "War Zone" in the centre of the hall - with dodgeballs in the middle
- Teams start at their base and must run to get dodgeballs
- Aim is to put as many people out as possible - last person standing - captures the take 5
- TALK ABOUT TAKE 5 Steps and how they can be rolled out in your setting (at the start or end)



Connect

- With friends
- School
- Phone or Call round to a friends
- Check up on family/friends of old
- Never be afraid to meet new people

Be Active

- Go to the Gym
- Park Run
- Walk the Belfast Hills
- Walk the dog
- Walk with Family
- Walk on your Break

Give your Time

- Volunteer in school
- Help school fundraisers
- Help Pupils struggling to make friends
- Volunteer outside of school

Keep Learning

- New Skills
- New Things You Enjoy
- About other people
- About Mental Health
- About social issues and how to deal with them

Take5
for your emotional wellbeing

Take Notice

- Of all the positive things in our community
- Of the positive leaders and role models
- Of the great spaces we do have and can enjoy

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