



**University of Dundee**

### **'Do Not Give Up On Us'**

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# Do Not Give Up On Us

.....

**A workshop guide for health promotion and civic engagement**

**Co-designing educational and training resources for practitioners  
working with young people**

## Acknowledgement

We are glad to present this workshop guide as a result of a joint collaboration between University of Dundee and community-based organisations working with young people in Scotland. Rock Trust, Action for Children Dundee, Hot Chocolate and A Way Home Scotland were our key partners in this journey, and with them we could involve a group of fantastic young people that were using their services. We all had such a supportive, powerful, and productive time together, and we want to express our most sincere gratitude.

Thanks to all these incredible partners and the young people involved in this process of co-designing this educational and training resource. We hope this guide will support students and practitioners from the health and social care sectors to be more sensitive and prepared to engage, and to discuss health promotion issues in a creative and meaningful way.

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## Preface

A key tenet of Hot Chocolate Trust's daily life is that young people are the experts of their own experience. (Others include "It depends", "every day's a school day" and "How loud is Eilaine's typing?" but they would each need prefaces of their own).

As we work to support young people in their journeys into a free and flourishing adulthood, we know that the only way our skills and experience as youth workers will take full effect is as we add them to each young person's own insights and resources, to each young person's genius.

From its origins and title to its methods and ambitions, "Don't give up on us" is a project that has sought to pool expertise. All partners have learned from and taught each other, and we hope that the resources developed will continue that growth of understanding and improvement of practice. Most importantly, we hope that young people's experiences when seeking support will be changed for the better.

The experience of home is fundamental to every one of us, shaping us for better or worse. To lose, or be lost from, home is profoundly painful and disorienting. It is never simple and the complexities, especially for young people, have commonly been misjudged or even resisted by the services trying, in good faith, to help.

I know of no better way to meet these complexities, and to improve our effectiveness in supporting people who need and deserve our care, than to listen and collaborate and grow our actions with those remarkable people. For this reason, we have been privileged to collaborate with not only the fantastic organizations behind this project but every person, young and old, who has played a part. We look forward to seeing the workshops and resources trigger new connections, collaborations, and change.

**Dave Close**

**Executive Director of Hot Chocolate Trust**



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## Project Background

The seeds of this project were sown in 2016 with a participatory research project: the 'Co-design, Implementation and Evaluation of a Pedagogical Workshop Programme with and for Young People' [1]. Rock Trust, a youth supported accommodation service based in Edinburgh, in Scotland was our key partner for this journey. From this incredible work and the delivery of a series of workshops in wider health and social topics for young people and their youth workers, more organisations were mobilised in two other cities, Dundee and Glasgow and a follow up knowledge exchange programme on youth homelessness, 'Helping Young People Feel at Home in Scotland' [2] was co-produced with the support of the Scottish Universities Insight Institute (SUII). A practitioner video documentary [3] and a set of key recommendations to improve service provision and professional approaches towards young people came from this second project. One of these recommendations involved the need to address the lack of involvement of young people in co-designing educational and training resources that positively impact practitioners' ability to communicate with and to engage in health-related conversations with these groups.

This led us to create the Do Not Give Up On Us project. The title was a powerful quote that came from discussions with young people and became a call for action regarding our commitment to keep working together to tackle health inequalities and promote social justice and civic engagement.

## Overview

### About this workshop guide

Practitioners working with young people have often told us that they would like to have more access to free educational resources and training on issues connected with the health needs of different groups. When working with young people experiencing poverty, homelessness or any other adversity, there is need to have a deep understanding of the young persons' life experiences as a foundation to develop trust, mutual learning, and construction of knowledge. The 'Do Not Give Up Project' is a knowledge exchange and educational training package co-designed to promote health equity and civic engagement with and for people experiencing multiple vulnerabilities. Within this context, we aimed to provide more opportunities for young people to co-create new knowledge and be involved in the design of health educational resources.

This workshop guide aims to share ideas of activities and topics to be sensitively explored by third and health sector practitioners who are interested in improving engagement, health knowledge and the participation of young people they interact with.

This guide presents eight workshop themes designed to be flexible and adaptable to the practitioner's audience and local circumstances. Four health promotion topics and four civic engagement topics. It is intended to be used by practitioners who already work with young people or seek to gain more insights and experience in interacting with these groups. For those with less experience we suggest using the guide with a colleague who has more experience. It is free to download and use with the appropriate acknowledgment.





## Key Principles

In the process of co-designing this guide we identified the following principles that underpinned the development of our proposal:

### Human Rights Approach to Health

In 2021, Scotland became the first country in the United Kingdom to directly incorporate the United Nations Convention on the Rights of the Child (UNCRC) [4, 5] into domestic law, reinforcing the commitment to listen to children and young people and to take their rights into account. Public Health Scotland follows the Universal Declaration of Human Rights (UNDHR) [6] in which health is a fundamental right and everyone has the right of highest attainable standard of physical and mental health. We believe that individuals should be able to make healthy choices about their behaviour, lives, and future. In line with this, the World Health Organization [7] defines health promotion as ‘the process of enabling people to increase control over, and to improve their health.’ That means focusing on all levels of health problems, including socioeconomic and political factors, above and beyond individual behaviour risks.

You as a practitioner should reinforce this principle during the workshops, increasing young people’s awareness of the Right to Health approach adopted by Public Health Scotland [8, 9]. They also have the right to be well treated and be listened to during any interaction with health services and practitioners. The patient Rights (Scotland) Act 2011 [10] and the Charter of Patient Rights and Responsibilities [11] summarizes what patients are entitled to when using and receiving NHS care in Scotland, and what patients can do if they feel their rights have not been respected.

### Paulo Freire’s approach

Paulo Freire is one of the most influential thinkers in the field of education. His work focuses on empowerment education, a form of education that promotes participation by creating opportunities for people to reflect on themselves, their realities, and responsibilities in terms of social transformation [12, 13].

Using critical dialogue and critical attitude as key elements to question the social structures of inequities, Paulo Freire’s critical pedagogy requires the direct involvement of individuals and communities in the achievement of more autonomy and control in health.

Paulo Freire inspired this guide by providing a set of principles for civic engagement [14], and empowerment of young people regarding their own health. We hope the practice of critical dialogue and thinking encouraged within these workshops will stimulate young people to participate to make a difference in the civic life of their communities. The recognition of young people’s knowledge and skills to envision a healthier society can create new attitudes for learning and change among participants and practitioners.

The workshop facilitator and young participants will develop a dialogue around health promotion and civic engagement topics for the co-creation of meaningful health information that can support informed life choices. The workshops are not meant to be just an exchange of ideas in which facilitators “tell” young people what they should do to improve their health. It is about developing new knowledge with and for young people within a process of building trust relationships and mutual respect. The workshops were planned to encourage and support participants in bringing and sharing their own knowledge and experiences when using health services and interacting with practitioners.

### **Co-design and co-production**

Co-design [15] and co-production [16, 17] are processes of active dialogue, engagement, and collaborative work between those who use a service and those who provide the service. There is no right recipe to do it, but there are key principles that one should know before using this guide. Trust is a key word when speaking about practitioners interacting with young people. Practitioners need to create the best atmosphere for building confidence in a meaningful way with those using the services. In addition, practitioners should be encouraged to create opportunities for young people take part in decisions and actions that can positively affect services.



The workshops suggested in this guide should be developed using participatory and creative approaches, based on dialogue, trust, critical reflection and further actions to support young people in living healthier lives.

### How we developed this workshop guide

As mentioned in the project background section, this guide was based on the previous 'Co-design, Implementation and Evaluation of a Pedagogical Workshop Programme With and For Young People' research project that produced eight workshops on health promotion and social participation for young people and their third sector practitioners [1].

That research experience conducted in 2016 gave rise to an impetus to transform it into a future educational and training resource. In 2021, with financial support from the Wellcome Trust we initiated a partnership with four organisations working with young people and their young participants. All of them, practitioners and young people, with two researchers from University of Dundee, attended a series of workshops in Dundee where these eight workshop themes were revisited and updated, and new information was added using a co-design approach. Three workshops with young people with lived experience of homelessness and five workshops with their third sector practitioners, all lasting two hours, were carried out to build this guide.

The organisations taking part were Action for Children (Dundee), Hot Chocolate (Dundee), A Way Home Scotland (Edinburgh) and Rock Trust (Edinburgh). Professor Lorraine van Blerk brought to the project her vast experience in the production of knowledge exchange training packages [18] with street children and youth in African cities through the Growing Up On the Streets project.

## Workshop Delivery

The workshop delivery is flexible. Practitioners from health, education, voluntary and third sectors, along with students under supervision can deliver the activities face to face or using online platforms. They will act as workshop facilitators, initiating the activity but encouraging young people to express their ideas and feelings, letting them be protagonists in this process and lead the conversation if need be. Practitioners can deliver all the workshops (ideally with at least a one-week gap between them to allow participants to reflect on the content) with the same group of young people and following the presented order or not. Conversely, the participants can vary for each workshop topic according to the young people's preferences and expressed needs.

These are suggestions based in our experience, and we understand that the workshops may need to be adapted to the needs and timeframes of the participants and the organisations. We recommend one or two facilitators per workshop if someone has less experience. If you have two facilitators, you should plan the conducting of each of the activities during the workshops beforehand.

### Who should participate in the workshop?

The guide suggests several activities that work better with small groups. We suggest between five and twelve young people attending each workshop. This is important to allow everyone's participation during the activities. You can have smaller and bigger groups depending on the structure and dynamic of the service or organisation, but the activities should be adapted to the number of participants, and everybody assured that they have a chance to share their ideas and opinions if they wish.

These workshops were initially tailored for the needs and contexts of young people experiencing multiple exclusions, such as poverty, homelessness or risk of homelessness, but it can be used by other groups of young people as adapted to their context. The recommended age of participants is 16 to 24 years old.



## Addressing accessibility and inclusivity

Every young person is different and will have different needs and interests. As a facilitator of the workshops, one needs to ensure that there is an inclusive approach in place for participants with specific needs, and one should adapt the space and the workshop sessions to their needs. Young people may have learning difficulties, disability, or literacy issues, among others. You need to be prepared to address them accordingly. The UK Equality Act 2010 [\[19\]](#) applies across Great Britain, including Scotland and provides the legal framework to protect the rights of individuals and advance equality. The important point is that no one should be excluded from participation because of characteristics that may be difficult to accommodate.

It is also important to know the young people that will be taking part in the workshops before starting. If a young person does not read or write, you can change text for images and make sure you read the activities aloud and summarise the ideas.

A needs assessment of each young person done before the workshop delivery can provide adequate information that will help you in planning and adapting activities to provide the best learning environment. You might consider modifying your approach depending on age and ethnicity, as well as taking into account individual learning styles, emotional literacy and any learning difficulties or disabilities.

If the young person has any health condition, you can ask about any possible accommodations to support their wellbeing and accessibility/ability to participate during the workshop. However, sometimes the circumstances of the young person may change before each session. To address that, we recommend that the facilitator gives a summary of the activities before starting each workshop and check if the young person is happy with the planned agenda.

Remember that you can always change and adapt any workshop to be the best fit for the group of young people you are working with.



## Key reflections

In general, as a facilitator working with young people, it is worthwhile to reflect upon some points:

- Be ready to build a relationship with the group of young people. More than a workshop delivery it is an interaction.
- Consider how you can make your participants feel safe and comfortable while allowing them to participate in their own ways.
- Respect young people's opinions and ideas, even when you may not agree with them.
- Think about the importance of the interactions that will be possible with these workshops and how to make the most of this golden opportunity to discuss complex and sensitive issues with young people.
- Participants may be nervous or anxious to take part in the workshop and you need to be patient, kind and sensitive to address this.
- How can I create the safest possible opportunities to listen to the participants and let them take the lead?
- What achievement objectives can be created to indicate that the workshops have been delivered in a positive and safe way for all the participants?



## Workshop main themes and structure

This guide is divided into eight main workshops: each of them has a similar structure but with different suggestions for activities and an estimated time for delivery. These may vary according to the facilitator's experience, the group dynamic and/or length of discussions.

**The eight workshops' topics are as follows:**

	<b>Workshop</b>	<b>Total time</b>
<b>1</b>	Oral Health and Quality of Life	2 hr 30 min
<b>2</b>	Mental Health and Relationships	3 hr 30 min
<b>3</b>	Life Knowledge and Future Planning	4 hr 30 min
<b>4</b>	Stigma	2 hr 30 min
<b>5</b>	Young People and Homelessness	2 hr 30 min
<b>6</b>	Drug Use, Abuse, and Addiction	2 hr 30 min
<b>7</b>	Building Resilience	2 hr 30 min
<b>8</b>	Healthy eating	2 hr 30 min

**The structure of the workshops:**

All the workshops have a similar structure based on previous research [1] and are composed of six parts, each comprising different activities.

## Part 1: Building trust/getting to know each other

**This activity takes around 30 minutes.** It is meant to be an initial activity to build trust and to get to know each other. It is also where group agreement for ground rules is established. This can be any relaxed space that the facilitator and young people will share before starting an activity. We suggest having snacks or even a shared meal as part of this moment. From our experience informal chats around food can be a good way to start a conversation and to establish a good atmosphere. After this we recommend producing a group agreement related to confidentiality during the workshops.

### **You could ask the group:**

- How do you think we should work together?
- How do you think we can make each workshop a safe and respectful environment for everyone?
- What is important for you to feel comfortable to share your experiences?

You could use a flip chart/ or white sheet to write down and validate verbally the ideas that come from the group. You need to make sure young people understand the agreement and agree with the main points. If you have the same group of young people taking part in a follow-up workshop, you can just validate the points discussed in the previous group agreement and see if they would like to add or take any of the points previously agreed. This is a way to give them ownership of the interactions and discussions.

## Part 2: Introduction and icebreaker

You may choose how to go about this, and we will provide some examples that you may use too. In general, this moment is where participants can introduce themselves with more details and using creative ways. We expect a good deal of introducing will have happened in Part 1 above where they get to know one another, but perhaps not everyone will have interacted during the snacks / shared meal, and this will be an opportunity for all participants to know each other. The activity should be fun and provide a positive interaction between





participants, with a relaxed atmosphere, where they can feel motivated for the other parts of the workshop. The ice-breaker activity encourages openness within an informal learning environment. However, not all young people will open up to the same degree, and it doesn't mean they're not fully engaged or invested in the process. In this part participants will also discuss workshop aims and activities.

### **Part 3: Capturing views and experiences**

This part is aimed at listening to young people's voices on their own definitions and life experiences related to the topic that will be discussed during the workshop. In this part, the group will increase awareness about different perspectives related to the same issue. This is a crucial moment because the participants' narratives will serve as a base to be linked with the next parts of the workshop. Following Freire's theory and principles of empowerment, participants should be invited to express their own knowledge instead of passively receiving advice and information. In doing this, we are changing traditional perspectives of learning and placing participants at the centre of their learning processes.

### **Part 4: Deepening and critical reflection**

The shared views and experiences of young participants presented in Part 3 will be combined with potential new information on health-related issues. This new information can add different elements of analysis or perspectives to the group, which can confirm what they already knew or create a critical discussion with different points of view. This part of the workshop addresses Freire's concept of enabling participants to explore their society and critically question key issues related with their past and present situations to develop an increased understanding of the topic and better capacity for choice.

### **Part 5: Co-construction of new knowledge**

This part enables participants to take ownership of their own existing and 'new' knowledge that seeks to bring about change. Facilitators will encourage young people to contemplate next steps. The group will continue the critical and

discursive process of discussion initiated in Part 4 and will synthesize their own opinions, views and thoughts regarding the workshop topic into an individual production (that can be a panel, a collage, a text, a statement, a game, a poem, a drawing, a phrase or a drama activity, among others). It needs to reflect the new co-constructed knowledge and insights that came up through the group discussion and how this can be used in the future.

### **Part 6: Group agreement for change**

This part invites participants to explain individually if they think there was increased awareness of different perspectives, views, or definitions through social participation during the workshop. Following this, participants should say what kind of agreement each of them could make regarding a change to be incorporated into their lives and daily routines from now on. This will encourage participants to translate their personal commitments into an action plan to support behavior change. Therefore, this part of the workshop illustrates Freire's proposition that as a result of a critical consciousness, a critical attitude can be formed toward healthier life choices.

### **Part 7: Workshop closure and evaluation**


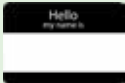





Along with completing the evaluation form and distributing the attendance certificate, have an informal chat about what worked well and what did not. We developed a simple evaluation form that can be used at the end of each workshop. This feedback from participants is essential to help facilitators to know what needs to be improved for future activities.

Regarding the certificate of attendance, during the co-design process of this workshop guide with young people, we perceived the importance of improving their educational and employability skills. For that reason, providing certificates of workshop attendance is very well received by young people. You can find an example of the workshop evaluation form in Appendix 1 and the certificates of workshop attendance in Appendix 2.



**At the end of each workshop description, you will see a list of extra resources that you as a facilitator can consult and use to improve or develop new activities with young people. They also can be used to adapt the workshops to young people’s needs and contexts.**

Table 2 summarises the foregoing points and activities.

	Activity	Main points
	<p><b>Part 1</b> Building trust/getting to know each other</p> <p>.....</p> <p>Group agreement on ground rules</p>	<p>A relaxed and informal moment with young people</p> <p>Discuss confidentiality, respect, and feelings of safety for participation.</p>
	<p><b>Part 2</b> Introduction and Icebreaker</p>	<p>Discuss workshop aims and activities. Icebreaker activity to elicit openness within an informal learning environment.</p>
	<p><b>Part 3</b> Capturing views and experiences of young people</p>	<p>Identify participants’ knowledge and experiences about the topic. Participants should be at the centre of their learning process.</p>
	<p><b>Part 4</b> Deepening and critical reflection</p>	<p>New information added to the group, critical discussion of this ‘new information’ and connections with their realities.</p>
	<p><b>Part 5</b> Co-construction of knowledge</p>	<p>Engagement, creative discussion and individual production of art to reflect the new co-constructed knowledge and how this can be used in the future</p>
	<p><b>Part 6</b> Group agreement for change</p>	<p>Validation of the knowledge produced and action plan to support young peoples’ behaviour change.</p>
	<p><b>Part 7</b> Workshop closure and Evaluation</p>	<p>Completion of the evaluation form and distribution of attendance certificate. Discussion of what worked and didn’t.</p>

(Source: Rodriguez et al. 2019).

Table 3 summarises some important points for the facilitator to organise before each workshop.

Before starting each workshop	During each workshop	At the ending of each workshop
<ul style="list-style-type: none"> <li>• Read the workshop guide overview and make key notes</li> <li>• For preparation of Part 1 workshop structure (table 2), make sure you plan what to serve as a meal or snacks. As a facilitator, you need to ask about any food requirements in advance.</li> <li>• For preparation of Part 2 workshop structure (table 2), after explaining the structure and aims, ask young people if they have any issue or questions. Remember to adapt the session if necessary. Read the detailed information regarding each workshop (workshop description section) you intend to deliver and gather the appropriate material to be used.</li> <li>• Have a look at the resources suggested in each workshop description to see if it fits your audience and to elucidate any general question about the topic.</li> <li>• Check the extra supporting resources suggested if you want to add more content for the workshop delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow a gender-inclusive approach for LGBTQI+ people you may find appropriate to let young people free to express how they would like to be referred to (name and pronouns).</li> </ul> <p>Example of pronouns: He/Him/His; She/Her/Hers; They/Them/Theirs; Ze (or Zie)/Hir/Hirs; Ze (or Zie)/Zir/Zir</p> <p>You can find more information related to personal pronouns at:</p> <p>Scottish Trans: <a href="https://www.scottishtrans.org/trans-equality/use-of-pronouns/">https://www.scottishtrans.org/trans-equality/use-of-pronouns/</a></p> <p>LGBT Youth Scotland: <a href="https://www.lgbtyouth.org.uk/news/2021/international-pronouns-day-new-lesson-plan/">https://www.lgbtyouth.org.uk/news/2021/international-pronouns-day-new-lesson-plan/</a></p> <ul style="list-style-type: none"> <li>• Remember to tailor the workshop to young people’s needs and contexts.</li> <li>• Always remember to summarise the points of the discussion from each activity developed.</li> <li>• Some activities may bring up difficult feelings. Try to check on an ongoing basis if all the young people taking part in the workshops are feeling comfortable during the activities.</li> <li>• Young people should not be asked to disclose personal information unless they choose to.</li> </ul>	<ul style="list-style-type: none"> <li>• Check if the workshop met young people’s expectations and what the areas for improvement are</li> <li>• Remember to print sufficient copies of the workshop evaluation forms and certificates of attendance before each workshop.</li> <li>• Remember that the certificates must contain the young person’s name. If you don’t know their names in advance, you can provide the certificate later or leave a line for the name to be completed at the end of the workshop.</li> <li>• Offer space and time if any young person would like to talk individually.</li> <li>• Make sure everyone knows where specific support related with the workshop topic is available and expand on any topic or needs further support/signposting.</li> </ul>



## Tips for facilitators

During the process of co-designing this guide, we asked young people from Dundee and Edinburgh (Scotland/UK) and third sector practitioners for their key tips on delivering the workshops:

- Be attentive to the language used. Use simple language, no jargon!
- Remember that participants may not know each other and may be feeling nervous about the workshop.
- Try to not make assumptions on what young people may know or not know about the workshop topics. Explore all possibilities.
- Be aware that young people may not easily trust practitioners, services and/or organisations. This mistrust can be based on previous negative experiences and can be challenging for their engagement during the workshops. Therefore, developing trust relationships is important for the successful development of the workshops.
- Remember that families have diverse configurations; it is not always a father and a mother (can be a foster mum, single parent, grandmother, auntie, dad and dad or mum and mum, etc.)
- Try to ask at during different times of the workshop how young people are feeling and if they want to ask any question related to the workshop or anything they have in mind.
- Be aware that young people can read your body language and you should show that you are fully present and want to be there with them.
- Switch off mobile phones to avoid interruptions.
- Be aware that some young people may not feel comfortable with some of the activities suggested. Every young person is unique. If someone prefers to not be involved in certain activities, respect that and offer an alternative activity or even allow them to not participate.
- Do not judge young people's views. The workshop should be felt as a safe place to be open and share ideas!
- Be flexible to adjust the workshop time planned according to the participants' needs and preferences (they may want a longer or shorter discussion of a specific topic).
- The workshops should be enjoyable for all participants.
- Remember that some silence within the group is important and welcomed. It is a way to leave space for somebody to assimilate information and to ask questions!
- Value different knowledge, skills and experiences – for example some young people are good with verbal communication and art activities while some young people may prefer writing or poetry. Think on alternative activities for those participants who are showing less interest to engagement.

- Young people told us they want to build good experiences with practitioners and this workshop can be an opportunity for that. Every contact counts! Make the most of this experience!
- If young people ask you a question and you don't know the answer, you can be honest and say that you don't know but will try to find out and come back to them.

**“You are human before you are a professional, so you need to remember that”.**

- Young person's voice



## Workshop Descriptions

In this section we will present detailed descriptions of the themes and structures of each of the eight workshops.

Information will be provided on the specific goals and preparation of each workshop (comprising aims, duration, suggested materials and learning outcomes), and the six parts of each workshop with different activities.

# Workshop 1:

## Oral Health and Quality of Life

---

### Goals and preparation:

**Aim:** This workshop will explore perceptions of oral health and experiences with dental treatment. It will focus on group strategies to address the challenges of reaching and maintaining good oral health and how this relates to overall health and quality of life.

**Duration:** 2 hours and 30 minutes

**Facilitators' checklist:** Table 3, see page 19

### Suggested materials:

- Flip chart paper
- Pen, pencils, paper
- Images related to oral health (e.g. toothbrushing techniques, before and after dental treatment, person smiling, eating, talking)
- Dental model
- Quiz on oral health
- List of local dental services
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed what oral health means and how it relates to general health
- Increased awareness on sugar intake and its impacts on oral health
- Increased awareness on toothbrushing techniques
- Increased knowledge about available local dental health services
- Discussed different strategies to address oral health issues



## Part 1: Building trust / getting to know each other

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## Part 2: Introduction and icebreaker

- Ask participants to introduce themselves.
- Explain the aim and the structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

Example of ice breaker activity: ‘Say a word that describes you’

Each participant will be invited to say their name, age, and some positive characteristic they feel can describe themselves. After the activity, the facilitator can talk about how difficult it can be for some of us being able to say positive things about ourselves. It requires a good level of self-esteem, and sometimes people may tend to focus on just negative characteristics.

## Part 3: Capturing views and experiences

You can ask participants the following questions:

- ‘What is oral health? You can use your own words.’
- ‘Why do think you need your teeth? (This can open a conversation to talk about the importance of the teeth for eating, smiling, communicating, etc.)
- ‘Do you think oral health can impact on the general health and quality of life?’ ‘How?’
- ‘What were your negative and positive experiences with dental care?’

As a facilitator, try to encourage participation within the group. You can use a flip chart to record participants’ responses. This should be kept visible to the group during the workshop.

The facilitators should note down positive and negative responses toward aspects of accessing dental treatment, then summarise the responses identifying common and divergent experiences. The objective is to reflect on the advantages





of and barriers to access and engagement with dental services, and what kind of strategies the group could identify to improve experiences with dental services and reduce oral health inequalities. It is also important to try to demystify some negative stereotypes of dentists and dental treatment (for example that it is always painful).

#### **Part 4: Deepening and critical reflection**

For this part of the workshop, the facilitator is expected to research current information regarding oral healthcare, such as local dental practices, the WHO key oral health messages (i.e. brushing teeth, reducing sugar intake and regular visits to the dentist), toothbrushing techniques, sugar and caffeine content in popular food and drinks, and dental anxiety issues.

To access this information, the following resources are available:



Information	Author/Organisation	Link
Share oral health key facts and messages.	World Health Organisation	<a href="https://www.who.int/news-room/fact-sheets/detail/oral-health">https://www.who.int/news-room/fact-sheets/detail/oral-health</a>
Oral health improvement programmes for people experiencing homelessness in Scotland	Smile4life Scotland	<a href="https://learn.nes.nhs.scot/3268/reducing-inequalities/smile4life">https://learn.nes.nhs.scot/3268/reducing-inequalities/smile4life</a>
Prevention and management of dental caries	NHS Education for Scotland (NES)	<a href="https://www.sdcep.org.uk/wp-content/uploads/2018/05/SDCEP-Prevention-and-Management-of-Dental-Caries-in-Children-2nd-Edition.pdf">https://www.sdcep.org.uk/wp-content/uploads/2018/05/SDCEP-Prevention-and-Management-of-Dental-Caries-in-Children-2nd-Edition.pdf</a>
Discuss sugar content in some foods and drinks	World Health Organisation	<a href="https://www.who.int/publications/i/item/WHO-NMH-NHD-17.12">https://www.who.int/publications/i/item/WHO-NMH-NHD-17.12</a>
Sugar meter	British Heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods</a>
Caffeine tools and calculator	Caffeine Informer	<a href="https://www.caffeineinformer.com/">https://www.caffeineinformer.com/</a>
Discuss the dental anxiety scale	Humphris, Morrison & Lindsay	<a href="https://www.st-andrews.ac.uk/dentalanxiety">https://www.st-andrews.ac.uk/dentalanxiety</a>



The idea is to encourage critical reflection and understanding of participants' experiences with oral health care involving other aspects beyond the mouth, such as food and nutrition, the use of alcohol, drugs and smoking, the power of smiles to facilitate social interaction, and the impact on employability. Bear in mind that poor dental states and oral hygiene can be embarrassing to discuss. Be sensitive and attentive, especially when there are participants having serious issues about missing teeth or poor oral health. You can use the quiz games suggested above to test young people' knowledge with facts and myths about amount of sugar and caffeine in food and drinks and how they affect oral health.

If you have other resources regarding oral health, such as dental models or images of before and after dental treatment to highlight the importance of oral health, feel free to use them.

#### **Information on local services and patient's rights**

As a facilitator, we recommend that you research and share some practical information about local dental services.

You may consider sharing other information, such as free dental care, pathways to access the dentist, awareness regarding missed dental appointments, signposting to dental anxiety clinics, access to free toothpaste and toothbrushes, dental mobile vans, and drop-in clinic information.

**To access this information, the following resources are available:**

<b>Information</b>	<b>Author/Organisation</b>	<b>Link</b>
Available dental services for young people	Scottish Government	<a href="https://www.gov.scot/news/free-nhs-dental-care-for-young-people/">https://www.gov.scot/news/free-nhs-dental-care-for-young-people/</a>
Dental health	NHS Inform	<a href="https://www.nhsinform.scot/healthy-living/dental-health">https://www.nhsinform.scot/healthy-living/dental-health</a>
Patients' rights	NHS Inform	<a href="https://www.nhsinform.scot/care-support-and-rights/health-rights/feedback-and-complaints/feedback-complaints-and-your-rights">https://www.nhsinform.scot/care-support-and-rights/health-rights/feedback-and-complaints/feedback-complaints-and-your-rights</a>



## Part 5: Co-construction of new knowledge

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information or insight added to the group within the session. The following questions can help with this:

- Was there any new information or reflection that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion, invite participants to work in pairs to describe a dental service that they would like to attend. You can ask the group to think about some of the barriers to dental services and how this ideal service would address those. Details on how this place would look like, the waiting room, the dentist's approach, etc. would be very appreciated.

Regarding oral health promotion for people experiencing homelessness in Scotland you can find more information related to the Smile4life programme: <https://learn.nes.nhs.scot/3268/reducing-inequalities/smile4life>

## Part 6: Group agreement for change

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to improve their oral health.

Ask young people to think about what was discussed during the workshop, and the relationships they can make with their own oral health.

### **The following questions can be used:**

- Is there anything you realized you could be doing to improve your oral health?
- What kind of change in your current habits would you like to make to improve your oral health?

After a brief discussion, invite participants to choose one action that would improve their oral health. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.



## Part 7: Workshop closure and evaluation

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the follow question:

### **What key messages are you taking from today's workshop?**

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and opinions, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

### **Final steps:**

- Invite participants to complete the evaluation form and return it to the facilitator.
- Give them their certificate of attendance.

### **Extra supporting materials**

We suggest some further resources in Appendix 3 (Supporting materials for Workshop 1 - Oral Health and Quality of Life), if you want to consult and use them during the workshop.

# Workshop2:

## Mental Health and Relationships

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### Goals and preparation:

**Aim:** This workshop aims to explore group perceptions around mental health and its relation to homelessness, service provision and relationships with family, friends and partners.

**Duration:** 3 hours and 30 minutes (10 minutes break in the middle)

**Facilitators' checklist:** Table 3, see page 19

### Suggested Materials:

- Flip chart paper
- Pen
- A4 paper
- Post-it notes
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed different perceptions of what mental health means
- Improved knowledge about mental health problems and treatments
- Critically discussed different strategies to address mental health issues



## Part 1: Building trust / getting to know each other

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## Part 2: Introduction and icebreaker

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

### **Example of ice breaker activity: “The weather and landscape metaphor”**

Each participant will be invited to think about how they represent themselves using a landscape or weather feature. They can verbally say it, or write, or make a drawing. For example, they can describe themselves as a desert with a big rainstorm, or a sunny day without wind, etc.

You can provide paper and pen for this activity. When they finish the reflection, ask them to share their landscape or weather with the group if they wish. Remember that young people may choose not to share their ideas and that is completely fine. As a facilitator, you should respect that. After the activity, the facilitator can ask the group if they found the activity challenging or not, and if they have any comment to make.

## Part 3: Capturing views and experiences

### **Ask participants the following questions:**

- What is mental health? You can use your own words
- Can you share with us positive and negative experiences that you had with mental health services?

As a facilitator try to encourage participation in the group. You can use a flip chart paper to write their answers. This page should be kept visible to the group during the workshop.

After finishing the activity, the facilitator can summarise the responses, identifying the common and divergent responses and asking participants if they have any comments to add.

Taking into account the positive and negative experiences that participants highlighted regarding mental health services, ask them to try and identify barriers and advantages to accessing these services and how to overcome the barriers.

We suggest facilitators bring data and statistics around mental health issues among young people nationally and internationally. This will confirm that everybody can face different challenges related to mental health depending on their period of life and changing situations (such as change of school, loss of a loved person, divorce of parents, relationship breakdown, etc). Therefore, we encourage practitioners working with young people to research and gather current information on mental health issues and strategies and services to improve mental health.

#### **Part 4: Deepening and critical reflection**

In this part of the workshop, the facilitator is expected to search for current information regarding the WHO mental health definition, causes of mental health issues, and treatments available.

**To access this information, you can use the resources on the following page.**





Information	Author/Organisation	Link
Definition of mental health	WHO	<a href="https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response">https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response</a>
Mental Health: Poverty, Ethnicity and Family Breakdown	The Centre for Social Justice	<a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2011/02/MentalHealthInterimReport-1.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2011/02/MentalHealthInterimReport-1.pdf</a>
Causes of mental health problems	Mind UK	<a href="https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-mental-health/">https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-mental-health/</a>  <a href="https://www.youtube.com/watch?v=Xddw4WF9KIk">https://www.youtube.com/watch?v=Xddw4WF9KIk</a>
Youth voices on Mental Health	WHO	<a href="https://www.youtube.com/watch?v=Xddw4WF9KIk">https://www.youtube.com/watch?v=Xddw4WF9KIk</a>
Identifying, treating, and managing mental health problems	NHS Inform	<a href="https://www.nhsinform.scot/illnesses-and-conditions/mental-health">https://www.nhsinform.scot/illnesses-and-conditions/mental-health</a>
Trauma Informed Practice for Anyone Working with Children and Young People	NHS Education for Scotland (NES)	<a href="https://www.nhsinform.scot/illnesses-and-conditions/mental-health">https://www.nhsinform.scot/illnesses-and-conditions/mental-health</a>
THRIVE Framework to improve services for children and young people's mental health	NHS Foundation Trust and the Anna Freud National Centre for Children and Families	<a href="http://implementingthrive.org/">http://implementingthrive.org/</a>

These are suggestions and you may use other resources available from reliable sources.

You can print some of the information given above, or bring leaflets from local mental health services, or you make slides to discuss the topic. If you have a computer available, you could watch one or two of the suggested videos with the group.

### **Part 5: Co-construction of new knowledge**

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

#### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion invite participants to work in pairs to talk about different ways to take care of their mental health. This activity should take around 15 minutes. After this you can ask them to summarise the key points of their conversation into a phrase that could be used as a reminder to keep them looking after their mental health and wellbeing. Each pair is invited to share their discussions and the phrase they built together. Facilitators need to acknowledge participants' own strategies to take care of their mental health and see how we can all learn from each other's experiences. The strategies could include meditation, breathing techniques, talking with friends, going to the gym, playing games, or doing something they like, among other things.

### **Part 6: Group agreement for change**

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to improve their mental health.



Ask young people to think about what was discussed during the workshop, and the relationships they can make with their own mental health.

**The following questions may be used:**

- Is there anything you realized you could be doing to improve your mental health?
- What kind of change in your current habits would you like to make to improve your mental health?
- After a brief discussion invite participants to choose one action that would improve their mental health. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.

**Part 7: Workshop closure and evaluation**

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the follow question:

**What key messages are you taking from today's workshop?**

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and opinions, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

**Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator. Give them their certificate of attendance.

**Extra supporting materials**

We suggest some further resources in Appendix 4 (Supporting materials Workshop 2 - Mental Health and Relationships), if you want to consult and use them during the workshop.

# Workshop 3:

## Life Knowledge and Future Planning

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### Goals and preparation:

**Aim:** This workshop aims to discuss the group's definition of 'life knowledge' and its relationship with their aspirations for the future.

**Duration:** 4 hours and 30 minutes

### Suggested Materials:

- Flip chart paper
- Colouring pens
- Balloons and a plastic bag
- Magazines/newspaper with images to make a collage
- Scissors
- Glue
- Paper
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Identified and valued the different types of knowledge they have
- Critically discussed how and when they best used their knowledge
- Critically discussed plans and strategies for the future



## Part 1: Building trust / getting to know each other

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## Part 2: Introduction and icebreaker

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

### **Example of ice breaker activity: 'What is your dream?'**

- Each participant will take time to think about something they would like to achieve. This could be anything, from simple to complex achievements.
- Each participant will write this on a small piece of paper and fold the paper.
- Each participant will put their papers inside a balloon.
- The balloons will be filled with air.
- Participants will be gathered in a circle holding their balloons.
- When facilitator says 'Go' everyone should put their balloons up, in the circle, using their hands to tap the balloons and do not let them fall or touch the floor. The facilitator will explain that the balloons represent their dreams of what they want to achieve, and the effort to keep them in the air represents the efforts that we all need to make towards our goals in real life.
- After that, each participant will pick a random balloon, pop it, take the paper inside and read it aloud. If any participants have issues with bursting the balloons, the facilitator can put all the written dreams in a plastic bag instead inside the balloons. The rest of this activity will remain the same.

Facilitators need to be attentive to those young people who may have difficulties thinking about the future and what they want to achieve. If any participant expresses a lack of response on this topic, try to make it as simple as possible e.g., considering any life aspect or event that they would like to see happening in the short or long term (such as being healthier, happier or making more friends...). After each participant presents what was written inside their balloon, the facilitators can initiate a discussion on the participants' feelings about the future,

their motivation to achieve things and individual and group commitments to developing actions toward positive change.

### Part 3: Capturing views and experiences

**Ask participants the following questions:**

- What was the most important thing you think you have learned in life? Why?
- How and where did you learn this?
- How and when did you use it?

As facilitator, try to encourage participation within the group. Each participant will have paper to write their answers. These learned experiences can be formal, informal or by lived experience. Participants will be invited to share their responses with the group. The facilitator should have them reflecting on different types of knowledge, those from formal educational settings (such as school, college, university) and informal knowledge e.g. from magazines or tv or from watching and listening to others. It is important to recognise the value, diversity and application of all types of knowledge coming from the group in relation to the context required.

### Part 4: Deepening and critical reflection

In this part of the workshop, we suggest showing “Slumdog Millionaire”, followed by a group discussion.

Slumdog Millionaire is a British drama released in 2008. The film is based on the novel Q&A (2005) written by Indian author Vikas Swarup. It tells the story of 18-year-old Jamal Malik, an orphan from the slums of Mumbai, India, who participates in a TV game show called ‘Who wants to be a millionaire?’ The participants attempt to win a prize by answering a series of multiple-choice questions of increasing difficulty. Jamal is one question away from the grand prize of ₹20 million. As he comes from a very poor area and lives on the streets without a formal education, he is arrested and tortured by the police on suspicion of cheating. Jamal recounts his life story to the police, illustrating the incidents that provided him with knowledge gained from life experience that enables him to answer each question correctly.



After the film, facilitators can ask participants to discuss the key messages from the story and what parallels they can draw with the workshop content.

If you do not have the necessary equipment to show the film inside your organisation, you can ask participants to watch the film in advance of the workshop, or you can summarise the film content to the group.

The total duration of this movie is 2 hours and if you decide to play it full during the workshop, bear in mind that the workshop duration will be 4 hours and 30 minutes instead of 2 hours and 30 minutes. Allow a 15 minute break after the first 2 hours.

### **Part 5: Co-construction of new knowledge**

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

#### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion, invite participants to individually work on a collage that represents their life project or desired future. This can be a similar representation to that of the Part 2 icebreaker or any other image that shows what they would like to achieve. Make a set of magazines and newspapers available to look through and cut out images and/or words and phrases to glue into their collage. They can use colouring pencils to connect the images or make drawings to form the best representation of their desired future. Craft materials can also be used in this collage. After they finish their collages, the facilitator will ask them to share their work with the group.

## Part 6: Group agreement for change

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to improve their awareness on their own types of knowledge and ability to make choices and plans for future.

Ask young people to think about what was discussed during the workshop, and the relationships they can make with their personal knowledge and ability to make choices / plans for future.

### **The following questions can be used:**

- Is there anything you realised you could be doing to improve your awareness about the types of knowledge you already have and your ability to make choices and plans for the future?
- What kind of change in your current habits or thoughts would you like to make to improve this critical consciousness?
- After a brief discussion invite participants to choose one action to focus on from the workshop. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.

## Part 7: Workshop closure and evaluation

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the follow question:

### **What key messages are you taking from today's workshop?**

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and opinions, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.





**Final steps:**

- Ask participants to complete the evaluation form and return it to the facilitator.
- Give them their certificate of attendance.

**Supporting materials**

We selected some further materials that you can consult and use during the workshop. If you want to explore these other resources, you can have a look at Appendix 5 (Supporting materials Workshop 3 – Life Knowledge and Future Planning).

# Workshop 4:

## Stigma

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### Goals and preparation:

**Aim:** This workshop aims to discuss what stigma means for participants, how this occurs, its impact on different groups and what are the participant's strategies to reduce stigma in society.

**Duration:** 2 hours and 30 minutes

### Suggested Materials:

- Flip chart paper
- Pen
- Paper
- Ball
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed stigma and its impact on different groups
- Critically discussed strategies to reduce stigma and discrimination.



## **Part 1: Building trust / getting to know each other**

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## **Part 2: Introduction and icebreaker**

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

### **Example of ice breaker activity: “Paying a compliment”**

The participants will be in a circle, the facilitator will ask one volunteer to receive a ball for starting the activity. Each participant will throw a ball for other member saying something nice to this person. It can be a compliment, or any positive word (such as ‘joy’, ‘energy’, ‘kindness’, ‘peace’, etc). At the ending, participants can say how they felt when receiving a compliment by each other. As facilitator you can initiate a discussion on the power of a compliment on people’s wellbeing.

## **Part 3: Capturing views and experiences**

**Ask participants the following questions:**

- What is stigma?
- Which words can better describe it?
- How does stigma affect people?
- Which groups in your view are most stigmatised? Why? Where? How? For whom?

As a facilitator try to encourage participation within the group. You can use a flip chart paper to record their answers. This page should be kept visible to the group during the workshop.

After participants finish the activity, the facilitator can summarise their responses identifying the common and divergent responses and ask participants if they have any comments to add.

The facilitator should use this moment to elicit reflections on stigma as a barrier to social interaction, finding a job, or health-seeking behaviors and engagement in care.

## Part 4: Deepening and critical reflection

In this part of the workshop, the facilitator should research current information regarding stigma and discrimination in healthcare settings, what patients are entitled to when using and receiving NHS care in Scotland, and what they can do if they feel their rights have not been respected.

### **To access this information, you can use the following resources:**

These are suggestions and you can use other resources available from reliable sources.

You can print some of the information given above, or bring leaflets of local ending stigma campaigns, or you can make slides to discuss the topic. If you have a computer available, you can watch one or two of the suggested short videos with the group.

## Part 5: Co-construction of new knowledge

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion, invite participants to reflect on strategies to reduce stigma in different contexts, including health services. The participants will be invited to create a campaign and/or a slogan against stigma associated with a specific group of their choice (for example, women, people with disabilities, youth homelessness, black people, etc) and in a specific context (work environment, health service, public spaces, etc). The activity can be done individually or in pairs. Allow 15 minutes for this activity and provide paper and colouring pens. The facilitator can show some examples of messages against stigma to inspire the participants.



To access this information, you can use the following resources:

New Information	Author/Organisation	Link
Equality Act 2010 - discrimination and your rights	Citizens Advice	<a href="https://www.citizensadvice.org.uk/law-and-courts/discrimination/about-discrimination/equality-act-2010-discrimination-and-your-rights/">https://www.citizensadvice.org.uk/law-and-courts/discrimination/about-discrimination/equality-act-2010-discrimination-and-your-rights/</a>
Patient rights and responsibilities	Scottish Government	<a href="https://www.gov.scot/publications/charter-patient-rights-responsibilities-2/">https://www.gov.scot/publications/charter-patient-rights-responsibilities-2/</a>
Stigma and discrimination	Mental Health Foundation UK	<a href="https://www.mentalhealth.org.uk/a-to-z/s/stigma-and-discrimination">https://www.mentalhealth.org.uk/a-to-z/s/stigma-and-discrimination</a>
The Health Stigma and Discrimination Framework: a global, crosscutting framework to inform research, intervention development, and policy on health-related stigmas	BMC Medicine Stangl et al. (2019)	<a href="https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-019-1271-3">https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-019-1271-3</a>
Experiencing stigma and discrimination	See Me Scotland	<a href="https://www.seemescotland.org/stigma-discrimination/experiencing-stigma-and-discrimination-and-how-to-challenge-it/">https://www.seemescotland.org/stigma-discrimination/experiencing-stigma-and-discrimination-and-how-to-challenge-it/</a>
Reducing stigma	The Link	<a href="https://www.thelinkottawa.ca/en/mental-health/reducing-stigma-.aspx">https://www.thelinkottawa.ca/en/mental-health/reducing-stigma-.aspx</a>
Discrimination Hurts	ACT Responsible	<a href="https://www.youtube.com/watch?v=M5CWwCJD8aw">https://www.youtube.com/watch?v=M5CWwCJD8aw</a>
Stop discrimination and respect diversity	Equality Myanmar	<a href="https://www.youtube.com/watch?v=vK41upGBi90">https://www.youtube.com/watch?v=vK41upGBi90</a>

**Suggested short videos:**

- 'End Violence Against Women Now': <https://www.youtube.com/watch?v=IDncgUwor4>
- 'Would you stop if you saw this little girl on the street?' <https://www.youtube.com/watch?v=MQcN5DtMT-0>

When they finish the activity, the participants will showcase their campaign or a slogan against stigma. Facilitators can mention the power of constant messages coming from the media and its impact on people's perceptions of and interactions with specific groups. Participants can also be invited to think about their own beliefs around different people, groups, or places. The facilitator can ask if they think they hold stereotypes and prejudices about someone or something and how they think this perception was created.

**Part 6: Group agreement for change**

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to help to reduce stigma and discrimination.

Ask young people to think about what was discussed during the workshop, and the relationships they can make with their own beliefs and attitudes regarding stigma and discrimination.

**The following questions can be used:**

- Is there anything you realized you could be doing to increase your awareness about stigma and discrimination of different groups in society?
- What would you think you can do to help reduce stigma?
- What kind of change in your current habits or beliefs could you make to feel confident to challenge stigma but also to adopt less judgmental attitudes?
- After a brief discussion invite participants to choose one action to improve their awareness about stigma and discrimination. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.



## **Part 7: Workshop closure and evaluation**

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the following question:

**What key messages are you taking from today's workshop?**

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and opinions, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

### **Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator.  
Give them their certificate of attendance.

### **Extra supporting materials**

We suggest some further resources in Appendix 6 (Supporting materials Workshop 4 – Stigma), if you want to consult and use them during the workshop.

# Workshop 5:

## Young People and Homelessness

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### Goals and preparation:

**Aim:** This workshop aims to discuss the group's definition of youth and explore the causes of homelessness among young people.

**Duration:** 2 hours and 30 minutes

### Suggested Materials:

- Flip chart paper
- Ball
- Pen
- Paper
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed the group definitions of youth
- Increased awareness of youth homelessness
- Increased awareness of services to support young people experiencing homelessness





### **Part 1: Building trust / getting to know each other**

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

### **Part 2: Introduction and icebreaker**

- Ask participants to introduce themselves
- Explain the aim and structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

#### **Example of ice breaker activity: 'What I like and do not like.'**

The participants sit in a circle and the facilitator asks one volunteer to take a ball to start the activity. Each participant will throw a ball to another member while saying something they like and do not like to do. The facilitator can identify similarities in the group regarding hobbies and personal interests.

### **Part 3: Capturing views and experiences**

#### **Ask participants the following questions:**

- What is your definition of youth homelessness?
- What do you think are the main causes of youth homelessness?
- What are the main consequences of homelessness on health?

As a facilitator try to encourage participation within the group. You can use a flip chart paper to write their answers. This panel should be kept visible to the group during the workshop.

After participants finish the activity, the facilitator can summarise the responses identifying the common and divergent responses and ask participants if they have any comments to add.

The facilitator should use this moment to explore young people's perceptions of youth homelessness (definition, causes, and impact). Bear in mind that some participants may not feel comfortable to share or participate.

### Part 4: Deepening and critical reflection

In this part of the workshop, the facilitator should research current information regarding data on young people experiencing homelessness, prevention pathways and the effects on health and wellbeing.

To access this information, you can use the following resources:

New Information	Author/Organisation	Link
Youth Homelessness prevention pathway	Scottish Government, Rock Trust and A Way Home Scotland	<a href="https://www.awayhomescotland.org/wp-content/uploads/sites/13/2021/03/YHPP-for-All-Young-People-1.pdf">https://www.awayhomescotland.org/wp-content/uploads/sites/13/2021/03/YHPP-for-All-Young-People-1.pdf</a>
Youth homelessness statistics	Scottish Government	<a href="https://www.gov.scot/publications/youth-homelessness-statistics-2019-to-2020/">https://www.gov.scot/publications/youth-homelessness-statistics-2019-to-2020/</a>
The effects of youth homelessness	Centre Point UK	<a href="https://centrepoin.org.uk/youth-homelessness/the-effects/">https://centrepoin.org.uk/youth-homelessness/the-effects/</a>
Youth homelessness in the UK	Joseph Rowntree Foundation	<a href="https://www.jrf.org.uk/report/youth-homelessness-uk">https://www.jrf.org.uk/report/youth-homelessness-uk</a>
Equal Opportunities Committee. Having and Keeping a Home: steps to preventing homelessness among young people – 2014 Follow-up.	Scottish Parliament	<a href="https://www.parliament.scot/parliamentarybusiness/CurrentCommittees/74872.aspx">https://www.parliament.scot/parliamentarybusiness/CurrentCommittees/74872.aspx</a>



These are suggestions and you can use information from other reliable sources. You can print the information given above, or you can make slides to discuss the topic.

### **Part 5: Co-construction of new knowledge**

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

#### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion, invite participants to do a reflexive mapping exercise of their views of the key issues before, during and after the homelessness experience. Participants can be divided into small groups of four to five to complete the table below. The facilitator can print it for each group, or answers can be written on flip chart paper.

When the young people finish the activity, they can share their answers and the facilitator will summarise the main challenges identified for each time period alongside the services available. The aim is to increase awareness of the different stages of homelessness and what services are available.

Before someone faces homelessness	During the experience of homelessness	After homelessness is resolved
<ul style="list-style-type: none"> <li>• What happens before someone becomes homeless?</li> <li>• What are the key issues at this stage?</li> <li>• Which services, if any, are available for the individual at this stage?</li> </ul>	<ul style="list-style-type: none"> <li>• What happens when someone becomes homeless?</li> <li>• Key issues at this stage?</li> <li>• Which services you know are available for the individual at this stage?</li> </ul>	<ul style="list-style-type: none"> <li>• What happens after someone has moved out of homelessness, into a stable accommodation?</li> <li>• Key issues at this stage?</li> <li>• What services are available for the individual at this stage?</li> </ul>

### Part 6: Group agreement for change

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to increase awareness about youth homelessness and available services.

**The following question can be used:**

Is there anything you realized you could be doing to increase your awareness about youth homelessness and services available?

After a brief discussion invite participants to choose one action to improve their awareness about the topic. They should write this down, and then each participant is invited to read their ‘commitments to change’ for the group.

### Part 7: Workshop closure and evaluation

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the follow question:

**What key messages are you taking from today’s workshop?**



Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and opinions, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

**Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator.

Give them their certificate of attendance.

**Extra supporting materials**

We suggest some further resources in Appendix 7 (Supporting materials Workshop 5 – Young People and Homelessness), if you want to consult and use them during the workshop.

# Workshop 6:

## Drug Use, Abuse, and Addiction

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### Goals and preparation:

**Aim:** This workshop aims to discuss drug use, abuse and addiction, and its impact on young people.

**Duration:** 2 hours and 30 minutes

### Materials:

- Flip chart paper
- Pen
- Paper
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed the meanings of drug use, abuse, and addiction
- Explored reasons why young people become involved with drugs
- Raised awareness of available services
- Critically discussed different strategies to address drug use and addiction



### **Part 1: Building trust / getting to know each other**

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

### **Part 2: Introduction and icebreaker**

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any questions and if they agree with the structure of the workshop.

#### **Example of ice breaker activity: “The opposite Game: Focus, Listening”**

Participants will stand in a circle listening for the facilitator’s command. On the instruction “Go”, they will start walking around the room and stop at the instruction “Stop”. Two more instructions of “Jump” and “Clap” are then added. After repeating this for a while, the instructions are reversed so that Go = Stop, Stop = Go, Clap = Jump and Jump = Clap. The more confident the young people get, the more actions you can add into the equation.

After the activity, the facilitator can ask participants how they felt where the instructions were reversed. This can be an opportunity to discuss how it can be challenging to break automatic modes of responding to situations without focus and careful listening.

### **Part 3: Capturing views and experiences**

#### **Ask participants the following questions:**

- What is the difference between drug use, abuse, and addiction?
- Why do you think young people become involved with drugs?
- What can be the impact of this use on young people?

As a facilitator try to encourage participation within the group. You can use a flip chart paper to write their answers. This page should be kept visible to the group during the workshop.



After participants finish the activity, the facilitator can summarise the responses identifying the common and divergent responses and ask participants if they have any comments to add.

The facilitator should use this moment to initiate reflections on different levels of drug use among young people, how to know the difference between them, the most common reasons given by young people to start using drugs, the influence of peer pressure, and the most known consequences of drug use.

#### **Part 4: Deepening and critical reflection**

In this part of the workshop, the facilitator should research current information regarding definitions of drug abuse, use and addiction, types of drugs, impacts on health, and local and national information on available services.





To access this information, you can use the following resources:

New Information	Author/Organisation	Link
Definition of addiction	NHS	<a href="https://www.nhs.uk/live-well/healthy-body/addiction-what-is-it/">https://www.nhs.uk/live-well/healthy-body/addiction-what-is-it/</a>
Explanation about drugs (psychoactive)	WHO	<a href="https://www.who.int/health-topics/drugs-psychoactive#tab=tab_1">https://www.who.int/health-topics/drugs-psychoactive#tab=tab_1</a>
Awareness about drug addiction and overdose	WHO drug overdose	<a href="https://youtu.be/qs1PwghNXU">https://youtu.be/qs1PwghNXU</a>
Providing evidence-based information on drugs, alcohol, and tobacco	Drug Wise UK	<a href="https://www.drugwise.org.uk/new-psychoactive-substances/">https://www.drugwise.org.uk/new-psychoactive-substances/</a>
Support for people with alcohol and drugs issues	NHS inform Scotland	<a href="https://www.nhsinform.scot/healthy-living/alcohol/where-to-get-help">https://www.nhsinform.scot/healthy-living/alcohol/where-to-get-help</a>
Support for families with alcohol and drugs issues	Scottish Families Affected by Alcohol & Drug	<a href="https://www.sfad.org.uk/">https://www.sfad.org.uk/</a>
A national resource of expertise on drug issues	Scottish Drugs Forum	<a href="https://www.sdf.org.uk/">https://www.sdf.org.uk/</a>
Harm reduction	NHS Greater Glasgow and Clyde	<a href="https://www.nhsggc.org.uk/about-us/professional-support-sites/health-improvement-alcohol-and-drugs/useful-links/alcohol-and-drugs/ggc-alcohol-and-drug-prevention-and-education-model-2012/harm-reduction-drugs/">https://www.nhsggc.org.uk/about-us/professional-support-sites/health-improvement-alcohol-and-drugs/useful-links/alcohol-and-drugs/ggc-alcohol-and-drug-prevention-and-education-model-2012/harm-reduction-drugs/</a>

These are suggestions and you can use other resources available from reliable sources.

You can print the information given above or bring leaflets of local services to treat drug use, abuse, and addiction, or you can make slides to discuss the topic. If you have a computer available, you can watch one or two of the suggested short videos with the group.

### **Part 5: Co-construction of new knew knowledge**

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

#### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

After this group discussion invite participants to reflect on strategies to reduce drug use, abuse, and addiction among young people. Be mindful that some young people may use drugs or have friends/family members who are involved with substance abuse and addiction. Substance abuse is when you use a drug in a harmful way. Addiction describes the compulsive seeking of that drug. These strategies would come from different sectors in society such as health bodies, education, Government, third sector, among others. You can ask participants to work in pairs to select five actions to be developed by each of these sectors. Then, each pair can share their plans with the group.

### **Part 6: Group agreement for change**

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to increase awareness on drug use, abuse and addiction.

Ask young people to think about what was discussed during the workshop, and the relationships they can make with their own beliefs, experiences and attitudes related to drug use, abuse and addiction.



**The following questions can be used:**

- Is there anything you realized you could be doing to support a friend, a family member or someone you know that can be having drug issues?
- What kind of change in your current habits or beliefs would you like to make to feel confident about discussing drug issues with someone such as a friend, a family member, or a practitioner?

After a brief discussion invite participants to choose one action to keep improving their awareness about drug issues and the impact on young people's lives. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.

**Part 7: Workshop closure and evaluation**

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities.

**Then, you can ask the follow question:**

- What key messages are you taking from today's workshop?

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants **express their feelings and achievements, you as facilitator can share how** you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

**Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator. Give them their certificate of attendance.

**Extra supporting materials**

We suggest some further resources in Appendix 8 (Supporting materials Workshop 6 – Drug Use, Abuse, and Addiction), if you want to consult and use them during the workshop.

# Workshop 7:

## Building Resilience

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### Goals and preparation:

**Aim:** This workshop aims to increase knowledge on resilience and resilience skills.

**Duration:** 2 hours and 30 minutes

### Materials:

- Flip chart paper
- Colouring Pencils
- Paper
- Evaluation forms
- Certificates of attendance

### Learning outcomes:

By the end of this activity, young people will have:

- Critically discussed what is resilience
- Critically discussed strategies to build resilience for health and wellbeing



## Part 1: Building trust / getting to know each other

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## Part 2: Introduction and icebreaker

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any question and if they agree with the structure of the workshop.

### **Example of ice breaker activity: Collective drawing**

- The facilitator will ask the participants to sit in a circle facing outward.
- The facilitator will provide paper and colouring pen and ask them to think about something they want to draw (including planning the details such as shape, elements presented, and colours to be used). Each participant will silently plan their drawing.
- The facilitator then asks the participants to start the drawing.
- After 2 minutes the facilitator asks the participants to pass the drawing to the person sitting on their right side.
- These instructions are repeated (with variations of time, for example: 1 minute; and then the next round will have 45 seconds) until each participant receives the drawing they started to make.

The participants will be invited to reflect on their original drawing that was initiated and the final drawing they received with all the contributions from the group.

### **You may want to ask the following questions:**

- Does this final drawing reflect your original idea?
- How did you feel having to pass your drawing to other?
- How did you feel on receiving someone's drawing to continue?



The aim is about understanding processes or tasks that we initiate but we cannot finish and how we need to be creative and adaptable to work on changing situations and with groups.

### Part 3: Capturing views and experiences

**Ask participants the following questions:**

- What is resilience and why does it matter?
- Do you think resilience is something you are born with or something you can learn from life situations? Why?
- What are the resilience skills?

As a facilitator, try to encourage participation within the group. You can use a flip chart paper to write their answers. This page should be kept visible to the group during the workshop.

After participants finish the activity, the facilitator can summarise the responses identifying the common and divergent responses and ask participants if they have any comments to add.

The facilitator should use this moment to initiate a reflection on the group's perceptions about what resilience means, what resilience look like and why it matters.

### Part 4: Deepening and critical reflection

In this part of the workshop, the facilitator should research current information regarding definitions of resilience, the benefits of being resilient, resilience skills and how to create strategies to build resilience for health and wellbeing.



To access this information, you can use the following resources:

New Information	Author/Organisation	Link
Strengthening resilience: a priority shared by Health 2020 and the Sustainable Development Goals	World Health Organisation	<a href="https://www.euro.who.int/_data/assets/pdf_file/0005/351284/resilience-report-20171004-h1635.pdf">https://www.euro.who.int/_data/assets/pdf_file/0005/351284/resilience-report-20171004-h1635.pdf</a>
Building your own resilience, health and wellbeing	Skills for Care UK	<a href="https://www.skillsforcare.org.uk/Documents/Leadership-and-management/Resilience/Building-your-own-health-resilience-and-wellbeing-WEB.pdf">https://www.skillsforcare.org.uk/Documents/Leadership-and-management/Resilience/Building-your-own-health-resilience-and-wellbeing-WEB.pdf</a>
How to build resilience and emotional health in children and teenagers	Family Lives UK	<a href="https://www.familylives.org.uk/advice/your-family/wellbeing/building-resilience-in-children-and-teens">https://www.familylives.org.uk/advice/your-family/wellbeing/building-resilience-in-children-and-teens</a>
Card game: 'Let's Talk Resilience. A game to build emotional strength'	Sue Nicholls	<a href="https://www.routledge.com/Lets-Talk-Resilience/Nicholls/p/book/9781909301597">https://www.routledge.com/Lets-Talk-Resilience/Nicholls/p/book/9781909301597</a>

These are suggestions and you can use other resources available from reliable sources. You can print the information given above, or you can make slides to discuss the topic, or use the suggested card game 'Let's Talk Resilience (above). A game to build emotional strength' in the workshop.

## Part 5: Co-construction of new knowledge

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

### **The following questions can help with this:**

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

### **After this group discussion invite participants to talk in pairs about:**

- Why are some people naturally more resilient than others?
- Their own experiences of being resilient (if they feel comfortable, otherwise they can mention other people's experiences they know of). Participants can mention situations where they used a sense of humour when things were tough; or they coped well with the uncertainty; or they said something to themselves to help reduce stress, etc.)
- What helps resilience?
- Create together three empowering beliefs coming from your own experiences of being resilient. (Examples: 'I am strong, and this situation will make me stronger'; 'I can cope with uncertainty, I am open to the unknown', 'I am kind to myself', 'I value myself', 'I am grateful for what I have', etc)

When participants finish each pair will share their conversations with the group.

## Part 6: Group agreement for change

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to improve their resilience skills.





Ask young people to think about what was discussed during the workshop, and the relationships they can draw with their own beliefs and attitudes regarding resilience.

**The following questions can be used:**

- Is there anything you realized you could be doing to be more resilient?
- What would you think you can do to develop or to improve your resilient skills?
- What kind of change in your current habits / beliefs would you like to make to feel more confident to cope with pressure and stress?
- After a brief discussion invite participants to choose one action to improve their resilience skills. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.

### Part 7: Workshop closure and evaluation

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities.

**Then, you can ask the follow question:**

- What key messages are you taking from today's workshop?

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and achievements, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.

**Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator. Give them their certificate of attendance.

**Extra supporting materials**

We suggest some further resources in Appendix 9 (Supporting materials Workshop 7 – Building Resilience), if you want to consult and use them during the workshop.



# Workshop 8:

## Healthy Eating

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### **Goals and preparation:**

**Aim:** This workshop aims to discuss healthy eating, differences in ability to access food across social groups and its relations with health inequalities.

**Duration:** 2 hours and 30 minutes

### **Materials:**

- Flip chart paper
- Pen
- Paper
- Images of foods that can be found in someone's fridge. It must be a mix of healthy and unhealthy food.
- Evaluation forms
- Certificates of attendance

### **Learning outcomes:**

By the end of this activity, young people will have:

- Critically discussed healthy eating in the context of health inequalities
- Critically discussed the role of food beyond nutrition
- Critically discussed different strategies and challenges to achieve a healthier diet

## Part 1: Building trust / getting to know each other

As described in the workshop structure - Part 1: Introduction and icebreaker, see page 15/16.

## Part 2: Introduction and icebreaker

- Ask participants to introduce themselves
- Explain the aim and the structure of the workshop.
- Check if the young participants have any question and if they agree with the structure of the workshop.

### Example of ice breaker activity: 'What is your favourite food?'

The facilitator will ask to the group:

- What is your favourite food? Why?
- What is the least tasty food for you?
- Do you relate food with any special memory of an event or person in your life?

The facilitators will explore ideas around the social function of food beyond nutrition and survival (i.e. food as a tool to facilitate social interaction and engagement).

## Part 3: Capturing views and experiences

**Ask participants the following questions:**

- What is healthy eating? What are healthy foods?
- What are the challenges for people who do not achieve a healthy diet?
- How does poor nutrition affect health outcomes?

As a facilitator try to encourage participation within the group. You can use a flip chart paper to write their answers. This page should be kept visible to the group during the workshop.

After participants finish the activity, the facilitator can summarise the responses identifying the common and divergent responses and ask participants if they have any comments to add.



The facilitator should use this moment to initiate a reflection on nutrition-related inequalities (the differences in what people eat across social groups) and food-related inequalities (the differences in the availability of food across social groups) and its impact on health and wellbeing.

#### **Part 4: Deepening and critical reflection**

In this part of the workshop, the facilitator should research current information regarding data on how to have a balanced diet, how poor nutrition affects health, and the relation between food and health inequalities.

To access this information, you can use the following resources:

New Information	Author/ Organisation	Link
Food and Diet Food and health inequalities	NHS Health Scotland	<a href="http://www.healthscotland.scot/health-topics/diet-and-healthy-weight/food-and-diet#:~:text=Food%20and%20health%20inequalities&amp;text=People%20on%20low%20incomes%20and,options%20available%20where%20they%20live">http://www.healthscotland.scot/health-topics/diet-and-healthy-weight/food-and-diet#:~:text=Food%20and%20health%20inequalities&amp;text=People%20on%20low%20incomes%20and,options%20available%20where%20they%20live</a>
The state of food security and nutrition in the world 2021	World Health Organisation	<a href="https://www.who.int/publications/m/item/the-state-of-food-security-and-nutrition-in-the-world-2021">https://www.who.int/publications/m/item/the-state-of-food-security-and-nutrition-in-the-world-2021</a>
The Eatwell Guide	NHS UK	<a href="https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/</a> <a href="https://www.food.gov.uk/sites/default/files/media/document/eatwell-guide-master-digital.pdf">https://www.food.gov.uk/sites/default/files/media/document/eatwell-guide-master-digital.pdf</a>
Food poverty	Public Health Scotland	<a href="http://www.healthscotland.scot/health-inequalities/fundamental-causes/poverty/food-poverty">http://www.healthscotland.scot/health-inequalities/fundamental-causes/poverty/food-poverty</a>
Sugar meter	British Heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods</a>
Caffeine tools and calculator	Caffeine Informer	<a href="https://www.caffeineinformer.com/">https://www.caffeineinformer.com/</a>
Sugar, fat and salt quiz	British Heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/saturated-fat-quiz">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/saturated-fat-quiz</a>

These are suggestions and you can use other resources available from reliable sources.

You can print the information given above or use the examples of the quiz game to use with participants or you can make slides to discuss the topic.



## Part 5: Co-construction of new knowledge

In this part of the workshop, the facilitator should initiate a discussion based on young people's previous knowledge and experiences related to the topic and the new information/reflection added to the group within the session.

### The following questions can help with this:

- Was there any new information or insight that came from the session?
- Did you find any contributions or comments from another member of the group very different from what you think or had thought?
- Have you changed your mind about any aspects of the topic from what you had before?

### Food in my kitchen

After this group discussion invite the participants to think about the food and drink they normally consume and why they eat these specific foods. Each participant will receive a flipchart to draw a big fridge and cupboard, with examples of food they have at home. The facilitator can show images of different foods and drinks (a mix of healthy and unhealthy) either printed or using a computer. This activity aims to help participants to identify if they have a healthy diet or not and the reasons behind it. After each participant shares their responses, they will be invited to reflect on the following questions:

- Why do people not always eat healthy food?
- What are the main barriers to achieving a good diet?
- What do you think could be done to reduce inequalities around food and healthy eating?

The group discussion can explore the situation of people on low incomes who often consume a less healthy diet and are therefore more likely to experience the adverse health outcomes associated with a poor diet. This could be due to them not having affordable healthy food options available where they live, or other reasons.



## Part 6: Group agreement for change

In this part, facilitators will support young people in developing an action plan for behaviour change. It works as a group commitment to improve their diet and nutrition.

Ask young people to think about what was discussed during the workshop, and the relationships they can draw with their own diet and nutrition.

### **The following questions can be used:**

- Is there anything you realized you could be doing to improve your diet?
- What would you think you can do to reduce the intake of unhealthy food?
- What kind of change in your current habits / beliefs would you like to make to improve your diet?
- After a brief discussion invite participants to choose one action to improve their diet. They should write this down, and then each participant is invited to read their 'commitments to change' for the group.

## Part 7: Workshop closure and evaluation

As a facilitator, you can start this final part of the workshop by thanking young people for their participation and checking how the group is feeling after the activities. Then, you can ask the follow question:

### **What key messages are you taking from today's workshop?**

Encourage individual feedback from the group. This is important for the validation of the knowledge co-created during the workshop. After participants express their feelings and achievements, you as facilitator can share how you feel as well and how important this opportunity to interact with them was. This expression shows empathy, gratitude and positively affects the relationship between participants and facilitators.





**Final steps:**

Ask participants to complete the evaluation form and return it to the facilitator.  
Give them their certificate of attendance.

**Extra supporting materials**

We suggest some further resources in Appendix 10 (Supporting materials Workshop 8 –Healthy Eating), if you want to consult and use them during the workshop.



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# Appendices

## Appendix 1: Workshop evaluation



University of Dundee

### WORKSHOP EVALUATION

'Do not give up on us' – Workshops to promote health / oral health with young people experiencing homelessness

WORKSHOP TITLE \_\_\_\_\_

*Please read the following statements and select one of the rating options*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. The workshop met my initial expectation.	1	2	3	4	5
2. The workshop provided good discussion and information on the topic.	1	2	3	4	5
3. I feel more motivated and confident about the issues we discussed during the workshop.	1	2	3	4	5
4. My attitudes will positively change after the workshop.	1	2	3	4	5
5. I enjoyed the activities and discussions during the workshop.	1	2	3	4	5
6. I believe that this type of activity is helpful and can make a difference to young people's participants.	1	2	3	4	5

7. The best part of the workshop was \_\_\_\_\_

8. What I did not like was \_\_\_\_\_

9. Which new topic would you like to discuss in other workshops? \_\_\_\_\_

\_\_\_\_\_

10. Other comments \_\_\_\_\_

\_\_\_\_\_

Thank you very much for your feedback!

**Appendix 2:** Certificate of attendance

**“Do not give up on us”  
A Workshop Guide in Health Promotion**

Certificate of Attendance

We certify that

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Name of the participant

Has successfully completed the workshop

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Name of the workshop

Workshop delivered and certified by:

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Institution that delivered the workshop:

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Date: 

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### Appendix 3: Supporting materials for Workshop 1 - Oral Health and Quality of Life

Title	Author/ Organisation	Link
What causes cavities?	TED-ed	<a href="https://www.youtube.com/watch?v=zGoBFU1q4g0">https://www.youtube.com/watch?v=zGoBFU1q4g0</a>
How to prevent COVID-19 infection in oral health-care services	WHO	<a href="https://youtu.be/BFHnX7yr0tl">https://youtu.be/BFHnX7yr0tl</a>
Oral health key facts	WHO	<a href="https://www.who.int/news-room/fact-sheets/detail/oral-health">https://www.who.int/news-room/fact-sheets/detail/oral-health</a>
Ending childhood dental caries: WHO implementation manual	WHO	<a href="https://www.who.int/publications/i/item/ending-childhood-dental-car-ies-who-implementation-manual">https://www.who.int/publications/i/item/ending-childhood-dental-car-ies-who-implementation-manual</a>
Sugar and dental caries	WHO	<a href="https://www.who.int/publications/i/item/WHO-NMH-NHD-17.12">https://www.who.int/publications/i/item/WHO-NMH-NHD-17.12</a>
WHO monograph on tobacco cessation and oral health integration	WHO	<a href="https://www.who.int/publications/i/item/who-monograph-on-tobacco-ces-sation-and-oral-health-integration">https://www.who.int/publications/i/item/who-monograph-on-tobacco-ces-sation-and-oral-health-integration</a>
Toolkit for oral health professional to deliver brief tobacco interventions in primary care	WHO	<a href="https://www.who.int/publications/i/item/toolkit-for-oral-health-profession-al-to-deliver-brief-tobacco-interven-tions-in-primary-care">https://www.who.int/publications/i/item/toolkit-for-oral-health-profession-al-to-deliver-brief-tobacco-interven-tions-in-primary-care</a>
How to Brush Your Teeth Animation MCM	WHO	<a href="https://www.youtube.com/watch?v=BapR9J86ZZw">https://www.youtube.com/watch?v=BapR9J86ZZw</a>
How to keep your teeth clean	Health Education England - HEE	<a href="https://www.youtube.com/watch?v=BapR9J86ZZw">https://www.youtube.com/watch?v=BapR9J86ZZw</a>
Smile4life Guide for trainers: Better oral care for homeless people	Freeman et al. 2012	<a href="https://discovery.dundee.ac.uk/ws/portalfiles/portal/26974779/Smile4life-GuideforTrainers.pdf">https://discovery.dundee.ac.uk/ws/portalfiles/portal/26974779/Smile4life-GuideforTrainers.pdf</a>

**Appendix 4:** Supporting materials Workshop 2 - Mental Health and Relationships

Title	Author/ Organisation	Link
What is depression?	TED-ed	<a href="https://www.youtube.com/watch?v=z-IR48Mb3W0">https://www.youtube.com/watch?v=z-IR48Mb3W0</a>
Youth voices in mental health	WHO	<a href="https://youtu.be/Xddw4WF9Klk">https://youtu.be/Xddw4WF9Klk</a>
What’s on Your Mind?’	See Me: end mental health discrimination	<a href="https://www.seemescotland.org/young-people/whats-on-your-mind/">https://www.seemescotland.org/young-people/whats-on-your-mind/</a>
Let’s Chat	See Me: end mental health discrimination	<a href="https://www.seemescotland.org/media/9388/use-letschat_final_may2019.pdf">https://www.seemescotland.org/media/9388/use-letschat_final_may2019.pdf</a>
Young people’s mental health and wellbeing research	Healthwatch England	<a href="https://www.healthwatch.co.uk/report/2020-02-05/young-peoples-mental-health-and-wellbeing-research">https://www.healthwatch.co.uk/report/2020-02-05/young-peoples-mental-health-and-wellbeing-research</a>
Understanding mental health – for young people	Mind: for better mental health	<a href="https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-mental-health/">https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-mental-health/</a>
Opening up about your mental health – for young people	Mind: for better mental health	<a href="https://www.mind.org.uk/information-support/for-children-and-young-people/talking-to-friends-and-family/#WhatIfIDontHaveAnyoneToTalkTo">https://www.mind.org.uk/information-support/for-children-and-young-people/talking-to-friends-and-family/#WhatIfIDontHaveAnyoneToTalkTo</a>
Understanding CAMHS – for young people	NHS	<a href="https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/charity-and-voluntary-services/get-help-from-mental-health-helplines/">https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/charity-and-voluntary-services/get-help-from-mental-health-helplines/</a>
Heads Up! A toolkit of sessions to run with young people to promote mental health and emotional well-being	UK Youth and the Paul Hamlyn Foundation, 2015	<a href="https://www.phf.org.uk/wp-content/uploads/2018/03/Heads20Up20Final20Approved20version.pdf">https://www.phf.org.uk/wp-content/uploads/2018/03/Heads20Up20Final20Approved20version.pdf</a>
The Worry Tree, How to deal with your worries.	Rise Above	<a href="https://www.youtube.com/watch?v=26GRTQRfryw">https://www.youtube.com/watch?v=26GRTQRfryw</a>
Guidelines on mental health promotive and preventive interventions for adolescents	WHO	<a href="https://apps.who.int/iris/bitstream/handle/10665/336864/9789240011854-eng.pdf">https://apps.who.int/iris/bitstream/handle/10665/336864/9789240011854-eng.pdf</a>





## Appendix 5: Supporting materials Workshop 3 – Life Knowledge and Future Planning

Title	Author/ Organisation	Link
Dreams of the Future The photographic exhibition “Youth Lens – Dreams of the Future” was launched in New York	UNICEF	<a href="https://www.unicef.org/turkey/en/stories/dreams-future">https://www.unicef.org/turkey/en/stories/dreams-future</a>
Dealing with change (video)	NHS	<a href="https://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/">https://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/</a>
Introducing to Person-centred Planning Tools	Preparing for adulthood	<a href="https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/introduction-to-person-centred-planning-tools.htm">https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/introduction-to-person-centred-planning-tools.htm</a>
Tools for gathering the views of children and young people	Highland Council Phycological Service, 2020	<a href="https://education.gov.scot/media/zzwandoz/highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf">https://education.gov.scot/media/zzwandoz/highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf</a>
Tools for gathering the views of children and young people	Highland Council Phycological Service, 2020	<a href="https://education.gov.scot/media/zzwandoz/highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf">https://education.gov.scot/media/zzwandoz/highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf</a>
How we can help young people build a better future	TED Talk   Henrietta Fore	<a href="https://www.youtube.com/watch?v=iw7nPE2jioU">https://www.youtube.com/watch?v=iw7nPE2jioU</a>
Who is allowed to go to school?	UNESCO	<a href="https://www.youtube.com/watch?v=2izn9XSNzww">https://www.youtube.com/watch?v=2izn9XSNzww</a>
Youth advocacy toolkit	UNICEF	<a href="https://www.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf">https://www.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf</a>
Growing up on the streets Knowledge Exchange Training Pack	University of Dundee; Streetinvest, 2016	<a href="https://streetinvest.org/wp-content/uploads/2020/09/Growing_up_on_the_Streets_Knowledge_Exchange_Training_Pack.pdf">https://streetinvest.org/wp-content/uploads/2020/09/Growing_up_on_the_Streets_Knowledge_Exchange_Training_Pack.pdf</a>

## Appendix 6: Supporting materials Workshop 4 - Stigma

Title	Author/ Organisation	Link
I am whole. A report investigating the stigma faced by young people experiencing mental health difficulties	NHS, 2016	<a href="https://www.ymca.org.uk/wp-content/uploads/2016/10/IAMWHOLE-v1.1.pdf">https://www.ymca.org.uk/wp-content/uploads/2016/10/IAMWHOLE-v1.1.pdf</a>
Anti-stigma toolkit. A Guide to Reducing Addiction-Related Stigma	The Danya Institute, 2012	<a href="https://www.opioidlibrary.org/wp-content/uploads/2020/08/Anti-Stigma-Toolkit.pdf">https://www.opioidlibrary.org/wp-content/uploads/2020/08/Anti-Stigma-Toolkit.pdf</a>
Stigma and discrimination	See Me: end mental health discrimination	<a href="https://www.seemescotland.org/young-people/information-for-young-people/stigma-and-discrimination/">https://www.seemescotland.org/young-people/information-for-young-people/stigma-and-discrimination/</a>
Mental health stigma pub quiz	Time to Change (UK)	<a href="https://www.time-to-change.org.uk/sites/default/files/Time-to-Talk-Day-Pub-Quiz.pdf">https://www.time-to-change.org.uk/sites/default/files/Time-to-Talk-Day-Pub-Quiz.pdf</a>
Quiz cards mental Health stigma	Time to Change (UK)	<a href="https://www.time-to-change.org.uk/sites/default/files/TtC%20quiz%20cards_0.pdf">https://www.time-to-change.org.uk/sites/default/files/TtC%20quiz%20cards_0.pdf</a>
Six degrees of being in a colleague's corner	Time to change (UK)	<a href="https://www.time-to-change.org.uk/sites/default/files/TtC%20quiz%20cards_0.pdf">https://www.time-to-change.org.uk/sites/default/files/TtC%20quiz%20cards_0.pdf</a>
Discrimination Hurts	The Danish institute for human rights	<a href="https://www.youtube.com/watch?v=M5CWWcJD8aw">https://www.youtube.com/watch?v=M5CWWcJD8aw</a>
Fair Play: Educational game about dealing with discrimination	Anne Frank House	<a href="https://www.annefrank.org/en/education/product/27/fair-play/">https://www.annefrank.org/en/education/product/27/fair-play/</a>
Stories that Move. Toolbox against discrimination	Anne Frank House	<a href="https://www.storiesthatmove.org/en/">https://www.storiesthatmove.org/en/</a>
Daily of activities to raise awareness against discrimination	International Youth Exchange Tools ToFAD, 2018	<a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1856/Daily%20of%20activities%20Tools%20to%20Figh%20Against%20Discrimintation.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1856/Daily%20of%20activities%20Tools%20to%20Figh%20Against%20Discrimintation.pdf</a>
"Born Free and Equal"	International Youth Exchange Tools ToFAD, 2018	<a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1856/Daily%20of%20activities%20Tools%20to%20Figh%20Against%20Discrimintation.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1856/Daily%20of%20activities%20Tools%20to%20Figh%20Against%20Discrimintation.pdf</a>



Tackle Discrimination by Empowering Youth. A Collection of Good Practices for Community Development	YARD – Youth, 2019	<a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-2273/IO2-EN-Toolkit.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-2273/IO2-EN-Toolkit.pdf</a>
Antidiscrimination in practice	Regional Volunteer Centre	<a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-2121/antidiscrimination%20educational%20booklet.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-2121/antidiscrimination%20educational%20booklet.pdf</a>
Are young people discriminated against for being young?	BBC Ideas	<a href="https://www.youtube.com/watch?v=RJ3-RWA5A00">https://www.youtube.com/watch?v=RJ3-RWA5A00</a>

**Appendix 7:** Supporting materials Workshop 5 – Young People and Homelessness

Title	Author/ Organisation	Link
Handbook for conducting an adolescent health services barriers assessment (AHSBA) with a focus on disadvantaged adolescents	WHO, 2019	<a href="https://www.who.int/publications/item/9789241515078">https://www.who.int/publications/item/9789241515078</a>
Go home?	Centrepoint UK	<a href="https://youtu.be/4VKqksYQhrA">https://youtu.be/4VKqksYQhrA</a>
Preventing youth homelessness: What works? Policy Briefing	Centrepoint UK, 2016	<a href="https://centrepoint.org.uk/media/4201/17-preventing-youth-homelessness-what-works.pdf">https://centrepoint.org.uk/media/4201/17-preventing-youth-homelessness-what-works.pdf</a>
Health 2020: Social protection, housing and health	WHO Europe, 2016	<a href="https://www.euro.who.int/_data/assets/pdf_file/0005/458780/homelessness-COVID-19-factsheet-eng.pdf">https://www.euro.who.int/_data/assets/pdf_file/0005/458780/homelessness-COVID-19-factsheet-eng.pdf</a>
People experiencing homelessness during the COVID-19 response in the WHO European Region	WHO Europe, 2020	<a href="https://www.euro.who.int/_data/assets/pdf_file/0005/458780/homelessness-COVID-19-factsheet-eng.pdf">https://www.euro.who.int/_data/assets/pdf_file/0005/458780/homelessness-COVID-19-factsheet-eng.pdf</a>
Generation Unlimited - Our Time. Our turn. Our future	Generation Unlimited, 2018	<a href="https://youtu.be/z1L8ewssmvc">https://youtu.be/z1L8ewssmvc</a>
A place to call home understanding youth homelessness	Sage Foundation, 2017	<a href="https://www.sage.com/~/_media/group/files/business-builders/sage-foundation-homelessness-full-report.pdf?la=en">https://www.sage.com/~/_media/group/files/business-builders/sage-foundation-homelessness-full-report.pdf?la=en</a>
Josh E's Story	Centrepoint UK	<a href="https://youtu.be/gdijB2tmkQk">https://youtu.be/gdijB2tmkQk</a>
Youth homelessness	Rock Trust	<a href="https://www.rocktrust.org/youth-homelessness/">https://www.rocktrust.org/youth-homelessness/</a>



**Appendix 8:** Supporting materials Workshop 6 – Drug use, abuse, and addiction

Title	Author/ Organisation	Link
Drugs and the Brain A Beginner’s Guide	Drug Watch UK, 2014	<a href="http://thedrugswheel.com/drugwatch/DrugWatchWorkbookDrugsAndTheBrain1_3.pdf">http://thedrugswheel.com/drugwatch/DrugWatchWorkbookDrugsAndTheBrain1_3.pdf</a>
Overdoses & Emergencies. Information sheet	Drug Watch UK, 2015	<a href="http://www.thedrugswheel.com/drugwatch/DrugWatchOD_Emergency_1_1.pdf">http://www.thedrugswheel.com/drugwatch/DrugWatchOD_Emergency_1_1.pdf</a>
Choices for life	Young Scot	<a href="https://young.scot/campaigns/national/choices-for-life">https://young.scot/campaigns/national/choices-for-life</a>
The drugs wheel free game	Mark Adley, 2016	<a href="http://thedrugswheel.com/game/DWG_Instructions_2_3.pdf">http://thedrugswheel.com/game/DWG_Instructions_2_3.pdf</a>
Why do young people take drugs?	Drug wise	<a href="https://www.drugwise.org.uk/why-do-young-people-take-drugs/">https://www.drugwise.org.uk/why-do-young-people-take-drugs/</a>
Drugs and Alcohol (young people)	Healthtalk.org	<a href="https://healthtalk.org/drugs-and-alcohol/advice-to-young-people-about-drugs-and-alcohol">https://healthtalk.org/drugs-and-alcohol/advice-to-young-people-about-drugs-and-alcohol</a>
You and substance use stuff to think about...and ways to make changes	Centre for Addictions Research of BC, University of Victoria, 2011	<a href="http://www.socialworkerstoolbox.com/you-and-substance-use-workbook-stuff-to-think-about-and-ways-to-make-changes/">http://www.socialworkerstoolbox.com/you-and-substance-use-workbook-stuff-to-think-about-and-ways-to-make-changes/</a>
Meet Dr. Zee - the man who invented legal highs	BBC	<a href="https://www.bbc.co.uk/bbcthree/clip/Oe5fa0a1-6305-40f9-ab11-f1fa512328fc">https://www.bbc.co.uk/bbcthree/clip/Oe5fa0a1-6305-40f9-ab11-f1fa512328fc</a>
Challenging Stigma: Tackling the prejudice experienced by the families of drug and alcohol users	Adfam: families, drugs and alcohol, 2012	<a href="https://www.drugsandalcohol.ie/18706/1/adfam_challenging_stigma.pdf">https://www.drugsandalcohol.ie/18706/1/adfam_challenging_stigma.pdf</a>
Interview with Professor Catriona Matheson, Chair of the Drug Deaths Taskforce for Scotland	Alliance, 2021	<a href="https://anchor.fm/alliancelive/episodes/Interview-with-Professor-Catriona-Matheson--Chair-of-the-Drug-Deaths-Taskforce-for-Scotland-ets4a1">https://anchor.fm/alliancelive/episodes/Interview-with-Professor-Catriona-Matheson--Chair-of-the-Drug-Deaths-Taskforce-for-Scotland-ets4a1</a>

**Appendix 9:** Supporting materials Workshop 7 – Building Resilience

Title	Author/ Organisation	Link
Strengthening resilience: a priority shared by Health 2020 and the Sustainable Development Goals	WHO, 2017	<a href="https://www.euro.who.int/_data/assets/pdf_file/0005/351284/resilience-report-20171004-h1635.pdf">https://www.euro.who.int/_data/assets/pdf_file/0005/351284/resilience-report-20171004-h1635.pdf</a>
Solution-focused practice: An NSPCC toolkit for working with children and young people	Louise Bazalgette, Maria Emilsson, Sharon Breslin, Alex Modder, Meriel Clunas, Ali Brown, Neil Anderson	<a href="https://learning.nspcc.org.uk/media/1073/solution-focused-practice-toolkit.pdf">https://learning.nspcc.org.uk/media/1073/solution-focused-practice-toolkit.pdf</a>
Develop the Resilience and Wellbeing of Children and Young People	WORTH-IT	<a href="https://www.worthit.org.uk/services/support-for-children-and-young-people#CYP-Workshops">https://www.worthit.org.uk/services/support-for-children-and-young-people#CYP-Workshops</a>
What is resilience?	AXA-Global health	<a href="https://www.youtube.com/watch?v=ASDBJXDNqvc">https://www.youtube.com/watch?v=ASDBJXDNqvc</a>
Resilience Ladder	Mentally Healthy School and Anna Freud National Centre for Children and Families	<a href="https://www.justonenorfolk.nhs.uk/media/3497/resilience-ladder.pdf">https://www.justonenorfolk.nhs.uk/media/3497/resilience-ladder.pdf</a>



## Appendix 10: Supporting materials Workshop 8 – Healthy Eating

Title	Author/ Organisation	Link
Infographic: how much sugar is in different foods?	British heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/sugar-in-different-foods</a>
Top sources of added sugar in our diet	NHS	<a href="https://www.nhs.uk/live-well/eat-well/top-sources-of-added-sugar/">https://www.nhs.uk/live-well/eat-well/top-sources-of-added-sugar/</a>
Sugar	NHS	<a href="https://www.nhs.uk/change4life/food-facts/sugar">https://www.nhs.uk/change4life/food-facts/sugar</a>
Sugar Smart parent pack	Public Health England	<a href="https://campaignresources.phe.gov.uk/schools/resources/Sugar-Smart">https://campaignresources.phe.gov.uk/schools/resources/Sugar-Smart</a>
The Eatwell Guide	NHS	<a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a>
Eatwell guide interactive online tool	Food Standards Scotland	<a href="http://fss-eatwellguide.scot/">http://fss-eatwellguide.scot/</a>
What are free sugars?	British Heart Foundation	<a href="https://youtu.be/hTX0iGAAwWY">https://youtu.be/hTX0iGAAwWY</a>
Why is too much salt bad for you?	British Heart Foundation	<a href="https://youtu.be/uM8yQNZ0x10">https://youtu.be/uM8yQNZ0x10</a>
Can you spot the hidden fats?	British Heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/saturated-fat-quiz">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/saturated-fat-quiz</a>
12 foods you wouldn't believe are so fatty	British Heart Foundation	<a href="https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/shockingly-fatty-foods">https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/sugar-salt-and-fat/shockingly-fatty-foods</a>
Caffeine Calculator	Caffeine Informer	<a href="https://www.caffeineinformer.com/death-by-caffeine">https://www.caffeineinformer.com/death-by-caffeine</a>
Diet and healthy weight	Public Health Scotland	<a href="http://www.healthscotland.scot/health-topics/diet-and-healthy-weight/food-and-diet#:~:text=Food%20and%20health%20inequalities&amp;text=People%20on%20low%20incomes%20and,options%20available%20where%20they%20live">http://www.healthscotland.scot/health-topics/diet-and-healthy-weight/food-and-diet#:~:text=Food%20and%20health%20inequalities&amp;text=People%20on%20low%20incomes%20and,options%20available%20where%20they%20live</a>
Taking Action on Childhood Obesity	WHO	<a href="https://apps.who.int/iris/bitstream/handle/10665/274792/WHO-NMH-PND-ECHO-18.1-eng.pdf?ua=1&amp;ua=1">https://apps.who.int/iris/bitstream/handle/10665/274792/WHO-NMH-PND-ECHO-18.1-eng.pdf?ua=1&amp;ua=1</a>





**Do Not Give Up On Us**

A workshop guide for health promotion and civic engagement