

Into the OUTSIDE

Education Resources

Emotional health & wellbeing



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Duration 30 minutes

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Duration 1-1.5 hours

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Duration 30-60 minutes



Photo credits
Left: Jay & George
Right: Caitlin Kentish

Building a contemporary queer youth archive

A creative collective of young people aged 13-25 identifying as LGBTQ+ re-examines Brighton & Hove's rich LGBTQ+ history, creating a new archive of queer youth experiences. This heritage-learning project funded by the Heritage Lottery Fund is delivered by Photoworks in collaboration with Brighton & Hove Libraries Services, the Mass Observation Archive and the East Sussex Record Office. Many other organisations from across the city are also involved including local schools, Brighton Museum & Art Gallery, Queer in Brighton and Allsorts Youth Project.

About these resources

Guidance, advice and ideas for professionals working with young people who want to raise awareness of and explore LGBTQ+ issues.

The activities are suitable for youth workers and teachers working in a range of settings with young people aged 13+. They can be used to support professionals running LGBTQ+ youth groups, delivery of the Citizenship or PSHE Curriculum in school, or for general youth work.

Each resource refers back to content on the Into the Outside website: www.intotheoutside.org.uk, making use of the rich collection of images, artwork, voices, creative writing and archive material.

Each resource includes a series of high-quality, creative activities using discussion, photography and creative writing.



Emotional health & wellbeing

Today's young people face a unique and complex set of pressures on their emotional and mental health unlike any other. Laws and society may have changed, but many of the young people that we worked with who identified as LGBTQ+ or were questioning their gender or sexual identity reported feeling isolated and emotionally vulnerable, and most still have to deal with homophobia daily.'



Discussion

Five Steps to Wellbeing

Duration 30 minutes

This activity is designed to work in all settings with young people. The purpose of the activity is to enable discussions to take place about the situations and experiences that can affect emotional health and wellbeing. This activity also develops visual and emotional literacy.

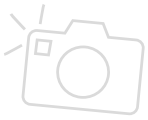
Look at, Read, Listen to

- Grandad by Colin
www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/colin/
- Romy's artwork
www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/romy/
- Ellyott's photographic grid and poem
www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/ellyott/
- Lili's poem
www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/lili/
- Voices in this section
www.intotheoutside.org.uk/tag/emotional-health-wellbeing+voices/



Photo credit
Jay & George

1. Ask the group to discuss how the experiences shared by the Into the Outside Youth Collective might affect their emotional health and wellbeing.
2. Create two lists – one of some of the emotions explored, and a second that lists what the youth collective have experienced.
3. Look at the lists you have created. How do the two lists relate to each other? Together discuss the five steps to wellbeing and how these can help develop resilience in times of emotional stress.



Photography

Emotional Images

Duration 1-1.5 hours

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Photo credit
Colin Lievens

1. Ask the group to discuss how the experiences shared by the Into the Outside Youth Collective might affect their emotional health and wellbeing. Then, as a group make a list of some of the emotions explored.
2. In advance of this activity, you will need to have created your own set of images, appropriate to your group, that they can begin to read different emotions into. Ask the group to watch a slideshow of these images and for each image call out any emotions or 'states of being' that can be drawn from the images. Add these words to your earlier list.
3. Choose three emotions from the list you have compiled, and in pairs create three photographs that depict your chosen emotions. However, the challenge here is to create a photograph that doesn't have any people in it, encouraging young people to think more deeply about the things that make them happy or sad.
4. Once the group has finished, print out or download their final images. Ask each pair to talk about one of the images they've created and what they have tried to convey.



Creative Writing

How to Love Yourself

Duration 30-60 minutes

This activity is designed to work in more generic settings where young people have not necessarily openly sought support in questioning their gender identity or sexual orientation. You may be unaware of how young people are making sense of many aspects of their developing identities. Be mindful of supporting how the group approaches this activity. Only undertake the activity if it feels safe for the group as a whole to undertake.

The purpose of the activity is to create a safe space where young people can discuss the issues involved, understand others' experiences and develop awareness and empathy.

Read

- How to Love Yourself by Dean Atta
<http://www.intotheoutside.org.uk/voices/dean-atta/dean-atta-2/>



Photo credit
Jay & George

1. Ask the group to discuss in pairs which lines they liked and related to and why. Then feedback to the whole group.
2. Discuss how this poem relates to emotional health & wellbeing.
3. Ask everyone to individually, or in pairs or small groups, to write a list of advice for self love and self care.

